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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. |