

PSHE and Relationships and Health Education Progression of knowledge and skills

Relationships and Health Education Statutory Guidance objectives

(Protected Characteristics)

Relationships Education

By the end of primary school, children should know:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

(race, disability, sex, age, religion or belief, sexual orientation, gender re-assignment)

Caring Relationships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

(race, disability, sex, age, religion or belief, sexual orientation, gender re-assignment)

Respectful Relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

(race, disability, sex, age, religion or belief, sexual orientation, gender re-assignment)

Online Relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

(race, disability, sex, age, religion or belief, sexual orientation, gender re-assignment)

Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

(race, disability, sex, age, religion or belief, sexual orientation, gender re-assignment)

Physical Health and Mental Wellbeing

By the end of primary school children should know:

Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

(race, disability, sex, age, religion or belief, sexual orientation, gender re-assignment)

Internet Safety and Harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

(race, disability, sex, age, religion or belief, sexual orientation, gender re-assignment)

Physical Health and Fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

(race, disability, sex, age, religion or belief)

Healthy Eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

(race, disability, sex, age, religion or belief)

Drugs, Alcohol and Tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

(race, disability, sex, age, religion or belief)

Health and Prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

(race, disability, sex, age, religion or belief)

Basic First Aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

(race, disability, sex, age, religion or belief)

Changing Adolescent Body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

(race, disability, sex, age, religion or belief, sexual orientation, gender re-assignment)

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn: Relationships	Families and Friendships	<p>0-3 To engage with others through gestures, gaze and talk.</p> <p>To use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>To look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</p> <p>To play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p>	<p>Reception To build constructive and respectful relationships.</p> <p>To think about the perspectives of others.</p> <p>ELG To work and play cooperatively and take turns with others.</p> <p>To form positive attachments to adults and friendships with peers.</p> <p>To show sensitivity to their own and to others' needs.</p>	<p>To learn about the special people in our lives and how we care for one another</p> <p>To describe the different ways special people care for us and to recognise how we can care for them in return</p> <p>To understand that all families are different and consist of various family members.</p>	<p>To understand how to be a good friend</p> <p>To understand strategies for positive play with friends</p>	<p>To recognise and respect that there are different types of families</p> <p>To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</p> <p>To identify if/when something in a family might make someone upset or worried</p>	<p>To learn about the features of positive healthy friendships such as mutual respect, trust and sharing interests</p> <p>To find strategies to build positive friendships</p> <p>To understand how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone you don't know</p>	<p>To find strategies to help someone feel included</p> <p>To understand peer pressure and strategies to manage it</p> <p>To develop strategies to positively resolve disputes and reconcile differences in friendships</p>	<p>To learn about the qualities of healthy relationships</p> <p>To understand that people who love each other can be any gender, ethnicity or faith</p> <p>To understand that people have the right to choose whom they marry or whether to get married</p>
	Safe Relationships	<p>To feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>To notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>To develop friendships with other children.</p> <p>3-4 To become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>To play with one or more other children, extending and elaborating play ideas.</p> <p>To begin to understand how others might be feeling.</p>	<p>To know what it means to keep something private, including parts of the body that are private</p> <p>To identify different types of touch and how they make people feel and how to respond if being touched makes you feel uncomfortable or unsafe</p> <p>To understand what kind and unkind behaviour means in and out of school</p>	<p>To understand how to resist pressure to do something that feels uncomfortable or unsafe</p> <p>To know how to ask for help if I feel unsafe or worried and what vocabulary to use</p> <p>To recognise hurtful behaviour and who to tell if it is experienced</p> <p>To know how to resist pressure to do something that feels uncomfortable or unsafe</p> <p>To know how to ask for help if they feel unsafe or worried and what vocabulary to use</p>	<p>To understand how to resist pressure to do something that feels uncomfortable or unsafe</p> <p>To know how to ask for help if they feel unsafe or worried and what vocabulary to use</p>	<p>To know what is appropriate to share with friends, classmates, family and wider social groups, including online</p> <p>To know about what privacy and personal boundaries are, including online</p> <p>To know basic strategies to help keep yourself safe online</p>	<p>To know what to do or who to tell if you are worried about any contact online</p> <p>To differentiate between playful teasing, hurtful behaviour and bullying, including online</p> <p>To recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable and how to manage pressures associated with dares</p>	<p>To know how it feels in a person's mind and body when they are uncomfortable</p> <p>To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <p>To know how to respond to unwanted or unacceptable physical contact</p>	<p>To know how to get advice and report concerns about personal safety, including online</p> <p>To know how to assess the risk of different online 'challenges' and 'dares'</p> <p>To find strategies to respond to pressure from friends including online</p> <p>To compare the features of a healthy and unhealthy friendship</p> <p>To know how to get advice and report concerns about personal safety, including online</p> <p>To understand what consent means and how to not give permission in different situations</p>
	Respecting ourselves and others	<p>To play with one or more other children, extending and elaborating play ideas.</p> <p>To begin to understand how others might be feeling.</p>	<p>To understand how kind and unkind behaviour can make people feel</p> <p>To learn about what respect means</p> <p>To be polite and respectful</p>	<p>To understand how friends can have both similarities and differences</p> <p>To understand how to share your ideas and listen to others, take part in discussions, and give reasons for your views</p>	<p>To understand that bullying and hurtful behaviour is unacceptable in any situation and about the effects and consequences of bullying for the people involved</p> <p>To recognise and model respectful behaviours</p> <p>To understand what it means to treat others, and be treated, politely and with respect</p>	<p>To understand when it is right to keep or break a confidence or share a secret</p> <p>To understand the importance of respecting the differences and similarities between people</p> <p>To recognise differences between people and respect those differences</p>	<p>To understand that everyone should be treated equally</p> <p>To understand 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</p>	<p>To know about the link between values and behaviour and how to be a positive role model</p> <p>To know how to discuss issues respectfully and how to listen to and respect other points of view</p> <p>To know how to constructively challenge points of view they disagree with, including online</p>	

	<p>Belonging to a Community</p>	<p>0-3 To establish their sense of self.</p> <p>To express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>To feel strong enough to express a range of emotions.</p> <p>To grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <p>To be increasingly able to talk about and manage their emotions.</p>	<p>Reception To see themselves as a valuable individual.</p> <p>To show resilience and perseverance in the face of challenge.</p> <p>ELG To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>To explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>To understand why we have different rules to follow in different situations.</p> <p>To understand that different people have different needs</p> <p>To understand that we care for people, animals and other living things in different ways.</p> <p>To understand how we can help to look after the environment.</p>	<p>To understand about being a part of different groups, and the roles involved</p> <p>To learn about different rights and responsibilities that we have in school and the wider community</p> <p>To understand how a community can help people from different groups feel included</p>	<p>To discuss the reasons for rules and laws in wider society</p> <p>To understand the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>To understand what human rights are and how they protect people</p> <p>To identify basic examples of human rights including the rights of children</p> <p>To understand that we have rights and also responsibilities and that with every right there is also a responsibility</p>	<p>To recognise that we belong to different communities.</p> <p>To understand that different individuals and groups help the local community.</p> <p>To understand how to show compassion towards others in need and the shared responsibilities if caring for them.</p>	<p>To understand the importance of protecting the environment and how everyday actions can either support or damage it</p> <p>To understand how to show compassion for the environment, animals and other living things</p> <p>To express their own opinions about their responsibility towards the environment</p>	<p>To differentiate between prejudice and discrimination</p> <p>To find strategies to safely respond to and challenge discrimination</p> <p>To understand how stereotypes are perpetuated and how to challenge this</p>
	<p>Media Literacy and Digital Resilience</p>	<p>3-4 To show more confidence in new social situations.</p>		<p>To understand how and why people use the internet</p> <p>To understand the benefits of using the internet and digital devices</p> <p>To understand how we can communicate safely online</p> <p>To know about the benefits of rationing time spent online</p>	<p>To understand the ways in which people can access the internet</p> <p>To recognise the purpose and value of the internet in everyday life</p> <p>To understand that information online might not always be true</p> <p>To know about the benefits of rationing time spent online and the risks of excessive time on electronic devices</p>	<p>To recognise the reliability of things online</p> <p>To evaluate what is age appropriate and how to make safe, reliable choices online.</p> <p>To know how to report something seen or experienced online that is a concern</p> <p>To know about the benefits of rationing time spent online and the risks of excessive time on electronic devices and the impact of positive and negative content online on their own mental and physical wellbeing</p>	<p>To understand that everything shared online has a digital footprint and that organisations can use personal information to encourage people to buy things</p> <p>To understand how data is shared and used</p> <p>To recognise what online adverts look like</p> <p>To know about the benefits of rationing time spent online and the risks of excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p>	<p>To identify different types of media, their different purposes and how they target their audience</p> <p>To know some basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</p> <p>To recognise unsafe or suspicious content online</p> <p>To know about the benefits of rationing time spent online and the risks of excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p>	<p>To understand how and why images online might be manipulated, altered, or faked</p> <p>To understand how online content can be designed to manipulate people's emotions and encourage them to read or share things</p> <p>To know how to recognise what is appropriate to share online</p> <p>To know how to report inappropriate online content or contact</p> <p>To understand the reasons why some media and online content is not appropriate for children</p>
	<p>Money and Work</p>			<p>To know about different jobs and the work people do</p> <p>To understand that everyone has different strengths</p> <p>To know about how different strengths and interests are needed to do different jobs.</p> <p>To know about people whose job it is to help us in the community.</p>	<p>To know what money is and its different forms and ways for paying for things.</p> <p>To understand how money can be kept and looked after</p> <p>To know how to recognise the difference between needs and wants</p> <p>To know how people make choices about spending money, including thinking about needs and wants</p>	<p>To understand and challenge stereotypes related to work.</p> <p>To know about some of the skills needed to do a job</p> <p>To set achievable goals</p>	<p>To understand how people make different spending decisions based on their budget, values and needs</p> <p>To know how to keep track of money and why it is important to know how much is being spent</p> <p>To know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</p> <p>To understand that how people spend money can have positive or negative effects on others</p>	<p>To identify the types of jobs we could do in the future</p> <p>To know about stereotyping in the workplace, its impact and how to challenge it</p> <p>To know that there are a variety of routes into work</p>	<p>To learn about common risks, including those associated with money</p> <p>To understand how money can be gained or lost</p>

<p>Physical Health and Mental Wellbeing</p>	<p>0-3 To find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>To find ways of managing transitions, for example from their parent to their key person.</p> <p>To thrive as they develop self-assurance.</p> <p>To begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>To safely explore emotions beyond their normal range through play and stories.</p> <p>To talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p>	<p>Reception To select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>To develop their sense of responsibility and membership of a community.</p> <p>To help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>To increasingly follow rules, understanding why they are important.</p> <p>To not always need an adult to remind them of a rule.</p>	<p>To understand ways to take care of ourselves on a daily basis</p> <p>To know about healthy and unhealthy foods.</p> <p>To know about physical activity and how it keeps people healthy</p> <p>To know how to keep safe in the sun</p>	<p>To understand why sleep and rest are important for growing and keeping healthy</p> <p>To understand the importance of, and routines for, brushing teeth and visiting the dentist</p> <p>To know how to manage big feelings including those associated with change, loss and bereavement</p> <p>To know when and how to ask for help, and how to help others, with their feelings</p>	<p>To identify healthy and unhealthy choices, including sleep</p> <p>To understand the choices that people make in daily life that can affect their health</p> <p>To understand what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</p> <p>To know that regular exercise has positive benefits for mental and physical health</p> <p>To find strategies to identify and talk about feelings</p> <p>To know about some of the different ways people express feelings</p>	<p>To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally, including not feeling isolated or lonely</p> <p>To understand that common illnesses can be quickly and easily treated with the right care.</p> <p>To know how to maintain oral hygiene and dental health, including how to brush and floss correctly</p> <p>To know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</p>	<p>To understand how sleep contributes to a healthy lifestyle</p> <p>To know some healthy sleep strategies and how to maintain them</p> <p>To know about the benefits of being outdoors and in the sun for physical and mental health</p> <p>To know how to manage risk in relation to sun exposure</p> <p>To understand that some diseases can be prevented by vaccinations and immunisations</p> <p>To know how we can prevent the spread of bacteria and viruses with everyday hygiene routines</p>	<p>To understand that mental health is just as important as physical health and that both need looking after and how to access support if needed</p> <p>To understand that there are positive strategies for managing feelings</p> <p>To know about the process of grieving and how grief can be expressed</p> <p>To know about strategies that can help someone cope with the feelings associated with change or loss</p> <p>To know what to do and whom to tell if they are frightened or worried about something they have seen online</p>
	<p>Growing and Changing</p>	<p>3-4 To select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>To develop their sense of responsibility and membership of a community.</p> <p>To help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>To develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>To be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>To make healthy choices about food, drink, activity and toothbrushing</p>	<p>To recognise how we are the same and different to others</p> <p>To know how to manage and who to tell when things are difficult or go wrong</p> <p>To recognise feelings in ourselves and others</p> <p>To know how feelings can affect how people behave</p>	<p>To know about the human life cycle and how people grow from young to old</p> <p>To understand how our needs and bodies change as we grow up</p> <p>To identify and name the main parts of the body including external genitalia</p> <p>To prepare to move to a new class and setting goals for next year</p>	<p>To recognise that everyone is an individual and has unique and valuable contributions to make</p> <p>To recognise how strengths and interests form part of a person's identity</p> <p>To know how to identify our own personal strengths and interests and what we're proud of (in school, out of school)</p> <p>To recognise common challenges to self-worth</p> <p>To know basic strategies to manage and reframe setbacks</p>	<p>To know about the physical and emotional changes during puberty</p> <p>To use scientific vocabulary for external male and female body parts/genitalia</p> <p>To understand key facts about puberty for boys and girls</p> <p>To understand the importance of personal hygiene routines during puberty</p> <p>To know how to discuss the challenges of puberty with a trusted adult</p> <p>To how to get information, help and advice about puberty</p>	<p>To know that for some people their gender identity does not correspond with their biological sex</p> <p>To know what makes us mentally healthy</p> <p>To know how feelings and emotions are affected and can be managed at changing, challenging or difficult times</p> <p>To know how to recognise, respect and express our individuality and personal qualities</p> <p>To learn about menstrual wellbeing, including key facts about menstrual wellbeing (to be taught in Science).</p>

	<p>Keeping Safe</p>	<p>To increasingly follow rules, understanding why they are important.</p> <p>To not always need an adult to remind them of a rule.</p> <p>To develop appropriate ways of being assertive.</p> <p>To talk with others to solve conflicts.</p> <p>To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>To be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>To make healthy choices about food, drink, activity and toothbrushing</p>	<p>ELG To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p>To understand how rules can help us keep safe</p> <p>To understand why some things have age restrictions</p> <p>To know how to stay safe online</p> <p>To know who to tell if something online makes them feel unhappy, worried or scared</p>	<p>To know how to help keep themselves safe in familiar and unfamiliar environments</p> <p>To know how to recognise risk in everyday situations</p> <p>To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p>	<p>To know how to predict, assess and manage risk in everyday situations</p> <p>To know how to identify typical hazards</p> <p>To know about fire safety at home</p> <p>To know how to help keep ourselves safe in the local environment or unfamiliar places</p>	<p>To identify some of the risks associated with drugs common to everyday life</p> <p>To know that for some people using drugs can become a habit which is difficult to break</p> <p>To understand that drugs common to everyday life can affect health and wellbeing</p> <p>To know how to make a clear, efficient call to emergency services if necessary</p>	<p>To identify when situations are becoming risky, unsafe or an emergency</p> <p>To know how to deal with common injuries using basic first aid techniques</p> <p>To know how to make a clear, efficient call to emergency services if necessary</p>	<p>To know how to protect personal information online and to critically consider the risks associated with people they have never met</p> <p>To know about the different age rating systems for social media, T.V, films, games and online gaming</p> <p>To understand why age restrictions are important and how they help people make safe decisions about what to watch, use or play</p> <p>To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</p> <p>To know how to ask for help if they have concerns about drug use</p> <p>To know how to make a clear, efficient call to emergency services if necessary</p>
--	----------------------------	--	---	--	---	---	---	--	---