PSHE Progression of Skills

My Healthy Self

EYFS	KS1 – Year 1 and 2	KS2 – Year 3 and 4	KS2 – Year 5 and 6
Recognising and talking about emotions Recognising and naming some common feelings in themselves and others. **Support with mental wellbeing** Accepting comfort, reassurance or support from a trusted adult if they experience strong feelings. **Self-care** Recognising when they feel tired. **Bullying and mental health** Recognising why it is important to be kind to each other. **Being active** Exploring different ways they can move their bodies. **Dental health** Practising putting toothpaste on a brush and brushing their top and bottom teeth. **Healthy diet** Beginning to discuss their food and drink choices.	**Recognising and talking about emotions** Beginning to recognise and name a wider range of emotions and feelings in themselves (including the six basic emotions). Beginning to recognise how others are feeling by examining facial expressions and body language cues. Beginning to express why they are feeling a certain way, e.g. in response to a particular emotion or situation. Beginning to describe how strong their feelings are using simple scales and language. Talking about whether something made them feel 'a little bit' or 'very' upset, excited, angry, etc. **Support with mental wellbeing** Beginning to notice when they or others might need help with their feelings from a trusted adult. Identifying a trusted adult (e.g. teacher, TA, parents) to talk to if needed. **Self-care** Talking about things that help them feel calm or happy (e.g. playing, hugging a loved one, quiet time, etc). Noticing when they or others feel sad, worried, left out or lonely. Talking about how they feel when they have had enough sleep or not enough sleep.	**Recognising and talking about emotions** Using more nuanced language to discuss their own and others' emotions and feelings. Recognising changes in their body that happen with different emotions (e.g. heart racing when scared). Noticing and describing when others might be feeling strong feelings using body language, voice and actions. **Support with mental wellbeing** Recognising when they or someone else might be struggling with feelings and knowing that this is common a experience. Noticing when they might need extra help with their feelings (e.g. around change, loss or bereavement). Identifying who they would speak to for support about their feelings in different situations and when to do this. **Self-care** Describing various personal ways they look after their feelings and mood (e.g. resting, playing, talking, spending time with others) and explaining why these can be helpful. Reflecting on how helping others makes themselves and others feel. Recognising habits that are conducive to a good night's sleep. **Bullying and mental health**	**Recognising and talking about emotions** Communicating how they are feeling and why, in a clear and respectful way. Describing their thoughts and responses to a situation and considering possible alternative ways to respond. Reflecting on whether their feelings and behavioural response were appropriate for a particular situation. Considering how their behavioural response to a situation might be different in different places. **Support with mental wellbeing** Recognising signs that someone might be experiencing mental health problems. Identifying how different professionals and services can offer support around mental health (e.g. teachers, school counsellors, doctors, helplines, etc). **Self-care** Reflecting on the benefits of positive emotional health and what this entails for them. Reflecting on which self-care strategies work best for them in different situations and identifying, where possible, why they work. Identifying ways, they can actively help or support others at school or in the community. Creating an evening routine that is conducive to a good night's sleep.

	Bullying and mental health Talking about how someone might feel when someone else is repeatedly unkind to them. **Being active** Recognising when they are active and how it makes them feel. Independently choosing active play or movement during the school day. Recognising opportunities that they have to be active outside of school. Beginning to join in with movement breaks or suggest when they need one. **Dental health** Explaining why it is important to brush their teeth regularly. Demonstrating how to correctly brush teeth using an electric and manual toothbrush. **Healthy diet** Sorting foods into basic groups (e.g. fruit, vegetables, sugary snacks, drinks). Making simple healthy food choices (e.g. choosing water instead of juice, fruit instead of sweets, etc).	Describing how bullying could negatively affect someone's feelings and how they view themselves. Reflecting on how people who are bullied might think and feel. **Being active** Identifying different ways they are regularly active during the school day and outside of school. Recognising when they have been inactive for too long and choosing to move or be active. Describing how different activities make their body feel (e.g. out of breath, sweaty, energised, tired). Recognising and explaining some of the benefits of being physically active. **Dental health** Not taught in our RSE/PSHE scheme in this phase because the following statements are covered in the Science National curriculum for Lower KS2. Identifying the different types of teeth in humans and their simple functions. Finding out what damages teeth and how to look after them. **Healthy diet** Planning a healthy lunchbox or snack. Describing the role of different food groups and what makes for a healthy, balanced diet. Recognising natural and processed foods and what makes them different.	**Bullying and mental health** Explaining how and why bullying, including online (cyberbullying), can negatively impact mental wellbeing in the short and long term. Considering how those who are bullied would think and feel and demonstrating empathy towards them. **Being active** Reflecting on how active they are each day and planning ways to move more during the week. Reflecting on how their sleep habits and other lifestyle choices (e.g. hobbies, screen time) might affect their activity levels. Recognising the difference between light, moderate and vigorous activity and giving examples of each. Recognising and explaining the benefits of regular physical activity on both mental and physical health. **Dental health** Explaining different ways to keep teeth and gums healthy, including brushing, flossing, eating/drinking less sugar and having regular dental check-ups. **Healthy diet** Evaluating food choices and what can influence these. Reading basic traffic light food labels to compare sugar, salt or fat content. Explaining some of the risks of an unhealthy diet (e.g. obesity, tooth decay, low mood, tiredness). Beginning to question how healthy and nutritious some food really is by looking at

			ingredients or labels, not just packaging or advertising. Explaining what a healthy relationship with food entails, e.g. balance, variety and enjoyment without guilt.

Connecting with Others

EYFS	KS1 – Year 1 and 2	KS2 – Year 3 and 4	KS2 – Year 5 and 6
Diversity in family structures Beginning to use basic terms to describe family relationships. **Family support** Identifying trusted adults outside their family. **Healthy friendships** Playing cooperatively with others, including sharing, taking turns and using kind words. **Friendship challenges** Recognising when they and a friend want different things. **Respecting each other** Using kind words and actions during play. **Understanding boundaries** Identifying their own likes and dislikes during play. **Respectful conflict** Beginning to solve basic disagreements using words. **Self- respect and self- esteem** Talking about themselves positively. **Valuing diversity** Identifying similarities and differences between themselves and others. **Bullying**	**The role of family** Talking about how families are special. Identifying different ways family members help each other. Recognising when someone in a family might need support. Exploring why spending time with family is important to them. **Diversity in family structures** Describing who is in their family, including the people they live with. Discussing how families are all unique and giving some examples from their own wider family group. **Family support** Identifying some appropriate and inappropriate responses to common family disagreements. **Healthy friendships** Discussing what makes a good friend (e.g. kind, sharing). Discussing why friendships are important to them. Identifying and reflecting on simple ways they can make friends with others. **Friendship challenges** Beginning to express disagreement calmly (e.g. "I don't agree" or "Can I have a turn too?"). Solving some minor disagreements with peers, using compromise, turn taking or asking for help from an adult.	**The role of family** Describing different ways families can spend time together. Describing ways family members can support each other (listening, helping around the home , looking after when ill, etc). Identifying some common challenges that families might face (e.g. parental separation, moving home, bereavement etc). **Diversity in family structures** Recognising different family members and family set-ups in their own and others' families. **Family support** Identifying some of the challenges that families might face. **Healthy friendships** Identifying characteristics they look for in a friend and why. Considering practical ways they can be a good friend to others. Beginning to recognise unhealthy or unhappy friendships. **Friendship challenges** Using respectful language when disagreeing or solving problems with others. Taking ownership for their actions and explaining how they have acted impulsively or unkindly. Analysing situations and discussing appropriate and inappropriate responses.	**The role of family** Discussing how the time spent with family may change as they get older and how these relationships might evolve. Reflecting on how they support their families, how their families support them and why this is important to their family. Exploring different ways parents or carers might protect and show care for their children. Explaining why families are important and identifying the key features of positive family life (e.g. love, stability, care, protection, mutual respect). **Diversity in family structures** Analysing how different contexts can influence family roles and relationships. Recognising and respecting different types of families. **Family support** Recognising when a family relationship seems unsafe or unhealthy. **Healthy friendships** Considering the importance of friendships and the different ways friendships can enhance our lives. Suggesting ways people can make new friends throughout their lives. Recognising that friendships will change and evolve over time. Describing some signs of unhealthy or unhappy friendships.

Telling a trusted adult if someone keeps being unkind to them or someone else. **Relationship support** Identifying trusted adults who can help them.	Recognising and admitting when they or others have behaved in a way that was unkind. **Respecting each other** Using simple, polite phrases in everyday situations. Showing respectful behaviour towards others by listening, sharing and taking turns. Practising using quiet voices and calm bodies in shared spaces (e.g. classroom, library, hall). **Understanding boundaries** Asking permission before touching or using someone else's belongings. Expressing their own boundaries using simple language (e.g. "I don't like that").* Respecting when others say no or need space. **Respectful conflict** Expressing basic feelings (e.g. "I feel sad") and needs politely (e.g. "Please stop"). Using polite words to ask for help or solve small problems. Beginning to use calming strategies with adult support. **Self-respect and self-esteem** Talking about things they are good at and enjoy. Recognise and naming their own feelings and achievements. Beginning to set simple personal goals, e.g. "I want to learn to tie my shoelaces". Practising positive self-talk with adult support, e.g. "I can do it if I keep trying". **Valuing diversity**	Handling minor disagreements independently and fairly, using learned techniques like negotiation and compromise. **Respecting each other** Using manners when: Getting someone's attention. Eating meals together. Moving around the school or the classroom. Speaking to new people. Considering how words, tone and body language can show respect or disrespect, and recognising how this influences the way others perceive them. Identifying respectful and disrespectful behaviours in a range of scenarios. Recognising when their own behaviour might affect others (e.g. running indoors, shouting, playing music). Exploring how to share spaces fairly and respectfully in real-life situations (e.g. on a bus, in the cinema). **Understanding boundaries** Communicating personal boundaries clearly (e.g. "I'm not comfortable with that"). Listening and responding respectfully when someone makes a request or expresses a boundary. Recognising when someone's behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult). **Respectful conflict** Practising saying no or expressing disagreement respectfully. Communicating simple boundaries clearly (e.g. "I don't want to play that game").	**Friendship challenges** Resolving conflict using calm, assertive communication (e.g. "I feel... when you…" statements). Self-identifying when they need to adjust their behaviour. Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings. Reflecting on conflicts or impulsive behaviour, recognising areas for improvement and working to avoid similar situations in the future. **Respecting each other** Using courtesy and manners in a variety of situations, such as: Being late. Forgetting something. Admitting a mistake. Challenging something respectfully. In a new or unfamiliar environment. Considering how to apply respectful behaviour across different settings (e.g. school, public places, online). Practising adapting communication to show respect in formal and informal situations, with both peers and adults. Recognising situations where their personal preferences may conflict with others' needs and to respond appropriately (e.g. not playing music aloud on transport, being aware of body space). **Understanding boundaries** Setting and maintaining clear personal boundaries in different situations (e.g. with friends, online, during disagreements). Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe.

	Identifying and discussing people's similarities and differences (e.g. family, culture, traditions, physically, personality and beliefs). Recognising unkind behaviour and considering how it may affect someone's feelings or sense of belonging. **Bullying** Recognising bullying behaviour in simple scenarios, including online. Talking about how someone might feel when someone else is repeatedly unkind to them. **Relationship support (repeated in Staying safe)** Using roleplay to ask for help with clear, simple phrases, such as "I need help" or "something's wrong".* Naming some trusted adults at home and school.*	Using strategies to manage frustration or disappointment (e.g. walking away, positive self-talk). **Self- respect and self- esteem** Identifying their own characteristics, strengths, skills and interests. Reflecting on personal achievements and progress. Setting and working towards personal goals with more independence. Beginning to challenge negative self-talk and compare themselves less to others. **Valuing diversity** Recognising and describing examples of unfair treatment, disrespect or exclusion based on difference (e.g. racial discrimination, gender stereotypes). Describing examples of unfair treatment or exclusion based on visible or invisible differences and explaining how those who experience it might feel. **Bullying** Identifying examples of different types of bullying in various contexts, including online. Explaining how bullying can affect someone's feelings and mental wellbeing, and developing empathy towards those who are targeted. Rehearsing what to do or say when they see bullying happening. **Relationship support* (repeated in Staying safe)** Practising how they would ask for help and say 'no' in certain situations.*	**Respectful conflict** Recognising when to stand up for themselves and when to compromise. Discussing real-life examples of balancing their own needs with others. Practising discussing disagreements without blaming others or over-reacting. **Self- respect and self- esteem** Recognising and celebrating their own identity and what makes them unique. Reflecting on personal values and how these should influence their behaviour and choices. Setting personal goals and planning how to work towards them. Practising self-care strategies that support emotional wellbeing. **Valuing diversity** Noticing where stereotypes might appear such as in books, games, adverts or everyday language. Considering how people are shown respect or disrespect in real-life situations, such as in the news or sport. Practising ways to safely speak out against unfairness or exclusion, using respectful language. **Bullying** Analysing bullying scenarios and describing the different roles people play, including bystanders and upstanders. Demonstrating safe and effective ways to respond to bullying, both in person and online. **Relationship support* (repeated in Staying safe)**

		Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).*	Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).* Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.* Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).*

The Online World

EYFS	KS1 – Year 1 and 2	KS2 – Year 3 and 4	KS2 – Year 5 and 6
	Being online Recognising some occasions when they are online in their everyday life. **Online relationships** Identifying activities that can be done online with others and those that are done in person. Recognising that polite behaviour in person is the same as polite behaviour online. **Risks and harms** Recognising that screen time can distract people from doing something important. **Responsible and safe use** Asking a trusted adult to check something unfamiliar that appears online (e.g adverts or cookies pop-ups). Checking with a trusted adult before they use new apps or websites. Beginning to identify when someone has shared too much information about themselves online. **Reporting online** Recognising when something online makes them feel scared, worried, uncomfortable or unsafe.	**Being online** Identifying what the internet can be used for. **Online relationships** Identifying the benefits and challenges of online and in-person communication. Communicating respectfully and appropriately in an online environment. Recognising that disrespectful online communication can have a negative impact on others. **Risks and harms** Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy. Identifying some types of online bullying behaviour. **Responsible and safe use** Choosing whether to accept a friend request in an online game. Recognising that some online features are not suitable for all ages. Questioning whether online information, including from search engines, is accurate. Comparing information from several online sources to help decide which is most reliable. **Reporting online** Role-playing how to report concerns about bullying, upsetting content or contact from someone they do not know online to a trusted adult.	**Being online** Recognising that online experiences can have both positive and negative effects. **Online relationships** Identifying the benefits of in-person relationships on their wellbeing. Recognising the effect of online interactions on personal wellbeing. **Risks and harms** Recognising that changes in mood or self-esteem may be linked to time spent online. Recognising that online content (including influencers, advertising and scams) can affect people's thoughts, choices and behaviour. Recognising a wide range of bullying and harassment behaviours online and their impact. **Responsible and safe use** Choosing whether to accept or decline an online request (from a company or individual), based on the information being requested. Recognising that some apps and websites have age restrictions because of their content or features. Evaluating information they see online, including the difference between fact and opinion. **Reporting online** Recognising the types of online behaviour that may make them feel uncomfortable

			(e.g. harassment, pressure, cheating or offensive language).

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 Sharing their opinions in different sized groups. Setting and working towards a simple goal with adult support. **Preparing to play an active role as citizens** Following simple classroom and school rules with adult support. Taking part in group routines by helping, sharing, tidying and caring for the classroom. Recognising some right and wrong choices in familiar situations. Practising basic listening skills.	**Developing confidence and responsibility and making the most of their abilities** Giving reasons for their opinions. Describing some different jobs. **Preparing to play an active role as citizens** Explaining why babies and young children need help from adults to meet their needs. Explaining why voting is a fair way to decide something that affects many people. Identifying some groups they belong to. Describing some of the ways they and others help the school and local environment. Explaining why rules are important. Sharing their opinion and trying to persuade others.	**Developing confidence and responsibility and making the most of their abilities** Recognising a wider range of jobs available. Identifying their personal strengths and skills and considering how these relate to jobs. Explaining some common gender stereotypes, why they are unhelpful and how to challenge them. Explaining the pros and cons of changing careers. **Preparing to play an active role as citizens** Identifying things that can and cannot be recycled. Explaining how reducing, reusing and recycling resources can help the environment. Describing the local council's role in looking after the local area. Recognising the ways in which people's rights can support and protect them.	**Developing confidence and responsibility and making the most of their abilities** Describing the issues they care about. Classifying spending decisions as needs or wants. Explaining how to safeguard their money online and offline. Explaining the risks of gambling. Recognising common stereotypes related to different jobs. **Preparing to play an active role as citizens** Explaining what happens when someone breaks the law. Explaining why prejudice and discrimination are wrong and the effect they can have on people and the community. Recognising that the rights and responsibilities of different groups may not always align. Explaining how some people have contributed to their community and beyond. Role-playing a local council surgery. Explaining how they can influence what happens in Parliament.

Staying Safe

EYFS	KS1 – Year 1 and 2	KS2 – Year 3 and 4	KS2 – Year 5 and 6
Recognising unsafe personal situations Recognising when something makes them feel uncomfortable, worried or unsure. **Relationship support** Recognising adults who can help them. **Road and rail safety** Practising walking safely near roads with an adult. **Water safety** N/A **Hazards at home and away** Listening to and following multi-step safety instructions. **Calling the emergency services** N/A **Drugs, alcohol, tobacco and vaping** N/A	**Recognising unsafe personal situations** Identifying when touch is safe (e.g. a hug from a parent) and when it is not (e.g. someone touching private parts or not stopping when asked). Discussing what types of touch they do and do not like from friends and family members. **Relationship support (Repeated in Connecting with others)** Using roleplay to ask for help with clear, simple phrases, such as "I need help" or "something's wrong". Naming some trusted adults at home and school. **Road and rail safety** Identifying safe places to walk on the pavement. Explaining how to safely cross a road with an adult and identifying other simple actions they can take to stay safe near and on roads. **Water safety** Identifying different types of water environments (e.g. the sea, a swimming pool, lake or river) and understanding there is a danger of drowning. **Hazards at home and away** Recognising when something may be dangerous in the home.	**Recognising unsafe personal situations** Recognising that different relationships have different personal boundaries (e.g. friend vs teacher vs family member). Noticing when someone's behaviour is too familiar or inappropriate for the context (e.g. touching, asking private questions, asking to keep secrets). Identifying early warning signs and recognising their own feelings that a situation or person might not be safe when looking at examples, stories or a role-play. **Relationship support (Repeated in Connecting with others)** Practising how they would ask for help and say 'no' in certain situations. Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards). **Road and rail safety** Explaining how to safely cross roads using a variety of crossing types. Identifying various risks on roads and ways to make them safer. **Water safety** Identifying potential hazards in different types of water environments (e.g. strong currents, dirty water, unknown depths, steep or vertical banks, cold temperatures).	**Recognising unsafe personal situations** Recognising when boundaries are being pushed or crossed in peer or adult relationships (e.g. pressuring, secrecy, comments) including online. Recognising their own feelings and early warning signs in a scenario that a relationship or situation may be unsafe and explain what action they could take to stay safe and seek help. Practising how to ask for, give or refuse permission or consent in a range of situations. **Relationship support (Repeated in Connecting with others)** Practising accessing help independently (e.g. with trusted adults, professionals or via Childline). Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves. Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box). **Road and rail safety** Identifying safe places to cross a road and describing different strategies to cross safely. Explaining how to safely cross a railway line, at identified crossing points.

	Naming some items that they should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explaining why. Following simple safety rules in different settings. **Calling the emergency services (Developed further in Health protection and First aid units)** Identifying some emergency situations.* **Drugs, alcohol, tobacco and vaping** Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products).	Explaining some water safety signs and their meaning. **Hazards at home and away** Recognising and explaining potential hazards at home, including fire and electrical risks, and identifying these in different scenarios. Recognising common warning signs in various environments and on household products or equipment, and explaining what they mean. **Calling the emergency services (Developed further in Health protection and First aid units)** Identifying different ways of getting help in an emergency, including phoning 999. **Drugs, alcohol, tobacco and vaping** Recognising when a substance is meant to help (e.g. medicine) and when it could harm the body (e.g. cigarettes/vapes, cleaning products, alcohol).	Identifying various risks on railways and ways to make them safer. **Water safety** Identifying further hazards and potential risks in different water sites and scenarios and what they can do to manage or reduce these risks. **Hazards at home and away** Explaining how to prevent or reduce fire risks in everyday settings and understanding firework safety. Recognising potential hazards away from home (e.g. on public transport, at different times of the day, in unfamiliar places). Assessing whether a situation is hazardous and explaining why. Considering how to respond to hazards in a range of situations, including those involving peers. **Calling the emergency services (Developed further in Health protection and First aid units)** Identify situations where calling 999 is appropriate vs not. Recognising other ways of getting help when it is needed, but is not an emergency. Explaining why filming an incident is not usually the right course of action in an emergency. **Drugs, alcohol, tobacco and vaping** Explaining what drugs are, the laws around some substances and giving examples of legal and illegal types (e.g. medicines, alcohol, cannabis, tobacco).

			Recognising when a situation might involve peer pressure to try harmful substances (e.g. tobacco, alcohol or cannabis). Explaining the risks and consequences of using harmful substances and practising how to say 'no'.

Growing Up

EYFS	KS1 – Year 1 and 2	KS2 – Year 3 and 4	KS2 – Year 5 and 6
Changing bodies Identifying tasks they can complete independently and other areas where adult assistance in still required.	**Changing bodies** Identifying simple physical changes in themselves and others (e.g. growing taller, losing teeth) and discussing how they are growing and changing. Describing things they can do now which they could not do as a baby or toddler (e.g. feeding themselves, dressing themselves, etc). Expressing personal boundaries using simple language (e.g. “Don’t touch me there”).	**Changing bodies** Describing some physical changes in adolescence and beginning to be aware of the changes puberty brings. Describing some emotional changes that happen during adolescence. Communicating personal boundaries clearly (e.g. “I’m not comfortable with that”).	**Changing bodies** Describing in greater detail the physical changes that occur during puberty, including those specific to boys and girls in adolescence. Describing in greater detail the emotional changes that occur during adolescence as a result of puberty (e.g. developing attraction and experiencing changing moods or feelings). Describing the stages of the menstrual cycle. Challenging behaviour that crosses personal boundaries, while staying respectful and safe.

Health Protection

EYFS	KS1 – Year 1 and 2	KS2 – Year 3 and 4	KS2 – Year 5 and 6
Preventing illness Practising washing their hands at appropriate times. **Dealing with common injuries** N/A **Sun safety** N/A **Support with physical health** Asking an adult for help when they cannot meet a personal need by themselves. **Calling the emergency services** N/A	**Preventing illness** Practising how to wash their hands properly using soap and water. Recognising when they need to wash their hands (e.g. after using the toilet, before eating, after sneezing). **Dealing with common injuries** Recognising the difference between a small injury (e.g. a graze) and something more serious (e.g. a break or head bump). **Sun safety** Choosing appropriate clothing and preparation for different weather conditions (e.g. a hat, sunglasses and sunscreen when hot). **Support with physical health** Telling an adult when they feel unwell, tired, or hurt. Beginning to describe common signs of illness (e.g. “My tummy hurts”, “I feel dizzy”). **Calling the emergency services (Builds on the learning from the Staying safe units)** Identifying some emergency situations.	**Preventing illness** Explaining how germs and infection can spread from person to person. Explaining how personal hygiene routines and behaviours reduce the risk of spreading illness. Beginning to explore how decisions about health (like vaccination) are based on evidence and advice from medical professionals. **Dealing with common injuries** Recognising whether an injury needs a short rest, help from an adult, help from a first aider or the emergency services. **Sun safety** Applying sunscreen with supervision. Describing ways they can protect themselves in the sun (e.g. slip, slop, slap). **Support with physical health** Describing physical health concerns clearly to an adult. Deciding when a health concern needs adult help (e.g. pain that will not go away, feeling dizzy or sick, visible injury) and when they can try a simple solution first (e.g. having a drink, resting, stretching). Beginning to judge when a physical concern may need help from a health professional. **Calling the emergency services (Builds on the learning from the Staying safe units)**	**N/A**

		Role-playing making a 999 call. Recognising what makes a call to 999 clear and efficient. Recognising which emergency service is needed in different scenarios. Identifying different ways of getting help in an emergency, including phoning 999.	

Sex Education

KS2 – Year 6
Sex education (non-statutory) Using correct scientific vocabulary to confidently and respectfully name and describe the functions of the male and female external reproductive organs. Describing, in simple terms, how a baby is conceived and born (e.g. that sexual intercourse is the way humans reproduce). Asking questions about growing up, relationships, conception and birth in a respectful and appropriate way.

Further First Aid

KS2 – Year 6
Responding to medical emergencies Recognising when someone is unresponsive and not breathing normally. Remaining calm and assessing a situation before acting, including checking that it is safe to approach before providing help. Practising some first aid techniques (e.g. the recovery position) with guidance. **Calling the emergency services** Role-playing making a clear and effective 999 call. Identify situations where calling 999 is appropriate vs not. Recognising other ways of getting help when it is needed, but is not an emergency. Considering how to stay safe and help while waiting for the emergency services to arrive. Explaining why filming an incident is not usually the right course of action in an emergency.