



Indian Queens School and Nursery - PSHE Curriculum Overview & Progression

‘Keeping Myself Safe’

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • My body - what is safe to go onto my body. • My body – what is safe t • Safety indoors and outdoors. • Listening to my feelings. • Keeping safe online. • People who help to keep me safe. 	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen) • Recognise that exercise and sleep are important parts of a healthy lifestyle. • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep. • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe. • Recognise the range of feelings that are associated with loss. • Understand that medicines can sometimes make people feel better when they're ill • Explain simple issues of safety and responsibility about medicines and their use. • Understand and learn the PANTS rules; • Name and know which parts should be private; • Explain the difference between appropriate and inappropriate touch; • Understand that they have the right to say “no” to unwanted touch; • Start thinking about who they trust and who they can ask for help. 	<ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety and responsibility about medicines and their use. • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help. • 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. • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; • Identify the types of touch they like and do not like; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. • Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises; • 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.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe. • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. • Identify some key risks from and effects of cigarettes and alcohol; • Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs. • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks. • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online. • 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; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. 	<ul style="list-style-type: none"> • Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk. • Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing; • Understand and explain the implications of sharing images online without consent. • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares. • Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). • Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk. • Understand that we can be influenced • Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. 	<ul style="list-style-type: none"> • Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. • Recognise that there are positive and negative risks; • Explain how to weigh up risk factors when making a decision; • Describe some of the possible outcomes of taking a risk. • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Recognise and describe the difference between online and face-to-face bullying. • Define what is meant by a dare; • Explain why someone might give a dare; • Suggest ways of standing up to someone who gives a dare. • Recognise which situations are risky; • Explore and share their views about decision making when faced with a risky situation; • Suggest what someone should do when faced with a risky situation. • Reflect on what information they share offline and online; • Recognise that people aren't always who they say they are online; • Know how to protect personal information online. • Understand some of the complexities of categorising drugs; • Know that all medicines are drugs but not all drugs are medicines; be helpful or harmful and used safely or unsafely. • Understand the actual norms around smoking and the reasons for common misperceptions of these. 	<ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread. • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology. • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online. • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. • Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country. • Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country. • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol. • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour;

<ul style="list-style-type: none">• Demonstrate strategies for assessing risks;• Understand and explain decision-making skills;• Understand where to get help from when making decisions.• Understand that medicines are drugs and suggest ways that they can be helpful or harmful.		<ul style="list-style-type: none">• Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;• Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.	<ul style="list-style-type: none">• Suggest positive ways that people can get their emotional need met.• Understand and give examples of conflicting emotions;• Understand and reflect on how independence and responsibility go together.
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