

# PSHE

## Knowledge & Skills Progression Keeping Myself Safe



### Reception

Skills	Vocabulary
<ul style="list-style-type: none"> <li>Name things that keep their bodies safe.</li> <li>Name things that keep their bodies clean and protected.</li> <li>Think about how to recognise things that might not be safe.</li> <li>Make safe decisions about items they don't recognise.</li> <li>Talk about what our bodies need to stay well.</li> <li>Name the safe ways to store medicine and who can give it to children (adults).</li> <li>Name some hazards and ways to stay safe inside.</li> <li>Name some hazards and ways to stay safe outside.</li> <li>Show how to care for the safety of others.</li> <li>Name the adults who they can ask for help from, and will keep them safe.</li> <li>Recognise the feelings they have when they are unsafe.</li> <li>Talk about keeping themselves safe, safe touches and consent.</li> <li>Share ideas about activities that are safe to do on electronic devices.</li> <li>What to do and who to talk to if they feel unsafe online.</li> <li>Name the people in their lives who help to keep them safe.</li> <li>Name people in their community who help to keep them safe.</li> <li>Talk about ways to keep themselves safe in their environment.</li> </ul>	<p>Keep clean Keep safe Sleep Water Fresh air Medicine Doctor Chemist Grown up Safe Unsafe Tummy feelings Uncomfortable Safe Worried Adult Trust address</p>

### Year 1

Skills	Vocabulary
<ul style="list-style-type: none"> <li>Understand that the body gets energy from food, water and air (oxygen);</li> <li>Recognise that exercise and sleep are important parts of a healthy lifestyle.</li> <li>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>Identify simple bedtime routines that promote healthy sleep.</li> <li>Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>Identify people who can help them when they feel unsafe.</li> <li>Recognise the range of feelings that are associated with loss.</li> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> <li>Explain simple issues of safety and responsibility about medicines and their use.</li> <li>Understand and learn the PANTS rules;</li> <li>Name and know which parts should be private;</li> <li>Explain the difference between appropriate and inappropriate touch;</li> <li>Understand that they have the right to say "no" to unwanted touch;</li> <li>Start thinking about who they trust and who they can ask for help.</li> <li>Start thinking about how to stay safe online, including safety around sharing images;</li> <li>Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.</li> </ul>	<p>energy sleep feelings medicine private food rest worried emotions safe trust water grow nervous loss harmful privates air</p>

	tired scared lost responsibility oxygen support exercise unsafe sleep healthy dairy fruit vegetables sugar salt cereal meat
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## Year 2

Skills	Vocabulary
<ul style="list-style-type: none"> <li>• Understand that medicines can sometimes make people feel better when they're ill;</li> <li>• Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>• Explain simple issues of safety and responsibility about medicines and their use.</li> <li>• Identify situations in which they would feel safe or unsafe;</li> <li>• Suggest actions for dealing with unsafe situations including who they could ask for help.</li> <li>• Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</li> <li>• Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>• Identify the types of touch they like and do not like;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>• Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>• Know that they can ask someone to stop touching them;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>• Identify safe secrets (including surprises) and unsafe secrets;</li> <li>• Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> <li>• Identify how inappropriate touch can make someone feel</li> <li>• Understand that there are unsafe secrets and secrets that are nice surprises</li> <li>• Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</li> </ul>	sleep safe touch surprise genitals medicines unsafe feelings hurt penis safety feelings uncomfortable safe vulva worried getting help private tell private parts consent permission secret someone you trust

## Year 3

Skills	Vocabulary
<ul style="list-style-type: none"> <li>• Identify situations which are safe or unsafe;</li> <li>• Identify people who can help if a situation is unsafe;</li> <li>• Suggest strategies for keeping safe.</li> <li>• Define the words danger and risk and explain the difference between the two;</li> <li>• Demonstrate strategies for dealing with a risky situation.</li> <li>• Identify risk factors in given situations;</li> <li>• Suggest ways of reducing or managing those risks.</li> <li>• Identify some key risks from and effects of cigarettes and alcohol;</li> <li>• Know that most people choose not to smoke cigarettes; (Social Norms message)</li> <li>• Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> <li>• Evaluate the validity of statements relating to online safety;</li> <li>• Recognise potential risks associated with browsing online;</li> <li>• Give examples of strategies for safe browsing online.</li> <li>• Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</li> <li>• Recognise and describe appropriate behaviour online as well as offline;</li> <li>• Identify what constitutes personal information and when it is not appropriate or safe to</li> </ul>	trust danger (dangerous) risk internet safety decisions medicines safe safer drugs browsing private unsafe feelings cigarettes phishing public strategies

<p>share this;</p> <ul style="list-style-type: none"> <li>• Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> <li>• Demonstrate strategies for assessing risks;</li> <li>• Understand and explain decision-making skills;</li> <li>• Understand where to get help from when making decisions.</li> <li>• Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul>	<p>harmful strategies nicotine search engine profile helpful consequence alcohol fake news personal information instructions</p>
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### Year 4

Skills	Vocabulary
<ul style="list-style-type: none"> <li>• Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>• Identify situations which are either dangerous, risky or hazardous;</li> <li>• Suggest simple strategies for managing risk.</li> <li>• Identify images that are safe/unsafe to share online;</li> <li>• Know and explain strategies for safe online sharing;</li> <li>• Understand and explain the implications of sharing images online without consent.</li> <li>• Define what is meant by the word 'dare';</li> <li>• Identify from given scenarios which are dares and which are not;</li> <li>• Suggest strategies for managing dares.</li> <li>• Understand that medicines are drugs;</li> <li>• Explain safety issues for medicine use;</li> <li>• Suggest alternatives to taking a medicine when unwell;</li> <li>• Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> <li>• Understand some of the key risks and effects of smoking and drinking alcohol;</li> <li>• Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li> <li>• Describe stages of identifying and managing risk;</li> <li>• Suggest people they can ask for help in managing risk.</li> <li>• Understand that we can be influenced both positively and negatively;</li> <li>• Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> </ul>	<p>danger privacy dare medicine choices persevere influence dangerous privacy settings assertive drug social norm consequences risk security risky hazard hazardous</p>

### Year 5

Skills	Vocabulary
<ul style="list-style-type: none"> <li>• Explain what a habit is, giving examples;</li> <li>• Describe why and how a habit can be hard to change.</li> <li>• Recognise that there are positive and negative risks;</li> <li>• Explain how to weigh up risk factors when making a decision;</li> <li>• Describe some of the possible outcomes of taking a risk.</li> <li>• Demonstrate strategies to deal with both face-to-face and online bullying;</li> <li>• Demonstrate strategies and skills for supporting others who are bullied;</li> <li>• Recognise and describe the difference between online and face-to-face bullying.</li> <li>• Define what is meant by a dare;</li> <li>• Explain why someone might give a dare;</li> <li>• Suggest ways of standing up to someone who gives a dare.</li> <li>• Recognise which situations are risky;</li> <li>• Explore and share their views about decision making when faced with a risky situation;</li> <li>• Suggest what someone should do when faced with a risky situation.</li> <li>• Reflect on what information they share offline and online;</li> <li>• Recognise that people aren't always who they say they are online;</li> <li>• Know how to protect personal information online.</li> <li>• Understand some of the complexities of categorising drugs;</li> <li>• Know that all medicines are drugs but not all drugs are medicines;</li> <li>• Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</li> <li>• Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> <li>• Identify risk factors in a given situation (involving smoking) and consider outcomes of</li> </ul>	<p>habit pros bullying dare assessing risk personal information drugs norms risk taking addiction cons cyberbullying pressure privacy settings cigarettes perception assertive weigh up risk resist pressure influence alcohol risk taking</p>

<p>risk taking in this situation, including emotional risks;</p> <ul style="list-style-type: none"> <li>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> </ul>	
<b>Year 6</b>	
<b>Skills</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>Understand and describe the ease with which something posted online can spread.</li> <li>Identify strategies for keeping personal information safe online;</li> <li>Describe safe behaviours when using communication technology.</li> <li>Know that it is illegal to create and share sexual images of children under 18 years old;</li> <li>Explore the risks of sharing photos and films of themselves with other people directly or online;</li> <li>Know how to keep their information private online.</li> <li>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> <li>Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> <li>Demonstrate an understanding that drugs can have both medical and non-medical uses;</li> <li>Explain in simple terms some of the laws that control drugs in this country.</li> <li>Understand some of the basic laws in relation to drugs;</li> <li>Explain why there are laws relating to drugs in this country.</li> <li>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> <li>Describe some of the effects and risks of drinking alcohol.</li> <li>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</li> <li>Explain how these emotional needs impact on people's behaviour;</li> <li>Suggest positive ways that people can get their emotional need met.</li> <li>Understand that with independence comes responsibility</li> <li>Explain how these emotional needs impact on people's behaviour;</li> <li>Suggest positive ways that people can get their emotional needs met.</li> </ul>	<p>social media  privacy  right to privacy  habit  drug  drug laws  alcohol  physical needs  independence  parental consent  personal information  sharing online  addiction  legal  age restrictions  short-term effects  emotional needs  responsibility  trolling  online safety  permission  emotional needs  illegal  possess  long-term effects  conflicting emotions  online safety  illegal  medical  supply  risks  sharing  sexual images  non-medical  produce  norms  illegal  penalties</p>