PSHE Progression of Knowledge

My Healthy Self

EYFS	KS1 – Year 1 and 2	KS2 – Year 3 and 4	KS2 – Year 5 and 6
Recognising and talking about emotions To know that people can feel different emotions, such as happy, sad, worried, angry or calm. **Support with mental wellbeing** To know that adults can help them in feeling calmer when they are upset, worried or angry. **Self-care** To know that sleep and rest are important for their body. **Bullying and mental health** To know that being kind can help other people to feel happy and included. **Being active** To know that moving their bodies can be enjoyable and good for them. **Dental health** To know that teeth require daily cleaning. **Healthy diet** To know that their bodies need food and water.	**Recognising and talking about emotions** To know that basic emotions (happiness, sadness, anger, fear, surprise, disgust) are the body's natural response. To know that feelings are the words used to describe emotions. To recognise and name the following emotions and associated feelings: Happiness (excited, calm), Sadness (lonely, upset), Fear (worried, scared), Anger (cross, annoyed), Disgust (uncomfortable), Surprise (amazed, shocked) To know that it is okay and normal to experience both positive (comfortable) and negative (uncomfortable) feelings in response to different situations. To know feelings can change and vary in intensity and may seem small or big, depending on the situation. **Support with mental wellbeing** To know that talking to a trusted adult can help when they feel upset or worried. **Self-care** To know that resting and doing things they enjoy can help them feel better. To know that talking to someone can help when they feel sad or left out. To know that sleep helps their body and brain rest and grow.	**Recognising and talking about emotions** To know that many different feeling words can be used to identify and describe their emotions. To recognise and name the following emotions and associated feelings: Happiness (confident, hopeful, proud), Sadness (disappointed), Fear (nervous, embarrassed), Anger (frustrated, jealous, guilty), Disgust (offended), Surprise (curious). To know that their feelings and behavioural responses to a situation may differ from those of others. To know that feelings can feel stronger or weaker depending on the situation. To know that emotions and feelings can affect thoughts, decisions and behaviour. To know that recognising and talking about feelings and emotions early can help us stay in control of our behaviour. **Support with mental wellbeing** To know that taking care of their own feelings is part of staying healthy. To know that many people can struggle with their feelings and some of the signs might be seeming sad, crying, being unusually quiet, getting angry more easily or finding it hard to concentrate.	**Recognising and talking about emotions** To know the difference between emotions and feelings and that while emotions happen automatically in their bodies, they can choose how to interpret and respond to them. To recognise and describe the following emotions and associated feelings: Happiness (content, determined, optimistic). Sadness (pessimistic, grief, excluded). Fear (insecure, anxious, stressed, pressured, overwhelmed). Anger (betrayed). Surprise (startled). Disgust. To know that it is important to speak openly about emotions and their associated feelings. To know that it is important to regulate responses to emotions so they do not control feelings and actions. To know that reflecting on their emotions, feelings and behaviour helps them understand themselves and others better and reframe any negative thoughts and feelings. **Support with mental wellbeing** To know that mental health affects how people feel, think, behave and cope with life. To know that just like physical health, everyone has mental health and that it can change over time.

	To know that a good bedtime routine (e.g. bath, story, quiet time) helps them fall asleep more easily and sleep better. **Bullying and mental health** To know that repeatedly feeling hurt by others can affect how someone feels for the rest of the day or longer. **Being active** To know that being active doesn't just happen during PE lessons and that they can move and be active at other times, both in and out of school, every day. To know that moving their body every day helps them feel good and keeps them healthy. To know that running, jumping and playing help their body grow strong. To know that feeling tired can make it harder to run, play and have fun. **Dental health** To know that they should brush their teeth twice a day, in the morning and at night. To know that they need to brush every tooth and all of the surfaces. To know that sugary food and drink can damage teeth and should be limited. To know that they need to visit the dentist for check-ups, even if their teeth do not hurt. **Healthy diet** To know that some food and drink are best for everyday and others only sometimes. To know that eating fruit and vegetables helps them stay strong and not get ill.	To know that trusted adults (including teachers and other school staff) are there to help with problems, whether big or small. To know that seeking help early can make a significant difference for someone struggling with their feelings or mood. **Self-care** To know that sleep, hobbies, exercise and time with others can all help them to look after their feelings. To know some simple ways that they can help others each day. To know that children of their age should get between 9 –12 hours of sleep every night. To know that poor sleep can affect concentration and mood, making people feel grumpy, worried or upset more easily. To know that everyone feels lonely sometimes and talking about it helps. **Bullying and mental health** To know that when someone is bullied repeatedly, they may start to believe the negative things said about them. **Being active** To know some simple healthy choices they can make to incorporate physical activity into their normal day (e.g. walking or cycling to school, taking the stairs, carrying your own bag). To know about opportunities in their community to be physically active. To know that some activities make their heart beat faster, their body warmer and their breathing heavier — and that this	To know that many people experience mental ill health and that support is available. To know some signs that someone might need support with their mental health (e.g. acting differently, feeling down, withdrawing from others, getting upset easily, losing interest in things they usually enjoy, etc). To know that different professionals support mental health in different ways, such as listening, giving advice, offering therapy or helping them access other support. To know that there are free, confidential services they can contact (e.g. Childline) if they are worried, upset or need someone to talk to. **Self-care** To know the importance of making time to prioritise their own emotional health. To know that spending time outdoors can help people feel calm, focused and more connected to the world around them. To know that friendships support mental health by helping people feel accepted, understood and less alone. To know that helping others can improve their own wellbeing by releasing feel-good chemicals in the brain, building connection and giving them a sense of purpose. To know that sleep and rest support mental wellbeing by helping the brain recover, reducing stress and improving mood and focus. To know that lack of sleep can reduce energy levels, leading to a more inactive lifestyle and poorer general wellbeing.

	To know that drinking water helps them feel awake and keeps their body working properly. To know that healthy foods help them grow, run, play and learn. To know that enjoying different foods and eating well is part of being healthy.	means their body is working hard and getting stronger. To know that physical activity strengthens their heart, lungs, muscles and bones. To know that being active helps with coordination, balance and energy levels. To know that sitting still for long periods (e.g. lots of screen time with no breaks) is not good for their bodies and can cause low energy. **Dental health** N/A **Healthy diet** To know that a balanced diet includes a variety of food groups. To know that different food groups do different jobs in the body. To know that too much sugar, salt, or fat can cause health problems over time and that these are commonly found in processed food. To know that they should aim to eat at least five portions of fruit or vegetables a day to get the vitamins and minerals they need. To know that they should aim to drink 1.5 litres (6–8 glasses) of water a day to stay hydrated. To know that nutrients are the helpful parts in food that the body needs to grow, stay healthy and have energy. To know that processed foods are foods that have been changed or added to — like turning potatoes into crisps or fruit into fruit-flavoured sweets. To know that natural or less processed foods usually have more nutrients.	To know that some activities and habits can have a negative impact on emotional wellbeing (e.g. excessive screen time, staying inside for long periods, extended inactivity or insufficient time with friends and family. **Bullying and mental health** To know that people who are bullied may need support to feel better and rebuild their confidence. To know that bullying is proven to have a negative impact on mental health now and in the future. **Being active** To know that people get older, they can stay active in different ways (e.g. walking to work, going to the gym, dancing, gardening) to support health and wellbeing. To know that being active improves physical health by strengthening the body, improving fitness and helping them stay at a healthy weight. To know that physical activity helps mental wellbeing by boosting mood and reducing stress. To know that moderate activity means moving enough to raise your heart rate and feel a bit out of breath (e.g. brisk walking, cycling, playground games). To know that vigorous activity (e.g. running, swimming, team sports, dancing) makes people breathe harder and sweat more. To know that children their age should get at least one hour of moderate to vigorous activity every day.

			To know that not being active can lead to long-term health problems, including obesity and poor mental wellbeing. **Dental health** To know that flossing or using interdental brushes helps remove food and plaque from between the teeth where a toothbrush cannot reach. To know that most toothpastes in the UK contain fluoride, which helps to protect teeth by strengthening enamel and repairing early signs of tooth decay. To know that visiting the dentist every six months helps spot problems early before they become serious or painful. To know some of the problems that can arise from poor dental health (e.g. tooth decay, fillings, extractions or bad breath). To know that having sugary snacks or drinks between meals increases the risk of tooth decay. **Healthy diet** To know that sugary or fatty foods can be part of a healthy diet if eaten in moderation, alongside plenty of nutritious foods. To know that eating well supports both physical and mental health, including energy levels, mood and concentration. To know that poor nutrition can lead to tiredness, illness, low mood or long-term health problems. To know that nutritional labels show calories, fat, sugar and salt, which help people make informed choices. To know that calories are a measure of energy in food.

			To know that feeling tired can lead to unhealthy eating, such as choosing more sugary or high-fat foods for energy. To know that obesity means carrying too much body fat, which can lead to health problems such as tiredness, joint pain and risk of illness. To know that others may try to influence their food choices (e.g. through packaging, advertising or online messaging) but they should try to make informed choices based on what their bodies need.

Connecting with Others

EYFS	KS1 – Year 1 and 2	KS2 – Year 3 and 4	KS2 – Year 5 and 6
Diversity in family structures To know that all families are different. **Family support** To know that adults at school can help if they feel worried about something at home. **Healthy friendships** To know that friends should consider the feelings and needs of one another. **Friendship challenges** To know that friends may want different things during play. **Respecting each other** To know that everyone has feelings and should be treated with kindness. **Understanding boundaries** To know that they can tell someone if they do not like something. **Respectful conflict** To know that it is okay to feel cross or upset but it is not okay to hurt others. **Self- respect and self- esteem** To know that everyone is special. **Valuing diversity** To know that people are all different.	**The role of family** To know how some families show love and care to each other (e.g. giving hugs, saying kind words, spending time together or caring for each other when they are ill). To know that spending time with family is important because it helps people build strong relationships and feel loved and supported. To know that all families have arguments sometimes. **Diversity in family structures** To know that families can include different members (e.g. siblings, single/multiple parents, same-sex parents, adoptive, LAC, step-parents). To know that family members might live together or apart but still care for each other. To know basic terms related to family relationships, such as mum, dad, brother, sister, grandparents, aunt, uncle, cousin, step-parent, or carer. **Family support** To know home should feel like a 'safe space' and if it does not, they should speak to a trusted adult at school. **Healthy friendships** To know that friends are people who like to spend time together and who are kind and helpful to one another.	**The role of family** To know that family members often share responsibilities to keep the household running smoothly (e.g. doing chores/jobs, helping with younger siblings, or supporting with schoolwork). To know that every family faces challenges.* To know that families should make them feel loved, safe and supported. **Diversity in family structures** To know that different families might show love in different ways and spend time together in different ways. To know that even though families may look very different, they usually have love and care for each other at the core of them. To know that there are lots of different family types, that families come in many forms and deserve to be treated with kindness. **Family support** To know that every family faces challenges at some point and that there is always help available to children if they need it. To know that families should make them feel loved, safe and supported. To know that within families, just like in all relationships, violence is not an acceptable way to deal with problems. **Healthy friendships**	**The role of family** To know that 'commitment' means promising to be with someone through good and bad times. To know that marriage and civil partnerships are a legal commitment between two people based on love and care. To know that parents/carers are there to guide children and protect them and this might mean them setting boundaries or rules. To know that families should support and protect the physical and mental health of all members and provide love and security to children. **Diversity in family structures** To know that family functions (e.g. support and caregiving) may be shared differently in different families. To know that the central function of any family is to provide stability and safety to its members, especially children. **Family support** To know they can speak to someone at school or Childline if a family relationship is making them feel unsafe. To know that families should support and protect the physical safety and mental health of all members. **Healthy friendships**

Bullying To know that repeated unkind behaviour is not okay and that adults can help. **Relationship support** To know that trusted adults can help them with worries, friendship problems or feeling unsafe.	To know that having friends can help you feel happy and stop you feeling lonely. To know that loneliness means feeling alone, not just being alone. To know that friends will not always agree on everything. **Friendship challenges** To know that it is okay to feel upset but it is not okay to act in unkind ways or to hurt others. To know that sometimes they may need to pause and think before reacting. To know that saying sorry can help make things better when something goes wrong. **Respecting each other** To know that being polite is a way of treating others with kindness. To know that they share spaces with other people and need to be kind and consider the other people around them. To know that everyone has different likes, dislikes and feelings. To understand that something they enjoy might not be enjoyable for someone else. **Understanding boundaries** To know that they can talk to a trusted adult if someone crosses a boundary. To know that everyone has the right to say no, even to people they know. **Respectful conflict** To know that everyone has feelings and kind words can help solve problems. To know that they might feel cross, upset or disappointed when things do not go their way.	To know that they do not have to be friends with everyone; and others do not have to be friends with them; but everyone has the right to be treated with respect and kindness. To know that healthy friendships should help them feel included, valued and supported, especially during difficult times. To know that most friendships have ups and downs. To know that many people experience feelings of loneliness at times. To know that they should trust people who are kind, honest and respect their boundaries, as this shows they are a good friend. **Friendship challenges** To know that apologising and discussing feelings can help solve problems and maintain good relationships. To know that respectful disagreement is a normal part of healthy relationships. To know that compromise and fairness are vital to any friendship. **Respecting each other** To know that respect means treating others as you would like to be treated: with kindness and fairness. To know that everyone has the right to be treated with respect. To know that good manners are a way of showing respect to other people. To know that different people may have different needs and preferences in the same space. **Understanding boundaries**	To know that close friendships are important for people's happiness and mental health. To know that signs of unhealthy friendships might be: One-sidedness. Frequent criticism. Controlling behaviours. Constant conflict. Unreliable or untrustworthy actions. To know that how people deal with fallouts and disagreements can affect how strong their friendships become. To know that people who pressure, lie, or break promises may not be trustworthy. To know that it is ok to end a friendship if it is unhealthy or makes them unhappy. **Friendship challenges** To know that some techniques can actually work to calm our body's natural emotional response (e.g. slowing breathing, grounding techniques). To know that it is important to regulate our responses to emotions so they do not control our feelings and actions. To know that if conflict exists, using violence or aggression is not acceptable and will make things worse. **Respecting each other** To know that respect can also mean recognising someone's role or responsibility, e.g. showing respect to teachers, leaders or people in public service. To know that people should try to balance their own needs and wants with the needs and rights of those around them to be respectful. To know that people have a responsibility to each other to behave appropriately and fairly.

	To know that they can say what they want, need or do not like in a kind way. **Self-respect and self-esteem** To know that everyone is unique and important.* To know that everyone has different strengths or things they are good at.* To know that they can feel proud of themselves for trying their best. **Valuing diversity** To know that people in a community can be different from each other and this makes the community interesting and special. To know that it is unfair to treat someone differently just because they are different from you. To know that it is important to treat everyone with kindness and respect. To know that differences between people are something to celebrate. **Bullying** To know that bullying is when someone is hurtful or unkind to someone else, on purpose and more than once ('Several Times On Purpose'). To know that they should tell a trusted adult if they or someone they know are being bullied ('Start Telling Other People'). **Relationship support* (repeated in Staying safe)** To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is.	To know that respecting boundaries helps keep relationships safe and healthy. To know that physical, emotional and digital boundaries are all important. To know that some secrets are safe (e.g. surprise party), but others may be unsafe if they make someone feel worried, scared or uncomfortable. **Respectful conflict** To know that being assertive means speaking up calmly and politely without being unkind. To know that being kind does not mean always agreeing or giving in. To know that they cannot always have what they want and that others may want different things, so it is often important to find a compromise. To know that disappointment and frustration are normal feelings and will pass. **Self-respect and self-esteem** To know that self-respect means valuing yourself and treating yourself with kindness. To know that trying new things, learning from mistakes and achieving goals can build confidence. To know that others may have different strengths and interests. **Valuing diversity** To know that diversity means people have different backgrounds, cultures, religions and beliefs. To know that a stereotype is an unfair assumption about a group of people, without considering them as individuals.	**Understanding boundaries** To know that healthy relationships involve mutual trust, respect and consent. To know that it is okay to say no, to change a decision, or to change a boundary, even if permission was previously given. To know that crossing someone's boundary, even as a joke, can harm trust and damage relationships. To know that they should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe. **Respectful conflict** To know how to express needs and boundaries respectfully and confidently. To know the difference between being assertive, passive, aggressive and controlling (coercive). To know that they can be kind and respectful to others without ignoring their own needs. **Self- respect and self- esteem** To know that behaving in a way that aligns with our values contributes to self-respect. To know that self-respect supports good mental health and happiness and aids personal growth To know that identity includes values, beliefs, likes, dislikes and cultural background. To know that developing interests and achieving goals helps build self-esteem. **Valuing diversity** To know that discrimination is when someone is treated unfairly or differently

	To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online. Someone asks them to keep a secret that makes them uncomfortable, including online.	To know that people should be treated as an individual and with respect. **Bullying** To know there are different types of bullying including physical, verbal and online (cyberbullying). To know that there may be times when they see or become aware of bullying happening to others, either in person or online. To know that bullying may target someone's appearance, beliefs or abilities. To know who they should tell about bullying, whether it is happening to them or others. **Relationship support* (repeated in Staying safe)** To know that they can speak to more than one trusted adult if the first person does not help or take action straightaway. To know that they should seek help if: Someone touches them or speaks to them in a way that feels wrong, including online. They feel pressured to do something unsafe or that they don't want to do, including online. They see or hear something that worries them, even if it's not about them, including online.	because of who they are, such as their race, gender, religion or disability. To know that stereotypes can be harmful because they limit what people believe they can do or become. **Bullying** To know that a bystander is someone who sees or knows that bullying is happening but does not take part or take action. To know that an upstander is someone who witnesses bullying and chooses to take safe and appropriate action. To know that bullying can seriously affect the mental health of those involved and can have a long-term impact. To know how to get help from trusted adults, school procedures or external support services (e.g. Childline) **Relationship support* (repeated in Staying safe)** To know that they should always seek help if: They experience or witness violence, threats or harm, either in person or online. Someone tries to hurt them or others physically or emotionally, including online. Someone touches them or talks to them in an unsafe or inappropriate way, including online. They feel unsafe but are not sure why, or are unsure who to trust, including online. They are worried about someone else being hurt or treated badly, including online.

The Online World

EYFS	KS1 – Year 1 and 2	KS2 – Year 3 and 4	KS2 – Year 5 and 6
Being online N/A **Online relationships** N/A **Risks and harms** N/A **Responsible and safe use** N/A **Reporting online** N/A	**Being online** To know that using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online. **Online relationships** To know that polite online behaviour includes listening, taking turns, considering others and using kind words – just as it does in person. **Risks and harms** To know that too much screen time can interfere with other healthy habits. To know that people choose what they share online and that not everything shared online is real or true. To know that some online is not intended or suitable for children. **Responsible and safe use** To know that information shared online might be seen by a lot of people. To know it is unsafe to share some information online. To know that people can search online for information or answers to questions. To know that no-one should share photos or videos of someone else online without permission. **Reporting online**	**Being online** To recognise that many everyday activities involve being online, even when it is not obvious. **Online relationships** To know that the same respectful behaviours apply online as in person. To know that online communication can make misunderstandings more likely. **Risks and harms** To know they should only communicate online with others they know, not with people they do not know. To know that bullying can happen online. To know that some information online may be inaccurate or misleading. **Responsible and safe use** To know that once something is shared online, even privately, they no longer have control over who sees it. To know that even when they are speaking to friends online, they should not share private information. To know that some apps and websites have age restrictions which are there to keep children safe. **Reporting online** To know how to take a screenshot or screen-grab to save online information as evidence.	**Being online** To know that specific online activities are designed for different purposes (e.g communication, entertainment or learning). **Online relationships** To know that in-person interactions can offer advantages that online interactions may not have. **Risks and harms** To know that influencers and adverts may be paid, sponsored or rewarded to promote products or ideas, even if it is not obvious. To know that online content is often edited and carefully chosen. To know that personal data includes information about a person, including their online behaviour and interests. To know that apps, websites and games can collect personal data, including location information. **Responsible and safe use** To know that there are steps they can take if they recognise they are being negatively affected online (e.g. unfollowing, blocking, fact-checking or reporting). **Reporting online** To know how to report concerns on different online platforms. To know that reporting online concerns to a trusted adult is always important.

	To know who trusted adults are and how to report concerns about online content or behaviour.		

Citizenship

EYFS	KS1 – Year 1 and 2	KS2 – Year 3 and 4	KS2 – Year 5 and 6
Developing confidence and responsibility and making the most of their abilities To know that they can get better at something by trying and practising. **Preparing to play an active role as citizens** To know that rules help them make the right choices to keep everyone safe and happy. To know that people need to listen and take turns when talking together.	**Developing confidence and responsibility and making the most of their abilities** To know it is important to listen carefully to others' ideas. **Preparing to play an active role as citizens** To know that babies and young children need help to eat, sleep, get dressed and stay clean. To know that different pets need looking after in different ways. To know that voting allows everyone to have a say, even though some people may not get the outcome they want. To know that different coins and notes are worth different amounts. To know that everybody has a responsibility to care for the school and local environment. To know that many people earn money by having a job but income can also come from other sources.	**Developing confidence and responsibility and making the most of their abilities** To know that sometimes people assume something about someone because they are a boy or a girl and that this is called stereotyping. To know that stereotypes can restrict people's sense of what they can do or become. To know that getting value for money involves considering the cost, usefulness and quality of items. To know that budgeting involves planning how to spend and save available money. **Preparing to play an active role as citizens** To know that rights are basic freedoms that belong to every person in the world. To know that 'reduce' means using less, 'reuse' means using things again and 'recycle' means turning old materials into new ones. To know that reducing waste is better than reusing and reusing is better than recycling. To know that different people (e.g. adults, police, politicians) work to protect people's rights. To know that responsibilities are things people need to do to look after themselves, other people and places. To know that the local council is responsible for deciding how money is best spent in the local community.	**Developing confidence and responsibility and making the most of their abilities** To understand that borrowing money may require paying more than the original amount due to interest. To understand that gambling involves risking money with a significant chance of losing it. **Preparing to play an active role as citizens** To know that prejudice is making unfair assumptions about someone based on certain information. To know that discrimination is treating someone differently or unfairly because of certain characteristics, such as age, gender or religion. To know that there are laws to protect people's rights and ensure they are treated fairly and kept safe. To know that there are consequences if laws are broken. To know that setting up community groups is one way people can contribute to their community. To know that pressure groups work together to try to persuade the Government or public to listen to their ideas and make changes. To know that local councillors speak with residents to help decide how money should be spent in the best interests of the community.

			To know that elections allow people to vote for a Member of Parliament to represent them in Parliament. To know that people pay taxes to fund Government and local spending.

Staying Safe

EYFS	KS1 – Year 1 and 2	KS2 – Year 3 and 4	KS2 – Year 5 and 6
Recognising unsafe personal situations To know that if something feels wrong or unsafe, they should tell a trusted adult. **Relationship support** To know that trusted adults can help them with worries, friendship issues or feeling unsafe. **Road and rail safety** To know that they should not touch dogs they do not know. **Hazards at home and away** To know that some adults may ask them to stop, wait or move away from something to help keep them safe.	**Recognising unsafe personal situations** To understand that their body is special and it belongs to them. To know the correct names for private body parts, including the penis, testicles, vulva and vagina. To know that underwear covers the parts of their body that are private and no one has the right to see or touch them without their permission. To know that a stranger is anybody that they do not know. To know that their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry). **Relationship support (Repeated in Connecting with others)** To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is. To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online. Someone asks them to keep a secret that makes them uncomfortable, including online. **Road and rail safety**	**Recognising unsafe personal situations** To know that their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know. To know the correct terms for private body parts, including the scrotum and nipples. To know signs that an adult may be unsafe (e.g. they are ignoring 'no', they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult). To know that feeling and being unsafe can happen even with someone they know. To know that when an adult they do not know approaches them, they can respond politely but move away from the situation to make a trusted adult aware. To know that they should not share personal information with people they do not know and trust, including online. **Relationship support (Repeated in Connecting with others)** To know that they can speak to more than one trusted adult if the first person does not help or take action straightaway. To know that they should seek help if: Someone touches them or speaks to them in a way that feels wrong, including online. They feel pressured to do something unsafe or that they don't want to do, including online. They see or hear something that	**Recognising unsafe personal situations** To know that pressure from peers or adults to keep secrets, send images, or say yes to something uncomfortable is a warning sign. To know that someone asking them to keep conversations or photos private, especially online, may be unsafe. To know that friendly behaviour (e.g. compliments, flattery, gifts) can sometimes be used to trick or manipulate people. To know that not everyone online is who they say they are. To know that the absence of permission or consent means that a situation is likely to be unsafe. **Relationship support (Repeated in Connecting with others)** To know that they should always seek help if: They experience or witness violence, threats or harm, either in person or online. Someone tries to hurt them or others physically or emotionally, including online. Someone touches them or talks to them in an unsafe or inappropriate way, including online. They feel unsafe but are not sure why, or are unsure who to trust, including online. They are worried about someone else being hurt or treated badly, including online. **Road and rail safety** To know some common safety issues when crossing the road or around railways.

	To know the 'Stop, Look and Listen' rule for crossing a road. To know that a helmet should be worn when biking or scooting. To know some basic risks around roads (e.g. crossing without looking, running out into the road, or not being seen by drivers). **Water safety** To know that they should never go near or enter the water without an adult supervising. To know that if they fall into water or become tired when swimming, they should try and stay calm, float on their back and shout for help. **Hazards at home and away** To know that some things in the home can be harmful. **Calling the emergency services (Developed further in Health protection and First aid units)** To know that 999 is the number to dial in an emergency. To know the emergency services are the police, fire and ambulance services. **Drugs, alcohol, tobacco and vaping** To know that some things people put in or on their bodies can help them (e.g. medicine) and some can be harmful. To know that they should never touch or taste something if they do not know what it is. To know that household cleaning products can contain chemicals that are harmful to	worries them, even if it's not about them, including online. **Road and rail safety** To know some common road-crossing types. To know some common safety issues when walking, riding a bike or scooting. (e.g. cars coming out of driveways). **Water safety** To know that swimming in open water is usually more dangerous than swimming in a swimming pool. To know that if someone else is in trouble in the water they should throw in something that floats. **Hazards at home and away** To know that thinking ahead and considering potential risks can help prevent accidents. To know that fire can spread quickly and should never be played with. To know that appliances and household products should only be used for the purpose they are designed for. **Calling the emergency services (Developed further in Health protection and First aid units)** To know that an operator will ask which emergency service is needed, what happened and where. **Drugs, alcohol, tobacco and vaping** To know that alcohol and smoking/ vaping are legal for adults but illegal for children.	To know that trains move faster than they appear and cannot stop quickly so it is dangerous to walk on or near railway lines. To know that distractions such as friends, phones and headphones can make it harder to stay safe near the roads and railway. **Water safety** To know what beach safety flags tell us about the conditions. To know the water safety code (Stop and think, Stay together, call 999, float). **Hazards at home and away** To know strategies for advocating for safe behaviour and resisting peer-pressure if others make unsafe choices. To know that hazards can be physical (e.g. fire, machinery), chemical (e.g. substances) or behavioural (e.g. dares, peer pressure, online risks). To know that some environments carry higher risk and require greater caution. **Calling the emergency services (Developed further in Health protection and First aid units)** To know the day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue. To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action. **Drugs, alcohol, tobacco and vaping** To know that drugs are substances that change how the body or mind works.

	the body and should not be touched without an adult's permission. To know that if things are not used as intended, they can become harmful, especially to children (e.g. someone else's medicine, cleaning products, etc).	To know that alcohol and smoking/vaping both have harmful effects on the body. To know that medicines should only be used as directed by a trusted adult or health professional or they can be harmful.	To know that some drugs (e.g. medicines) can help people when used properly and given by a trusted adult or doctor. To know that some drugs are illegal (e.g. cannabis) and dangerous because they can harm physical and mental health. To know that legal drugs and products like tobacco, alcohol, caffeine, energy drinks and medicines can still be harmful if misused, especially for children. To know that many legal drugs (e.g. caffeine and nicotine) are addictive, meaning it is not easy to stop using them.

Growing Up

EYFS	KS1 – Year 1 and 2	KS2 – Year 3 and 4	KS2 – Year 5 and 6
Changing bodies To know that as they grow older, they learn to do more things for themselves.	**Changing bodies** To know that bodies have similarities and differences (e.g. height, hair colour, skin colour, or other physical features) and this makes each person unique. To know that bodies are different and unique and that it is not kind or respectful to comment on someone else's body. To know that humans grow and change as they get older, from babies to children to teenagers to adults. To know that growing up means becoming more independent in looking after ourselves. To understand that their body is special and belongs to them. To know that some parts of the body are private and that they should always respect their own and others' privacy. To know the correct names for private body parts* (e.g. penis, vulva, vagina, testicles, scrotum and nipples). To know that they should always talk to a trusted adult if someone says or does something they are not comfortable with. To know that physical changes to the body are a normal part of growing up and becoming an adult.	**Changing bodies** To know that unkind or negative comments about someone's body can affect how they feel about themselves and that it is important to treat all bodies with respect. To know that their bodies will change as they grow into adults and these changes happen at different times and rates for everyone, which is completely normal. To know that as their bodies change during puberty, their emotions and feelings may also change and that this can sometimes feel difficult to manage (e.g. experiencing mood swings). To know that one of the physical changes that happens to female bodies when they go through puberty is starting their period (menstrual cycle). To know that during a period a small amount of blood leaves the body from the vagina each month. To know that periods can start unexpectedly and that there are ways to manage them, such as wearing pad or period pants and asking a trusted adult for help. To know that some people experience discomfort or pain during their period and that this is common. To know the correct names for the external parts of the body that may change in adolescence (e.g. breasts, armpits, Adam's apple, pubic hair). To know that they should talk to a trusted adults if they have any worries or concerns,	**Changing bodies** To know that everyone's body changes during puberty in different ways and at different times and that making comments about these changes can be unkind and harmful. To know the correct scientific names for the external and internal reproductive organs (e.g. uterus, fallopian tubes, ovaries, testicles). To know that the stage in which an individual changes from a child to an adult is called 'puberty' and this happens over a period of time as more hormones are released into the body. To know that puberty is the process of preparing the male and female body for reproduction, as part of the human life cycle. To know that many people find the changes during puberty difficult to deal with and should be supported and treated with kindness. To know that good personal hygiene is important during puberty and into adulthood to stay clean, healthy and comfortable. To know how to manage hygiene during a period, including how often to change sanitary products, how to dispose of them safely and how to keep the body clean and comfortable. To know they can seek support from a trusted adult when they have questions or

		including around body changes and growing up.	concerns about their changing body, relationships or growing up. To know some simple ways people can manage period pain (e.g. rest, heat, gentle movement or asking a trusted adult for help). To know that wet dreams and erections are natural physical changes that happen to most boys during puberty. To know that a wet dream occurs when a small amount of fluid, called semen, is released from the penis, usually during sleep. To know that an erection is when the penis becomes firmer or harder, that this is temporary and that it usually goes away on its own.

Health Protection

EYFS	KS1 – Year 1 and 2	KS2 – Year 3 and 4	KS2 – Year 5 and 6
Preventing illness To know that washing hands helps keep them clean and healthy. **Support with physical health** To know that they can do some personal care tasks by themselves and ask for help when needed.	**Preventing illness** To know that germs can live on hands and surfaces even when they cannot be seen. To know that washing hands with soap and water helps remove germs that can make people ill. To know that people should cover their mouths when they cough or sneeze and put tissues in the bin. To know that people have check-ups with doctors, nurses and dentists to help them stay healthy. To know that sometimes people have injections or nasal sprays (vaccines) to help stop them getting poorly. To know that some people need to use medicine often, such as inhalers, to help keep them well. **Dealing with common injuries** To know that head bumps should always be told to an adult. To know that first aid is the immediate help given to someone who is hurt or unwell. To know that ice packs can help bruises or bumps. To know that it is important for broken skin to be cleaned to ensure germs cannot enter the body. To know that their role is to get help from a trusted adult, not to try to fix the injury themselves. **Sun safety**	**Preventing illness** To know that germs can spread through touch, coughs, sneezes and shared objects. To know that handwashing, cleaning surfaces and covering coughs and sneezes help stop germs from spreading. To know that vaccines help the body build protection (immunity) against certain diseases without getting the illness first. To know that vaccines teach the body how to fight off germs. To know that vaccines have helped reduce or stop the spread of some serious diseases. To know that viruses and bacteria are both types of germs that can cause illness. **Dealing with common injuries** To know that if someone cannot breathe it is a medical emergency. To know that if someone is losing a lot of blood it is a medical emergency. To know that if someone is unable to respond to you it may be a medical emergency. To know that pressure can help stop bleeding. To know that back slaps can help dislodge an object that is causing someone to choke. To know that cold water can help with minor burns. To know that someone having an asthma attack or allergic reaction may struggle to breathe and they will need emergency help.	**N/A**

	To know that wearing a hat and covering skin can help keep them safe in the sun. To know that they should drink water when it is hot to stay well. **Support with physical health** To know that they should tell a trusted adult if something hurts or feels wrong in their body. To know some common signs of illness, e.g. a tummy ache, feeling hot or cold, coughing or sneezing. To know that medicines, when used properly, can help people feel better. **Calling the emergency services (Builds on the learning from the Staying safe units)** To know that 999 is the number to dial in an emergency.	**Sun safety** To know that sun exposure can lead to skin damage, such as sunburn, and can cause illness later in life, such as skin cancer. To know that sunscreen should go on all uncovered skin on sunny days, even in the UK. To know that sunscreen needs reapplying every two hours or after swimming. To know that sunscreen comes in different sun protection factors (SPFs) and that a higher SPF offers more protection against the sun. To know that they should aim to stay out of the sun in the hottest part of the day. **Support with physical health** To know that giving clear information (like where it hurts, what it feels like and when it started) helps adults understand how to help. To know that not all physical discomfort needs an adult straight away and that some small problems (e.g. feeling tired, being a bit chilly, needing the toilet) can be managed themselves. To know that some unexplained changes to the body can be a sign of illness, e.g. rashes, persistent coughing, a high temperature, weight loss, tiredness. To know that there are different types of medicines: some relieve symptoms (such as pain), some help people recover from illness and some prevent illness from developing. To know that getting help early can prevent a health issue from becoming worse. To know that antibiotics can treat some illnesses caused by bacteria but do not work against viruses.	

		Calling the emergency services (Builds on the learning from the Staying safe units) To know that an operator will ask which emergency service is needed, what happened and where. To know how to dial 999 on a locked mobile phone.	

Sex Education

KS2 – Year 6
Sex education (non-statutory) To know that to reproduce a sperm and egg join together to make a baby, usually through sexual intercourse (sex). To know that the legal age for sexual intercourse is 16 years old, although many people wait until they are older. To know that pregnancy begins when a fertilised egg grows in the uterus. To know that a baby develops in the uterus for approximately nine months. To know that birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section. To know that there are different ways people can become parents, including through IVF and adoption. To know that babies need constant care and attention and that becoming a parent involves a lot of responsibility, time and support.

Further First Aid

KS2 – Year 6

Responding to medical emergencies

To know that someone who may be seriously injured should never be moved unless there is immediate danger to them.
To know that CPR (cardiopulmonary resuscitation) is an emergency procedure used when someone is not breathing or their heart has stopped.
To know that CPR involves chest compressions and rescue breaths to help keep blood and oxygen circulating through the body.
To know that the recovery position is used when someone is unresponsive but breathing normally.
To know that a defibrillator is a device that can help someone if their heart stops functioning properly.
To know that some defibrillators are found in public places and give clear instructions.
To know that children should get help from a trusted adult rather than attempting to handle an emergency alone.
To know that a mobile device can be used to share a precise location in an emergency.
To know that in an emergency, getting help is more important than worrying about getting into trouble.

Calling the emergency services

To know the day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue.
To know that hoax calling 999 is a criminal offence.
To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action.
To know that pressing 55 when on the phone with an operator can let them know help is needed without speaking.