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| https://img.cdn.schooljotter2.com/sampled/9715816/849/849/nocrop/ **PSHE Whole School Progression Map** |
| **Subject Leader** | **Date** | **Review Date** |
| Miss K Hulme | Autumn 2021 | Autumn 2022 |
| **Topic**  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Relationships**  | Families and friendships | * Recognise people who care for them.
* Recognise how people care for them.
* Recognise what it means to be a family.
* Understand the importance of talking to someone if they are worried about something in their family.

RSHE – Social and emotional – recognising signs that I am loved in my family. | * Recognise how to be a good friend.
* Recognise different ways that people meet and make friends
* Recognise strategies for positive play with friends.
* Identify what can cause arguments between friends
* Understand how to positively resolve arguments between friends
* Recognise when they/ others are feeling lonely or unhappy and how to ask for help/ help others.

RSHE – Social and emotional – recognising the joy of friendship is one of life’s gifts | * Recognise and respect that there are different types of families.
* Recognise that being part of a family provides support, stability and love
* Recognise the positive aspects of being part of a family
* Recognise the different ways that people can care for each other
* Identify if/when something in a family might make someone upset or worried
* Recognise what to do and whom to tell if family relationships are making them feel unhappy or unsafe.

RSHE – Social and emotional – Recognising that love is the foundation of family.  | * Recognise the features of positive healthy friendships
* Identify strategies to build positive friendships
* Identify how to seek support with relationships if they feel lonely or excluded
* Recognise how to communicate respectfully with friends when using digital devices
* Recognise how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know
* Recognise what to do or whom to tell if they are worried about any contact online

RSHE – Social and emotional – Ways of being polite and courteous and how this helps to make a better world. Celebrating each other’s differences. RSHE – Physical – How to treat others with respect and living in a diverse society.  | * Identify what makes a healthy friendship and how they make people feel included
* Identify strategies to help someone feel included
* Identify what peer influence is and how it can make people feel or behave
* Recognise the impact of the need for peer approval in different situations, including online
* Identify strategies to manage peer influence and the need for peer approval
* Recognise that it is common for friendships to experience challenges
* Identify strategies to positively resolve disputes and reconcile differences in friendships
* Recognise that friendships can change over time and the benefits of having new and different types of friends
* Identify how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable
* Recognise when and how to seek support in relation to friendships

RSHE – Social and emotional – Understanding of emotional relationship changes as we grow and develop.  | * Recognise what it means to be attracted to someone and different kinds of loving relationships
* Recognise that people who love each other can be of any gender, ethnicity or faith
* Recognise the qualities of healthy relationships that help individuals flourish
* Recognise ways in which couples show their love and commitment to one another
* Identify what marriage and civil partnership mean
* Recognise that people have the right to choose whom they marry or whether to get married
* Identify that to force anyone into marriage is illegal
* Identify how and where to report forced marriage or ask for help if they are worried

RSHE – Physical – Sexual intercourse. RSHE - Social and emotional – the sacrament of marriage.  |
| Safe relationships  | * Recognise when someone’s body or feelings might be hurt and whom to go to for help
* Understand what it means to keep something private, including parts of the body that are private
* identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)
* Recognise how to respond if being touched makes them feel uncomfortable or unsafe
* Understand when it is important to ask for permission to touch others
* Understand how to ask for and give/not give permission

RSHE – Physical – Keeping safe and realising each person’s body is their own. Knowing the difference between good and bad secrets. RSHE – Key words -Body parts.  | * Recognise hurtful behaviour, including online
* Identify what to do and whom to tell if they see or experience hurtful behaviour, including online
* Recognise what bullying is and different types of bullying
* Identify how someone may feel if they are being bullied
* Recognise the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help
* Identify how to resist pressure to do something that feels uncomfortable or unsafe
* Recognise how to ask for help if they feel unsafe or worried and what vocabulary to use

RSHE – Physical – describing ways of being safe in communities and looking at boundaries that appropriate in friendships and other including in a digital context.  | * Recognise what is appropriate to share with friends, classmates, family and wider social groups including online
* Identify what privacy and personal boundaries are, including online
* Recognise basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision
* Recognise that bullying and hurtful behaviour is unacceptable in any situation
* Recognise the effects and consequences of bullying for the people involved
* Identify the meaning of bullying online, and the similarities and differences to face-to-face bullying
* Understand what to do and whom to tell if they see or experience bullying or hurtful behaviour

RSHE – Social and emotional – friendships are built on mutual respect. How people sometimes behave differently online and how to make sure these friendships are positive and safe.  | * Differentiate between playful teasing, hurtful behaviour and bullying, including online
* Understand how to respond if they witness or experience hurtful behaviour or bullying, including online
* Recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable
* Understand how to manage pressures associated with dares
* Recognise when it is right to keep or break a confidence or share a secret
* Recognise risks online such as harmful content or contact
* Recognise how people may behave differently online including pretending to be someone they are not
* Understand how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online

RSHE – Physical – How to treat others with respect and living in a diverse society.RSHE – Spiritual – Appreciating the innate beauty, uniqueness and value of everyone.  | * Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
* Recognise how to ask for, give and not give permission for physical contact
* Identify how it feels in a person’s mind and body when they are uncomfortable
* Understand that it is never someone’s fault if they have experienced unacceptable contact
* Identify how to respond to unwanted or unacceptable physical contact
* Recognise that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about
* Identify whom to tell if they are concerned about unwanted physical contact

RSHE – Social and emotional – Seeking advice or reporting concerns for yourself or on behalf of a friend because you are feeling unsafe.  | * Recognise compare the features of a healthy and unhealthy friendship
* Understand the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong
* Identify strategies to respond to pressure from friends including online
* Identify how to assess the risk of different online ‘challenges’ and ‘dares’
* Understand how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
* Understand how to get advice and report concerns about personal safety, including online
* Identify what consent means and how to seek and give/not give permission in different situations

RSHE – Spiritual – Building relationships online, how we can recognise risks and who to report these to. Boundaries, appropriate and inappropriate including in a digital context. Where to get advice.  |
| Respecting ourselves and others.  | * Recognise what kind and unkind behaviour means in and out of school
* Recognise how kind and unkind behaviour can make people feel
* Understand what respect means
* Recognise class rules

RSHE – Physical – how to recognise when people are being unkind and the different kinds of teasing and bullying, and which are wrong and acceptable.  | * Recognise the things they have in common with their friends, classmates, and other people
* Recognise that friends can have both similarities and differences
* Recognise how to play and work cooperatively in different groups and situations
* Recognise how to share their ideas and listen to others, take part in discussions, and give reasons for their views

RSHE – Spiritual – Giving ourselves to others.  | * Recognise respectful behaviours
* Recognise how to model respectful behaviour in different situations
* Recognise the importance of self-respect and their right to be treated respectfully by others
* Identify what it means to treat others, and be treated, politely
* Recognise the ways in which people show respect and courtesy in different cultures and in wider society

RSHE – Physical – How relationships are always in need of building or rebuilding.  | * Recognise differences between people such as gender, race, faith
* Recognise what they have in common with others
* Understand the importance of respecting the differences and similarities between people
* Identify vocabulary to sensitively discuss difference and include everyone

RSHE – Physical – Respecting the diverse modern society that we live in. Challenging stereotypes.  | * Recognise that everyone should be treated equally
* Recognise why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
* Identify what discrimination means and different types of discrimination
* Identify online bullying and discrimination of groups or individuals
* Recognise the impact of discrimination on individuals, groups and wider society
* Identify ways to safely challenge discrimination
* Understand how to report discrimination online

RSHE – Social and emotional – Struggling with self-esteem and self-confidence. RSHE – Spiritual – Be respectful of your own body.  | * Recognise the link between values and behaviour and how to be a positive role model
* Identify how to discuss issues respectfully
* Recognise how to listen to and respect other points of view
* Identify how to constructively challenge points of view they disagree with
* Identify ways to participate effectively in discussions online and manage conflict or disagreements

RSHE – Spiritual – Characteristics of positive and respectful relationships.  |
| **Living in the wider world**  | Belonging to a community  | * Identify examples of rules in different situations
* Recognise that different people have different needs
* Recognise how we care for people, animals and other living things in different ways
* Identify how they can look after the environment.

RSHE - Spiritual – looking after the beautiful world that God gave us. Family rules to live in harmony and peace. Science – Animals including humans – identify and name a variety of common animals. Describe and compare the structure of a variety of common animals. | * Identify that they can be a part of different groups, and the role they play in these groups
* Recognise different rights and responsibilities that they have in school and the wider community
* Identify how a community can help people from different groups to feel included
* Recognise that they are all equal, and ways in which they are the same and different to others in their community

RSHE – Social and emotional – belonging to a diverse community.  | * Identify the reasons for rules and laws in wider society
* The importance of abiding by the law and what might happen if rules and laws are broken
* Identify what human rights are and how they protect people
* Identify basic examples of human rights including the rights of children
* Recognise how they have rights and also responsibilities
* Recognise that with every right there is also a responsibility

RSHE – Physical – Have the right to be listened to. Maintaining healthy relationships.  | * Identify the meaning and benefits of living in a community
* Recognise that they belong to different communities as well as the school community
* Identify the different groups that make up and contribute to a community
* Identify the individuals and groups that help the local community, including through volunteering and work
* Understand how to show compassion towards others in need and the shared responsibilities of caring for them

RSHE – Physical – Recognise the innate dignity of every person. Defend and protect human life. How we respect others even when they are different from ourselves: physically, ethnically, culturally.  | * Recognise how resources are allocated and the effect this has on individuals, communities and the environment
* Recognise the importance of protecting the environment and how everyday actions can either support or damage it
* Understand how to show compassion for the environment, animals and other living things
* Understand the way that money is spent and how it affects the environment
* Recognise how to express their own opinions about their responsibility towards the environment

RSHE – Spiritual – Selfless love, looking after the environment and practical support for the vulnerable.  | * Identify what prejudice means
* Differentiate between prejudice and discrimination
* Understand how to recognise acts of discrimination
* Identify strategies to safely respond to and challenge discrimination
* Recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups
* Identify how stereotypes are perpetuated and how to challenge this

RSHE – Spiritual – Ensuring we are contributing to the wellbeing of others and taking steps to avoid seeing negatives.  |
| Media literacy and digital resilience  | * Recognise how and why people use the internet
* Recognise the benefits of using the internet and digital devices
* Identify how people find things out and communicate safely with others online

RSHE – physical – How are parents and teachers keeping us safe online – rules and age restrictions.  | * Identify the ways in which people can access the internet
* Recognise the purpose and value of the internet in everyday life
* Recognise that some content on the internet is factual and some is for entertainment
* Recognise that information online might not always be true

RSHE – Physical – Keeping safe online and setting appropriate boundaries.  | * Recognise how the internet can be used positively for leisure, for school and for work
* Recognise that images and information online can be altered or adapted and the reasons for why this happens
* Identify strategies to recognise whether something they see online is true or accurate
* Evaluate whether a game is suitable to play or a website is appropriate for their age-group
* Recognise how to make safe, reliable choices from search results
* Identify how to report something seen or experienced online that concerns them

RSHE – Physical – Understanding how friendships can be broken down by actions or words on social media. The acts of reconciliation.  | * Recognise that everything shared online has a digital footprint
* Recognise that organisations can use personal information to encourage people to buy things
* Recognise what online adverts look like
* Recognise differences in content shared for factual purposes and for advertising
* Recognise why people might choose to buy or not buy something online
* Understand that search results are ordered based on the popularity of the website and that this can affect what information people access

RSHE – Physical – How people behave in a modern society.  | * Identify different types of media and their different purposes
* Identify basic strategies to assess whether content online is based on fact, opinion, or is biased
* Recognise that some media and online content promote stereotypes
* Identify how to assess which search results are more reliable than others
* Recognise unsafe or suspicious content online
* Recognise how devices store and share information

RSHE – Physical – Pressures from outside, including social media, to look and feel a certain way. How images in the media do not always reflect reality and how we can deal with these external pressures.  | * Recognise the benefits of safe internet use
* Identify how and why images online might be manipulated, altered, or faked
* Recognise when images might have been altered
* Understand why people choose to communicate through social media and some of the risks and challenges of doing so
* Recognise that social media sites have age restrictions and regulations for use
* Identify the reasons why some media and online content is not appropriate for children
* Recognise how online content can be designed to manipulate people’s emotions and encourage them to read or share things
* Understand sharing things online, including rules and laws relating to this
* Recognise what is appropriate to share online
* Identify how to report inappropriate online content or contact

RSHE – Spiritual – Recognising risks when building relationships online such as inappropriate images.  |
| Money and work  | * Recognise that everyone has different strengths, in and out of school
* Identify that different strengths and interests are needed to do different jobs
* Identify people whose job it is to help us in the community
* Recognise different jobs and the work people do

RSHE – Physical – How the police and lifeguards have the job to keep us safe with basic rules. Understand how to respect each other’s differences and celebrate how individuals are different and similar.  | * Recognise what money is and its different forms
* Identify how money can be kept and looked after
* Recognise way of getting, keeping and spending money
* Understand that people are paid money for the job they do
* Recognise the difference between needs and wants
* Recognise how people make choices about spending money, including thinking about needs and wants

RSHE – Social and emotional – Belonging to a diverse community.  | * Identify jobs that people may have from different sectors
* Recognise that people can have more than one job at once or over their lifetime
* Recognise common myths and gender stereotypes related to work
* Challenge stereotypes through examples of role models in different fields of work
* Identify some of the skills needed to do a job
* Recognise their interests, skills and achievements and how these might link to future jobs
* Recognise how to set goals that they would like to achieve this year

RSHE – Social and emotional – qualities and characteristics of a true friend.  | * Recognise how people make different spending decisions based on their budget, values and needs
* Recognise how to keep track of money and why it is important to know how much is being spent
* Identify different ways to pay for things and the reasons for using them
* Recognise that how people spend money can have positive or negative effects on others

RSHE – Physical – Helping others to grow and provide opportunities. | * Identify jobs that they might like to do in the future
* Recognise the role ambition can play in achieving a future career
* Recognise how or why someone might choose a certain career
* Recognise what might influence people’s decisions about a job or career
* Recognise the importance of diversity and inclusion to promote people’s career opportunities
* Recognise stereotyping in the workplace, its impact and how to challenge it
* Identify that there are a variety of routes into work

RSHE – Social and emotional – Changes and how these might present themselves within friendships. Concerns for the future/ identity formation.  | * Recognise the role that money plays in people’s lives, attitudes towards it and what influences decisions about money •
* Recognise value for money and how to judge if something is value for money
* Recognise how companies encourage customers to buy things and why it is important to be a critical consumer
* Recognise how having or not having money can impact on a person’s emotions, health and wellbeing
* Identify common risks associated with money, including debt, fraud and gambling
* Recognise how money can be gained or lost
* Recognise how to get help if they are concerned about gambling or other financial risk

RSHE – Social and emotional – How stable and caring relationships are at the heart of happy families. Where to seek advice.  |
| **Health and Wellbeing** | Physical health and mental wellbeing  | * Recognise what it means to be healthy and why it is important
* Identify ways to take care of themselves on a daily basis
* Recognise basic hygiene routines
* Recognise healthy and unhealthy foods, including sugar intake
* Recognise physical activity and how it keeps people healthy
* Identify different types of play, including balancing indoor, outdoor and screen-based play
* Identify people who can help them to stay healthy
* Identify how to keep safe in the sun

RSHE – Physical – Characteristics of keeping safe – personal hygiene.  | * Recognise routines and habits for maintaining good physical and mental health
* Recognise why sleep and rest are important for growing and keeping healthy
* Recognise that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies
* Recognise the importance of, and routines for, brushing teeth and visiting the dentist
* Identify food and drink that affect dental health
* Recognise how to describe and share a range of feelings
* Identify ways to feel good, calm down or change their mood
* Understand how to manage big feelings including those associated with change, loss and bereavement
* Understand when and how to ask for help, and how to help others, with their feelings

RSHE – Physical – Clear on how to seek advice from themselves or others and having confidence to do so. Feeling safe in the community. Science – Animals including humans – Describe the basic needs of animals including humans for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.  | * Identify the choices that people make in daily life that could affect their health
* Identify healthy and unhealthy choices
* Recognise what can help people to make healthy choices and what might negatively influence them
* Recognise habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits
* Identify what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally
* Recognise that regular exercise such as walking or cycling has positive benefits for their mental and physical health
* Recognise the things that affect feelings both positively and negatively
* Identify strategies to identify and talk about their feelings
* Recognise some of the different ways people express feelings
* Recognise how feelings can change overtime and become more or less powerful

RSHE – Physical – Looking out for each other and taking care of each other to support positive health and wellbeing. Science – Animals including humans – Identifying that animals, including humans, need the right types and amount of nutrition. | * Identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally
* Recognise what good physical health means and how to recognise early signs of physical illness
* Recognise that common illnesses can be quickly and easily treated with the right care
* Identify how to maintain oral hygiene and dental health, including how to brush and floss correctly
* Recognise the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health

RSHE – Spiritual – How we can support each other’s mental health and wellbeing and recognising the importance of expressing feelings. Science – Animals including humans – Identify the different types of teeth in humans and their simple functions. | * Recognise how sleep contributes to a healthy lifestyle
* Identify healthy sleep strategies and how to maintain them
* Recognise the benefits of being outdoors and in the sun for physical and mental health
* Identify how to manage risk in relation to sun exposure, including skin damage and heat stroke
* Recognise how medicines can contribute to health and how allergies can be managed
* Recognise that some diseases can be prevented by vaccinations and immunisations
* Recognise that bacteria and viruses can affect health
* Identify how they can prevent the spread of bacteria and viruses with everyday hygiene routines
* Recognise the shared responsibility of keeping a clean environment

RSHE – Physical – Hygiene routines during the time of puberty. The importance of keeping clean and maintaining a good personal hygiene.  | * Understand that mental health is just as important as physical health and that both need looking after
* Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
* Identify how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
* Identify positive strategies for managing feelings
* Recognise that there are situations when someone may experience mixed or conflicting feelings
* Recognise how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
* Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
* Identify where they and others can ask for help and support with mental wellbeing in and outside school
* Recognise the importance of asking for support from a trusted adult
* Identify the changes that may occur in life including death, and how these can cause conflicting feelings
* Recognise that changes can mean people experience feelings of loss or grief
* Recognise the process of grieving and how grief can be expressed
* Identify strategies that can help someone cope with the feelings associated with change or loss
* Identify how to ask for help and support with loss, grief or other aspects of change
* Recognise how balancing time online with other activities helps to maintain their health and wellbeing
* Identify strategies to manage time spent online and foster positive habits e.g. switching phone off at night
* Recognise what to do and whom to tell if they are frightened or worried about something they have seen online

RSHE – Spiritual – Building relationships online, how we can recognise risks and who to report these to. Boundaries, appropriate and inappropriate including in a digital context. Where to get advice. |
| Growing and changing  | * Recognise what makes them special and unique including their likes, dislikes and what they are good at
* Identify how to manage and whom to tell when finding things difficult, or when things go wrong
* Recognise how they are the same and different to others
* Recognise different kinds of feelings
* Recognise feelings in themselves and others
* Identify how feelings can affect how people behave

RSHE – Physical – Understand how to respect each other’s differences. RSHE – Spiritual – Living in peace and harmony.  | * Recognise the human life cycle and how people grow from young to old
* Recognise how our needs and bodies change as we grow up
* Recognise change as people grow up, including new opportunities and responsibilities
* Prepare to move to a new class and set goals for next year

RSHE – Physical – Realising that each person’s body is their own. Feeling safe. Science – Animals including humans – Notice that animals, including humans, have offspring which grow into adults. | * Recognise that everyone is an individual and has unique and valuable contributions to make
* Recognise how strengths and interests form part of a person’s identity
* Identify their own personal strengths and interests and what they’re proud of
* Recognise common challenges to self -worth
* Identify basic strategies to manage and reframe setbacks

RSHE – Physical –The role of a peer, mediator and mending broken friendships. How to resolve conflicts.  | * Understand personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
* Recognise, respect and express their individuality and personal qualities
* Identify ways to boost their mood and improve emotional wellbeing
* Recognise the link between participating in interests, hobbies and community groups and mental wellbeing

RSHE – Spiritual – Celebrating the uniqueness and innate beauty of each of us.  | * Identify and name the main parts of the body including external genitalia
* Recognise that for some people their gender identity does not correspond with their biological sex
* Identify external genitalia and reproductive organs
* Recognise the physical and emotional changes during puberty
* Identify key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
* Identify strategies to manage the changes during puberty including menstruation
* Recognise the importance of personal hygiene routines during puberty including washing regularly and using deodorant
* Understand how to discuss the challenges of puberty with a trusted adult
* Identify how to get information, help and advice about puberty

RSHE – Physical – Changes that take place during puberty. Science – Animals including humans – Describe the changes as humans develop to old age. | * Recognise some of the changes as they grow up
* Recognise what being more independent might be like, including how it may feel
* Understand the transition to secondary school and how this may affect their feelings
* Recognise how relationships may change as they grow up or move to secondary school
* Identify practical strategies that can help to manage times of change and
* Identify the links between love, committed relationships and conception
* Identify what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
* Identify how pregnancy occurs
* Recognise the responsibilities of being a parent or carer and how having a baby changes someone’s life

RSHE – Physical – How a human life is conceived.  |
| Keeping safe.  | * Recognise how rules can help to keep us safe
* Identify why some things have age restrictions
* Identify basic rules for keeping safe online
* Understand whom to tell if they see something online that makes them feel unhappy, worried, or scared

RSHE – physical – How are parents and teachers keeping us safe online – rules and age restrictions.RSHE – Social and emotional – Knowing how to respond to uncomfortable situations – including knowing who to go to if worried or in need of help.  | * Recognise risk in everyday situations
* Recognise how to help keep themselves safe in familiar and unfamiliar environments
* Identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
* Recognise how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
* Identify things that people can put into their body or onto their skin and how these can affect how people feel
* Recognise how to respond if there is an accident and someone is hurt
* Identify whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

RSHE – Physical – Ways of keeping safe in our community. What to do if you feel unsafe. How digital devices can be used to communicate with others when we feel unsafe.  | * Identify typical hazards at home and in school
* Understand how to predict, assess and manage risk in everyday situations
* Identify fire safety at home including the need for smoke alarms
* Recognise the importance of following safety rules from parents and other adults
* Recognise how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety

RSHE – Physical – Steps you can take to resolve conflicts in the wider community. Listening to concerns.  | * Recognise the importance of taking medicines correctly and using household products safely
* Recognise what is meant by a ‘drug’
* Recognise that drugs common to everyday life can affect health and wellbeing
* Identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects
* Identify some of the risks associated with drugs common to everyday life
* Recognise that for some people, using drugs can become a habit which is difficult to break
* Understand how to ask for help or advice

RSHE – Social and emotional – St. Paul’s letter to the Colossians on how to make society better.  | * Identify when situations are becoming risky, unsafe or an emergency
* Identify occasions where they can help take responsibility for their own safety
* Differentiate between positive risk taking and dangerous behaviour
* Recognise how to deal with common injuries using basic first aid techniques
* Recognise how to respond in an emergency, including when and how to contact different emergency services

RSHE – Social and emotional – Changes and how these might present themselves in friendships – risk taking behaviour.  | * Identify how to protect personal information online
* Identify potential risks of personal information being misused
* Identify strategies for dealing with requests for personal information or images of themselves
* Identify types of images that are appropriate to share with others and those which might not be appropriate
* Recognise that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
* Recognise what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
* Understand how to report the misuse of personal information or sharing of upsetting content/ images online
* Recognise the different age rating systems for social media, T.V, films, games and online gaming
* Recognise why age restrictions are important and how they help people make safe decisions about what to watch, use or play
* Identify the risks and effects of different drugs
* Recognise the laws relating to drugs common to everyday life and illegal drugs
* Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
* Identify the organisations where people can get help and support concerning drug use
* Understand how to ask for help if they have concerns about drug use
* Identify mixed messages in the media relating to drug use and how they might influence opinions and decisions

RSHE – Spiritual – Building relationships online, how we can recognise risks and who to report these to. Boundaries, appropriate and inappropriate including in a digital context. Where to get advice.Science – Animals including humans – Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. |