

# PSHE & RSE Progression of knowledge and skills



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Relationships</b></p>  <p>Families and people who care for me</p> <p>Respectful relationships</p> <p>Caring friendships</p> <p>Privacy &amp; boundaries</p> <p>Feeling safe</p> <p>Self-respect</p> <p>Prejudice &amp; discrimination</p> <p>Secrets</p> <p>Attraction</p>	<p><b>R1-5 Families</b></p> <ul style="list-style-type: none"> <li>1. Know the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</li> <li>2. Identify the people who love and care for them and what they do to help them feel cared for.</li> <li>3. Know about different types of families including those that may be different to their own.</li> <li>4. Identify common features of family life.</li> <li>5. Know that it is important to tell someone if something about their family makes them unhappy or worried.</li> </ul> <p><b>R6-9 Friendships</b></p> <ul style="list-style-type: none"> <li>6. Understand how people make friends and what makes a good friendship.</li> <li>7. Know how to recognise when they or someone else feels lonely and what to do.</li> <li>8. Know simple strategies to resolve arguments between friends positively</li> <li>9. Know how to ask for help if a friendship is making them feel unhappy.</li> </ul> <p><b>R10-12 Hurtful behaviour/bullying</b></p> <ul style="list-style-type: none"> <li>10. Know that bodies and feelings can be hurt by words and actions and that people can say hurtful things online.</li> <li>11. Understand about how people may</li> </ul>	<p><b>R1-9 Families &amp; close positive relationships</b></p> <ul style="list-style-type: none"> <li>1. Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</li> <li>6. Know that a feature of positive family life is caring relationships and about the different ways in which people care for one another.</li> <li>7. Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents) and that families of all types can give family members love, security and stability.</li> <li>8. Recognise other shared characteristics of healthy family life, including commitment, care, spending time together and being there for each other in times of difficulty.</li> <li>9. Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</li> </ul> <p><b>R10-18 Friendships</b></p> <ul style="list-style-type: none"> <li>10. Know about the importance of friendships, strategies for building positive friendships and how positive friendships support wellbeing.</li> <li>11. Identify what constitutes a positive healthy friendship (e.g. mutual respect,</li> </ul>	<p><b>R1-9 Families &amp; close positive relationships</b></p> <ul style="list-style-type: none"> <li>1. Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</li> <li>2. Know that people may be attracted to someone emotionally, romantically and sexually, that people may be attracted to someone of the same sex or different sex to them, that gender identity and sexual orientation are different.</li> <li>3. Know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</li> <li>4. Understand that forcing anyone to marry against their will is a crime, that help and support is available to people who are worried about this for themselves or others.</li> <li>5. Know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</li> <li>7. Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents) and that families of all types can give family</li> </ul>			

feel if they experience hurtful behaviour or bullying.

- 12. Know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable, how to report bullying and the importance of telling a trusted adult.
- R13-20 Safe relationships**
- 13. Recognise that some things are private and the importance of respecting privacy and that parts of their body covered by underwear are private.
  - 14. Know that sometimes people may behave differently online, including by pretending to be someone they are not.
  - 15. Know how to respond safely to adults they don't know.
  - 16. Know how to respond if physical contact makes them feel uncomfortable or unsafe.
  - 17. Know that there are situations when they should ask for permission and also when their permission should be sought.
  - 18. Know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).
  - 19. Understand basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.
  - 20. Know what to do if they feel unsafe or worried for themselves or others, who to ask for help and vocabulary to use when asking for help and the importance of keeping trying until they

trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties) and that the same principles apply to online friendships as to face-to-face relationships.

- 12. Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; and the risks of communicating online with others not known face-to-face.
  - 13. Know the importance of seeking support if feeling lonely or excluded.
  - 18. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and how to manage this and ask for support if necessary.
- R19-21 Hurtful relationships and bullying**
- 19. Know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.
  - 20. Identify strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others) and how to report concerns and get support.

**R22-29 Safe relationships**

- 22. Know about privacy and personal boundaries and what is appropriate in friendships and wider relationships (including online).
- 23. Know why someone may behave differently online, including pretending to be someone they are not, strategies for recognising risks, harmful content and contact; and how to report concerns.

members love, security and stability.

- 9. Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.
- R10-18 Friendships**
- 14. Know that healthy friendships make people feel included, recognise when others may feel lonely or excluded; and strategies for how to include them.
  - 15. Identify strategies for recognising and managing peer influence and a desire for peer approval in friendships and recognise the effect of online actions on others.
  - 16. Know how friendships can change over time, about making new friends and the benefits of having different types of friends.
  - 17. Know that friendships have ups and downs and strategies to resolve disputes and reconcile differences positively and safely.
  - 18. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and how to manage this and ask for support if necessary.
- R19-21 Hurtful relationships and bullying**
- 20. Identify strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others) and how to report concerns and get support.
  - 21. Know about discrimination, what it means and how to challenge it.
- R22-29 Safe relationships**
- 25. Recognise different types of

are heard.

#### R21-25 Respecting self and others

- 21. Know about what is kind and unkind behaviour, and how this can affect others.
- 22. Know how to treat themselves and others with respect and how to be polite and courteous.
- 23. Recognise the ways in which they are the same and different to others.
- 24. Listen to other people and play and work cooperatively.
- 25. Talk about and share their opinions on things that matter to them.

- 24. Know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.
- 27. Know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.
- 28. Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.
- 29. Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).

#### R30-34 Respecting self and others

- 30. Know that personal behaviour can affect other people and recognise and model respectful behaviour online.
- 31. Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves and that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society.
- 32. Know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.
- 33. Listen to and respond respectfully to a wide range of people, including those whose traditions, beliefs and

physical contact, what is acceptable and unacceptable and strategies to respond to unwanted physical contact.

- 26. Know about seeking and giving permission (consent) in different situations.
- 27. Know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.
- 28. Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.
- 29. Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).

#### R30-34 Respecting self and others

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- 31. Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves and that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society.
- 33. Listen to and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.
- 34. Discuss and debate topical issues, respect other people's point of view

		lifestyle are different to their own.	and constructively challenge those they disagree with.
<p><b>Living in the wider world</b></p>  <p>Looking after the environment</p> <p>Internet safety</p> <p>Communities</p> <p>Rules, freedoms &amp; responsibilities</p> <p>Money</p> <p>Aspirations</p>	<p><b>L1-3 Shared responsibilities</b></p> <ul style="list-style-type: none"> <li>1. Understand what rules are, why they are needed, and why different rules are needed for different situations.</li> <li>2. Know how people and other living things have different needs and about the responsibilities of caring for them.</li> <li>3. Identify some things they can do to help look after their environment.</li> </ul> <p><b>L4-6 Communities</b></p> <ul style="list-style-type: none"> <li>4. Know the different groups they belong to.</li> <li>5. Identify the different roles and responsibilities people have in their community.</li> <li>6. Recognise the ways they are the same as, and different to, other people.</li> </ul> <p><b>L7-9 Media literacy &amp; Digital resilience</b></p> <ul style="list-style-type: none"> <li>7. Know how the internet and digital devices can be used safely to find things out and to communicate with others.</li> <li>8. Know about the role of the internet in everyday life.</li> <li>9. Understand that not all information seen online is true.</li> </ul> <p><b>L10-13 Economic well being - money</b></p> <ul style="list-style-type: none"> <li>10. Know what money is, forms that money comes in and that money comes from different sources.</li> <li>11. Understand that people make different choices about how to save and spend money.</li> <li>12. Identify the difference between needs and wants and that sometimes people may not always be able to have</li> </ul>	<p><b>L1-5 Shared responsibilities</b></p> <ul style="list-style-type: none"> <li>1. Recognise reasons for rules and laws and consequences of not adhering to rules and laws.</li> <li>2. Recognise there are human rights that are there to protect everyone.</li> <li>3. Know the relationship between rights and responsibilities.</li> <li>4. Know the importance of having compassion towards others, shared responsibilities we all have for caring for other people and living things and how to show care and concern for others.</li> </ul> <p><b>L6-10 Communities</b></p> <ul style="list-style-type: none"> <li>6. Know the different groups that make up their community and what living in a community means.</li> <li>7. Value the different contributions that people and groups make to the community.</li> </ul> <p><b>L11-16 Media literacy &amp; Digital resilience</b></p> <ul style="list-style-type: none"> <li>11. Recognise ways in which the internet and social media can be used both positively and negatively.</li> <li>12. Know how to assess the reliability of sources of information online and how to make safe, reliable choices from search results.</li> <li>13. Identify some of the different ways information and data is shared and used online, including for commercial purposes.</li> <li>14. Know how information on the internet is ranked, selected and targeted at specific individuals and</li> </ul>	<p><b>L1-5 Shared responsibilities</b></p> <ul style="list-style-type: none"> <li>4. Know the importance of having compassion towards others, shared responsibilities we all have for caring for other people and living things and how to show care and concern for others.</li> <li>5. Identify ways of carrying out shared responsibilities for protecting the environment in school and at home and how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</li> </ul> <p><b>L6-10 Communities</b></p> <ul style="list-style-type: none"> <li>8. Understand diversity, what it means, the benefits of living in a diverse community and about valuing diversity within communities.</li> <li>9. Know about stereotypes, how they can negatively influence behaviours and attitudes towards others and strategies for challenging stereotypes.</li> <li>10. Know about prejudice, how to recognise behaviours/actions which discriminate against others and ways of responding to it if witnessed or experienced.</li> </ul> <p><b>L11-16 Media literacy &amp; Digital resilience</b></p> <ul style="list-style-type: none"> <li>11. Recognise ways in which the internet and social media can be used both positively and negatively.</li> <li>12. Know how to assess the reliability of sources of information online and how to make safe, reliable choices from search results.</li> <li>13. Identify some of the different ways</li> </ul>

the things they want.

- 13. Know that money needs to be looked after and the different ways of doing this.
- L14-17 Economic well being - aspirations, work & career**
- 14. Know that everyone has different strengths.
  - 15. Know that jobs help people to earn money to pay for things.
  - 16. Identify different jobs that people they know or people who work in the community do.
  - 17. Know about some of the strengths and interests someone might need to do different jobs.

groups and that connected devices can share information.

**L17-24 Economic well being - money**

- 17. Know different ways to pay for things and the choices people have about this.
- 19. Know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).
- 20. Recognise that people make spending decisions based on priorities, needs and wants.
- 21. Identify different ways to keep track of money.

**L25-32 Economic well being - aspirations, work & career**

- 25. Recognise positive things about themselves and their achievements and set goals to help achieve personal outcomes.
- 26. Know that there is a broad range of different jobs/careers that people can have and that people often have more than one career/type of job during their life.
- 27. Know about stereotypes in the workplace and that a person's career aspirations should not be limited by them.
- 30. Identify some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.

information and data is shared and used online, including for commercial purposes.

- 14. Know how information on the internet is ranked, selected and targeted at specific individuals and groups and that connected devices can share information.
- 15. Recognise things appropriate to share and things that should not be shared on social media including rules surrounding distribution of images.
- 16. Know how text and images in the media and on social media can be manipulated or invented and strategies to evaluate the reliability of sources and identify misinformation.

**L17-24 Economic well being - money**

- 18. Recognise that people have different attitudes towards saving and spending money, what influences people's decisions and what makes something 'good value for money'.
- 22. Know about the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.
- 23. Know about the risks involved in gambling, different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.
- 24. Identify the ways that money can impact on people's feelings and emotions.

**L25-32 Economic well being - aspirations, work & career**

- 27. Know about stereotypes in the workplace and that a person's career

			<p>aspirations should not be limited by them.</p> <ul style="list-style-type: none"> <li>● 28. Understand what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</li> <li>● 29. Know that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice and that people may choose to do voluntary work which is unpaid.</li> <li>● 31. Identify the kind of job that they might like to do when they are older.</li> <li>● 32. Recognise a variety of routes into careers (e.g. college, apprenticeship, university).</li> </ul>
<p><b>Health and wellbeing</b></p>  <p>Physical health</p> <p>Mental health</p> <p>Internet safety</p> <p>Healthy eating</p> <p>Risks to health</p>	<p><b>H1-10 Healthy lifestyles - Physical</b></p> <ul style="list-style-type: none"> <li>● 1. Know what keeping healthy means and the different ways to keep healthy.</li> <li>● 2. Know about foods that support good health and the risks of eating too much sugar.</li> <li>● 3. Understand how physical activity helps us to stay healthy and ways to be physically active everyday.</li> <li>● 4. Know why sleep is important and different ways to rest and relax.</li> <li>● 5. Identify simple hygiene routines that can stop germs from spreading.</li> <li>● 6. Know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</li> </ul>	<p><b>H1-14 Healthy lifestyles - Physical</b></p> <ul style="list-style-type: none"> <li>● 1. Know how to make informed decisions about health.</li> <li>● 2. Know about the elements of a balanced, healthy lifestyle.</li> <li>● 3. Identify choices that support a healthy lifestyle, and recognise what might influence these.</li> <li>● 4. Recognise that habits can have both positive and negative effects on a healthy lifestyle.</li> <li>● 5. Understand what good physical health means and how to recognise early signs of physical illness.</li> <li>● 6. Know what constitutes a healthy diet, how to plan healthy meals, benefits to health and wellbeing of</li> </ul>	<p><b>H1-14 Healthy lifestyles - Physical</b></p> <ul style="list-style-type: none"> <li>● 8. Know how sleep contributes to a healthy lifestyle, routines that support good quality sleep and the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</li> <li>● 9. Know that bacteria and viruses can affect health, how everyday hygiene routines can limit the spread of infection and the wider importance of personal hygiene and how to maintain it.</li> <li>● 10. Know how medicines, when used responsibly, contribute to health, that some diseases can be prevented by vaccinations and immunisations and how allergies can be managed.</li> </ul>

<p>First aid</p> <p>Changing bodies</p> <p>Health &amp; prevention</p>	<ul style="list-style-type: none"> <li>7. Know about dental care and visiting the dentist, how to brush teeth correctly and food and drink that support dental health.</li> <li>8. Know how to keep safe in the sun and protect skin from sun damage.</li> <li>9. Identify some different ways to learn and play, recognising the importance of knowing when to take a break from time online or TV.</li> <li>10. Know about the people who help us to stay physically healthy.</li> </ul> <p><b>H11-20 Mental Health</b></p> <ul style="list-style-type: none"> <li>11. Know about different feelings that humans can experience.</li> <li>12. Know how to recognise and name different feelings.</li> <li>13. Understand how feelings can affect people's bodies and how they behave.</li> <li>14. Recognise what others might be feeling.</li> <li>15. Recognise that not everyone feels the same at the same time, or feels the same about the same things.</li> <li>16. Know about ways of sharing feelings and a range of words to describe feelings.</li> <li>17. Know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</li> <li>18. Identify different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</li> <li>19. Recognise when they need help with feelings, that it is important to ask for help with feelings and how to ask for it.</li> </ul>	<p>eating nutritionally rich foods and the risks associated with not eating a healthy diet including obesity and tooth decay.</p> <ul style="list-style-type: none"> <li>7. Know that regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile), recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</li> <li>11. Know how to maintain good oral hygiene (including correct brushing and flossing), why regular visits to the dentist are essential, the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas and the effects of smoking).</li> </ul> <p><b>H15-24 Mental Health</b></p> <ul style="list-style-type: none"> <li>17. Recognise that feelings can change over time and range in intensity.</li> <li>18. Identify everyday things that affect feelings and the importance of expressing feelings.</li> <li>19. Use a varied vocabulary when talking about feelings and how to express feelings in different ways.</li> </ul> <p><b>H25-36 Ourselves, growing and changing</b></p> <ul style="list-style-type: none"> <li>27. Recognise their individuality and personal qualities.</li> <li>28. Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</li> <li>29. Know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</li> </ul>	<ul style="list-style-type: none"> <li>12. Know the benefits of sun exposure and risks of overexposure and how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</li> <li>13. Know the benefits of the internet, the importance of balancing time online with other activities and strategies for managing time online.</li> <li>14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</li> </ul> <p><b>H15-24 Mental Health</b></p> <ul style="list-style-type: none"> <li>15. Know that mental health, just like physical health, is part of daily life and the importance of taking care of mental health.</li> <li>16. Identify strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</li> <li>20. Identify strategies to respond to feelings, including intense or conflicting feelings and how to manage and respond to feelings appropriately and proportionately in different situations.</li> <li>21. Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</li> <li>22. Recognise that anyone can experience mental ill health, that most difficulties can be resolved with help</li> </ul>
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- 20. Know about change and loss (including death), identify feelings associated with this and recognise what helps people to feel better.
- H21-27 Ourselves, growing & changing**
- 21. Recognise what makes them special.
  - 22. Recognise the ways in which we are all unique.
  - 23. Identify what they are good at and what they like and dislike.
  - 24. Know how to manage when finding things difficult.
  - 25. Name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).
  - 26. Know about growing and changing from young to old and how people's needs change.
  - 27. Identify ways in which they are prepared to move to a new class/year group.
- H28-36 Keeping safe**
- 28. Know about rules and age restrictions that keep us safe.
  - 29. Recognise risk in simple everyday situations and what action to take to minimise harm.
  - 30. Know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).
  - 31. Know that household products (including medicines) can be harmful if not used correctly.
  - 32. Identify ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how

- 30. Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.
  - 34. Know where to get more information, help and advice about growing and changing.
- H37-45 Keeping safe**
- 38. Know how to predict, assess and manage risk in different situations.
  - 39. Identify hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.
  - 40. Understand the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).
  - 41. Identify strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety and the safe use of digital devices when out and about.
- H46-50 Drugs, alcohol and tobacco**
- 46. Know the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health and recognise that drug use can become a habit which can be difficult to break.

- and support and that it is important to discuss feelings with a trusted adult.
- 23. Know about change and loss, including death, and how these can affect feelings and ways of expressing and managing grief and bereavement.
  - 24. Identify problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.
- H25-36 Ourselves, growing and changing**
- 25. Know about personal identity and what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).
  - 26. Know that for some people gender identity does not correspond with their biological sex.
  - 27. Recognise their individuality and personal qualities.
- (bold = Y6 only)**
- **31. Know the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).**
  - **32. Know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.**
  - 33. Know the processes of reproduction and birth as part of the human life cycle, **how babies are conceived and born (and that there are ways to prevent a baby being made)** and how babies need to be cared for.

- to cross the road safely.
- 33. Know about the people whose job it is to help keep us safe.
  - 34. Understand basic rules to keep safe online, including what is meant by personal information and what should be kept private and the importance of telling a trusted adult if they come across something that scares them.
  - 35. Know about what to do if there is an accident and someone is hurt.
  - 36. Know how to get help in an emergency (how to dial 999 and what to say)

#### H37 Drugs, alcohol & tobacco

- 37. Know about things that people can put into their body or on their skin and how these can affect how people feel.

- 34. Know where to get more information, help and advice about growing and changing, especially about **puberty**.
- 35. Know the new opportunities and responsibilities that increasing independence may bring.
- 36. Identify strategies to manage transitions between classes and key stages.

#### H37-45 Keeping safe

- 37. Know the reasons for following and complying with regulations and restrictions (including age restrictions) and how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.
- 38. Know how to predict, assess and manage risk in different situations.
- 42. Know the importance of keeping personal information private, strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others, what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.
- 43. Understand what is meant by first aid and basic techniques for dealing with common injuries.
- 44. Know how to respond and react in an emergency situation, how to identify situations that may require the emergency services, how to contact them and what to say.
- 45. Know that female genital mutilation (FGM) is against British law, what to do

and whom to tell if they think they or someone they know might be at risk.

**H46-50 Drugs, alcohol and tobacco**

- 46. Know the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health and recognise that drug use can become a habit which can be difficult to break.
- 47. Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.
- 48. Understand why people choose to use or not use drugs (including nicotine, alcohol and medicines).
- 49. Know about the mixed messages in the media about drugs, including alcohol and smoking/vaping.
- 50. Identify organisations that can support people concerning alcohol, tobacco and nicotine or other drug use and people they can talk to if they have concerns.