PSHE SKILL AND KNOWLEDGE PROGRESSION

Strand	Year 3	Year 4	Year 5	Year 6	KS2 Endpoints
Relationships: Families and friendship	• Recognise and respect that there are different types of families. • Recognise that being part of a family provides support, stability and love • Recognise the positive aspects of being part of a family • Recognise the different ways that people can care for each other • Identify if/when something in a family might make someone upset or worried • Recognise what to do and whom to tell if family relationships are making them feel unhappy or unsafe.	• Recognise the features of positive healthy friendships • Identify strategies to build positive friendships • Identify how to seek support with relationships if they feel lonely or excluded • Recognise how to communicate respectfully with friends when using digital devices • Recognise how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • Recognise what to do or whom to tell if they are worried about any contact online	• Identify what makes a healthy friendship and how they make people feel included • Identify strategies to help someone feel included • Identify what peer influence is and how it can make people feel or behave • Recognise the impact of the need for peer approval in different situations, including online • Identify strategies to manage peer influence and the need for peer approval • Recognise that it is common for friendships to experience challenges • Identify strategies to positively resolve disputes and reconcile differences in friendships • Recognise that friendships can change over time and the benefits of having new and different types of friends • Identify how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable	• Recognise what it means to be attracted to someone and different kinds of loving relationships • Recognise that people who love each other can be of any gender, ethnicity or faith • Recognise the qualities of Healthy relationships that help Individuals flourish • Recognise ways in which couples show their love and commitment to one another Identify what marriage and civil partnership mean • Recognise that people have the right to choose whom they marry or whether to get married	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. 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 R3. 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 R4. 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 R5. 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 R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

			Recognise when and how to seek support in relation to friendships		R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
Relationships: Safe relationships	• Recognise what is appropriate to share with friends, classmates, family and wider social groups including online • Identify what privacy and personal boundaries are, including online	• Differentiate between playful teasing, hurtful behaviour and bullying, including online • Understand how to respond if they witness or experience hurtful	• Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • Recognise how to ask for, give and not give permission for physical contact • Identify how it feels in a person's mind and body when they are uncomfortable	• Recognise compare the features of a healthy and unhealthy friendship • Understand the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong	R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. 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); how to report concerns and get support

• Recognise basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • Recognise that bullying and Hurtful behaviour is unacceptable in any situation • Recognise the effects and consequences of bullying for the people involved • Identify the meaning of bullying online, and the similarities and differences to face-to-face bullying • Understand what to do and whom to tell if they see or experience bullying or hurtful behaviour	behaviour or bullying, including online • Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • Understand how to manage pressures associated with dares • Recognise when it is right to keep or break a confidence or share a secret • Recognise risks online such as harmful content or contact • Recognise how people may Behave differently online including pretending to be someone they are not • Understand how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online	• Understand that it is never someone's fault if they have experienced unacceptable contact • Identify how to respond to unwanted or unacceptable physical contact • Recognise that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • Identify whom to tell if they are concerned about unwanted physical contact	• Identify strategies to respond to pressure from friends including online • Identify how to assess the risk of different online 'challenges' and 'dares' • Understand how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • Understand how to get advice and report concerns about personal safety, including online • Identify what consent means and how to seek and give/not give permission in different situations	R21. about discrimination: what it means and how to challenge it R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. 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 R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Relationships: <u>**Respecting ourselves and others.**</u>	• Recognise respectful behaviours • Recognise how to model respectful behaviour in different situations • Recognise the importance of self-respect and their right to be treated respectfully by others • Identify what it means to treat others, and be treated, politely • Recognise the ways in which people show respect and courtesy in different	• Recognise differences between people such as gender, race, faith • Recognise what they have in common with others • Understand the importance of respecting the differences and similarities between people • Identify vocabulary to sensitively discuss difference and include everyone	• Recognise that everyone should be treated equally • Recognise why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • Identify what discrimination means and different types of discrimination • Identify online bullying and discrimination of groups or Individuals • Recognise the impact of discrimination on individuals, groups and wider society • Identify ways to safely challenge discrimination • Understand how to report discrimination online	• Recognise the link between values and behaviour and how to be a positive role model • Identify how to discuss issues respectfully • Recognise how to listen to and respect other points of view • Identify how to constructively challenge points of view they disagree with • Identify ways to participate effectively in discussions online and manage conflict or disagreements	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; 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; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
Living in the wider world: <u>**Belonging to a community**</u>	• Identify the reasons for rules and laws in wider society • Understand the importance of abiding by the law and what might happen if rules and laws are broken • Identify what human rights are and how they protect people	• Identify the meaning and benefits of living in a community • Recognise that they belong to different communities as well as the school community • Identify the different groups that make up and contribute to a community	• Recognise how resources are allocated and the effect this has on individuals, communities and the environment • Recognise the importance of protecting the environment and how everyday actions can either support or damage it • Understand how to show compassion for the	• Identify what prejudice means • Differentiate between prejudice and discrimination • Understand how to recognise acts of discrimination • Identify strategies to safely respond to and challenge discrimination • Recognise stereotypes in Different contexts and the influence they have on	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring

• Identify basic examples of human rights including the rights of children • Recognise how they have rights and also responsibilities • Recognise that with every right there is also a responsibility	• Identify the individuals and groups that help the local community, including through volunteering and work • Understand how to show compassion towards others in need and the shared responsibilities of caring for them	environment, animals and other living things • Understand the way that money is spent and how it affects the environment • Recognise how to express their own opinions about their responsibility towards the environment	attitudes and understanding of different groups • Identify how stereotypes are Perpetuated and how to challenge this	for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Living in the wider world: **Media literacy and digital resilience**	• Recognise how the internet can be used positively for leisure, for school and for work • Recognise that images and Information online can be altered or adapted and the reasons for why this happens • Identify strategies to recognise whether something they see online is true or accurate • Evaluate whether a game is suitable to play or a website is appropriate for their age-group • Recognise how to make safe, reliable choice from search results • Identify how to report something seen or experienced online that concerns them	• Recognise that everything shared online has a digital footprint Recognise that organisations can use personal information to encourage people to buy things • Recognise what online adverts look like • Recognise differences in content shared for factual purposes and for advertising • Recognise why people might choose to buy or not buy something online • Understand that search results are ordered based on the popularity of the website and that this can affect what information people access	• Identify different types of media and their different purposes Identify basic strategies to assess whether content online is based on fact, opinion, or is biased • Recognise that some media and online content promote stereotypes • Identify how to assess which search results are more reliable than others • Recognise unsafe or suspicious content online • Recognise how devices store and share information	• Recognise the benefits of safe internet use • Identify how and why images online might be manipulated, altered, or faked • Recognise when images might have been altered • Understand why people choose to communicate through social media and some of the risks and challenges of doing so • Recognise that social media sites have age restrictions and regulations for use • Identify the reasons why some media and online content is not appropriate for children • Recognise how online content can be designed to manipulate people's emotions and encourage them to read or share things • Understand sharing things online, including rules and laws relating to this • Recognise what is appropriate to share online • Identify how to report Inappropriate online content or contact	L11. recognise ways in which the internet and social media can be used bothmpositively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
Living in the wider world: **Money and**	• Identify jobs that people may have from different sectors • Recognise that people can have more than one job at once or over	• Recognise how people make different spending decisions based on their budget, values and needs	• Identify jobs that they might like to do in the future • Recognise the role ambition can play in achieving a future career • Recognise how or why someone	• Recognise the role that money plays in people's lives, attitudes towards it and what influences decisions about money • Recognise value for money and how to judge if something is	L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

work	their lifetime • Recognise common myths and gender stereotypes related to work • Challenge stereotypes through examples of role models in different fields of work • Identify some of the skills needed to do a job • Recognise their interests, skills and achievements and how these might link to future jobs • Recognise how to set goals that they would like to achieve this year	• Recognise how to keep track of money and why it is important to know how much is being spent • Identify different ways to pay for things and the reasons for using them • Recognise that how people spend money can have positive or negative effects on others	might choose a certain career • Recognise what might influence people's decisions about a job or career • Recognise the importance of diversity and inclusion to promote people's career opportunities • Recognise stereotyping in the workplace, its impact and how to challenge it • Identify that there are a variety of routes into work	value for money • Recognise how companies encourage customers to buy things and why it is important to be a critical consumer • Recognise how having or not having money can impact on a person's emotions, health and wellbeing Identify common risks associated with money, including debt, fraud and gambling • Recognise how money can be gained or lost • Recognise how to get help if they are concerned about gambling or other financial risk	L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L23. 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 L24. to identify the ways that money can impact on people's feelings and emotions L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about 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) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

					L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)
Health and Wellbeing: **Physical health and mental wellbeing**	• Identify the choices that people make in daily life that could affect their health • Identify healthy and unhealthy choices • Recognise what can help people to make healthy choices and what might negatively influence them • Recognise habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits • Identify what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • Recognise that regular exercise such as walking or cycling has positive benefits for their mental and physical health • Recognise the things that affect feelings both	• Identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • Recognise what good physical health means and how to recognise early signs of physical illness • Recognise that common illnesses can be quickly and easily treated with the right care • Identify how to maintain oral hygiene and dental health, including how to brush and floss correctly • Recognise the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health	• Recognise how sleep contributes to a healthy lifestyle • Identify healthy sleep strategies and how to maintain them • Recognise the benefits of being outdoors and in the sun for physical and mental health • Identify how to manage risk in relation to sun exposure, including skin damage and heat stroke • Recognise how medicines can contribute to health and how allergies can be managed • Recognise that some diseases can be prevented by vaccinations and immunisations • Recognise that bacteria and viruses can affect health • Identify how they can prevent the spread of bacteria and viruses with everyday hygiene routines • Recognise the shared responsibility of keeping a clean environment	• Understand that mental health is just as important as physical health and that both need looking after • Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • Identify how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • Identify positive strategies for managing feelings • Recognise that there are situations when someone may experience mixed or conflicting feelings • Recognise how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • Recognise that if someone Experiences feelings that are not so good (most or all of the time) – help and support is available • Identify where they and others can ask for help and support with mental wellbeing in and outside school	H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how 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 H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

positively and negatively • Identify strategies to identify and talk about their feelings • Recognise some of the different ways people express feelings • Recognise how feelings can change overtime and become more or less powerful			• Recognise the importance of asking for support from a trusted adult • Identify the changes that may occur in life including death, and how these can cause conflicting feelings • Recognise that changes can mean people experience feelings of loss or grief • Recognise the process of grieving and how grief can be expressed • Identify strategies that can help someone cope with the feelings associated with change or loss • Identify how to ask for help and support with loss, grief or other aspects of change • Recognise how balancing time online with other activities helps to maintain their health and wellbeing • Identify strategies to manage time spent online and foster positive habits e.g. switching phone off at night • Recognise what to do and whom to tell if they are frightened or worried about something they have seen online	H11. 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; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about 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 H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

					H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
Health and Wellbeing: **Growing and changing**	• Recognise that everyone is an individual and has unique and valuable contributions to make Recognise how strengths and interests form part of a person's identity • Identify their own personal strengths and interests and what they're proud of • Recognise common challenges to self - worth • Identify basic strategies to manage and reframe setbacks	• Understand personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • Recognise respect and express their individuality and personal qualities • Identify ways to boost their mood and improve emotional wellbeing • Recognise the link between participating in interests, hobbies and community groups and mental wellbeing	• Identify and name the main parts of the body including external genitalia • Identify external genitalia and reproductive organs • Recognise the physical and emotional changes during puberty • Identify key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • Identify strategies to manage the changes during puberty including menstruation • Recognise the importance of personal hygiene routines during puberty including washing regularly and using deodorant • Understand how to discuss the challenges of puberty with a trusted adult	• Recognise some of the changes as they grow up • Recognise what being more Independent might be like, including how it may feel • Understand the transition to Secondary school and how this may affect their feelings • Recognise how relationships may change as they grow up or move to secondary school • Identify practical strategies that can help to manage times of change •Understand their bodies and the changes they will experience at puberty •Respect and care for their own bodies •Exploring changing feelings at puberty • <mark>Identify the links between love, committed relationships</mark>	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about 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)

			• Identify how to get information, help and advice about puberty	and conception* • Identify what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults* • Identify how pregnancy occurs* • Recognise the responsibilities of being a parent or carer and how having a baby changes someone's life *ch can be withdrawn (non-stat content)*	H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H33. about 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); how babies need to be cared for H34. about where to get more information, help and advice about growing and changing, especially about puberty H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages
Health and Wellbeing: **Keeping safe**	• Identify typical hazards at home and in school • Understand how to predict, assess and manage risk in everyday situations • Identify fire safety at home including the need for smoke alarms • Recognise the importance of following safety rules from parents and other adults • Recognise how to help keep themselves safe in the local environment	• Recognise the importance of taking medicines correctly and using household products safely • Recognise what is meant by a 'drug' • Recognise that drugs common to everyday life can affect health and wellbeing • Identify some of the effects	• Identify when situations are becoming risky, unsafe or an emergency • Identify occasions where they can help take responsibility for their own safety • Differentiate between positive risk taking and dangerous behaviour • Recognise how to deal with common injuries using basic first aid techniques • Recognise how to respond in an emergency, including when and how to contact different emergency services	• Identify how to protect personal information online • Identify potential risks of personal information being misused • Identify strategies for dealing with requests for personal information or images of themselves • Identify types of images that are appropriate to share with others and those which might not be appropriate • Recognise that images or text can be quickly shared with others, even when only sent to one person, and what the	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about 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 H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H41. strategies for keeping safe in the local environment or unfamiliar places

or unfamiliar places, including road, rail, water and firework safety	related to different drugs and that all drugs, including medicines, may have side effects • Identify some of the risks associated with drugs common to everyday life • Recognise that for some people, using drugs can become a habit which is difficult to break • Understand how to ask for help or advice		impact of this might be • Recognise what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • Understand how to report the misuse of personal information or sharing of upsetting content/ images online • Recognise the different age rating systems for social media, T.V, films, games and online gaming • Recognise why age restrictions are important and how they help people make safe decisions about what to watch, use or play • Identify the risks and effects of different drugs • Recognise the laws relating to drugs common to everyday life and illegal drugs • Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • Identify the organisations where people can get help and support concerning drug use • Understand how to ask for help if they have concerns about drug use • Identify mixed messages in the media relating to drug use and how they might influence opinions and decisions	(rail, water, road) and firework safety; safe use of digital devices when out and about H42. about 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 H43. about what is meant by first aid; basic techniques for dealing with common Injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say H46. about 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; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol,

					tobacco and nicotine or other drug use; people they can talk to if they have concerns