

Lea Community Primary School



PSHE Progression Map



Academic Year 2024-2025

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Rules, safe, harm, danger, road, adult, lollypop lady, crossing	As EYFS and: community, discuss, choice, pedestrian, zebra crossing, pelican crossing, puffin crossing, toucan crossing, avoid, situation, risk, imaginary	As Year One and: laces, buckles, Velcro, accident, rules, unsafe	As Year Two and: PCSO, appliances, dangerous, chemicals, warning sign, pressured permission	As Year Three and: Statement, opinion, fact, strategies, junction, cycle safety	As Year Four and: Peer pressure, encourage, risk, risk assessment, support network	As Year Five and: Danger, consequences, water safety, water pollution, hidden currents, warning flags
Keeping/Staying Safe	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult.</p> <p>ELG: Managing self</p> <ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly; 	<p>Road Safety</p> <ul style="list-style-type: none"> • understand why it is important to stay safe when crossing the road • be able to recognise a range of safe places to cross the road • understand the differences between safe and risky choices • know different ways to help us stay safe <p>PSHE Links (KS1) - H29, H32, H33, R2, R17, R20 RSHE DfE Links - R1</p>	<p>Tying shoelaces</p> <ul style="list-style-type: none"> • know the reasons to make sure your laces are tied • learn how to tie up laces properly • know rules to keep yourself and others safe • understand the differences between safe and risky choices <p>PSHE Links (KS1) - H13, H14, H15, H16, H29, H30, R1 RSHE DfE Links - R2</p>	<p>Staying safe</p> <ul style="list-style-type: none"> • know ways to keep yourself and others safe • be able to recognise risky situations • be able to identify trusted adults around you • understand the differences between safe and risky choices <p>PSHE Links (KS1) - H22, H29, H32, H33, R1, R2, R15, R16, R17, R19, R20, R22, L5, L16 (KS2) - H38, H39, H41, R1, R6, R8, R9, R22, R24, R26, R28, R29, R31</p> <p>RSHE DfE Links - R1, R2, R4, R11, R16, R19, R25, R28, R29, R30, R31, R32</p>	<p>Cycle Safety</p> <ul style="list-style-type: none"> • identify strategies we can use to keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident • identify what is a risky choice • create a set of rules for and identify ways of keeping safe <p>PSHE Links (KS2) - H3, H7, H35, H37, H38, H41, R6, R8, R30, L1, L4, L6, L7</p> <p>RSHE DfE Links - R1, R2, R4, P4</p>	<p>Peer Pressure</p> <ul style="list-style-type: none"> • identify strategies we can use to keep ourselves and others safe • recognise ways to manage peer pressure • explain the potential outcomes that may happen when we take risks • recognise the impact and possible consequences of an accident or incident <p>PSHE Links (KS2) - H18, H19, H20, H24, H35, H37, H38, H39, H41, R10, R11, R15, R17, R18, R22, R28, R29, R34, L4</p> <p>RSHE DfE Links - R7, R8, R11, R13, R25, R29, R30, R31, R32, P3</p>	<p>Water safety</p> <ul style="list-style-type: none"> • identify a range of danger signs • develop and name strategies that can help keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident <p>PSHE Links (KS2) - H37, H38, H39, H41, R15, R18, R28, R29, L1 RSHE DfE Links - R11, R29, R30, R31, R32</p>
		<p>Leaning out of the window</p> <ul style="list-style-type: none"> • be able to recognise a range of warning signs • be able to spot the dangers we may find at home • know the importance of listening to our trusted adults • be able to understand ways we can keep ourselves and others safe at home • know the differences between safe and risky choices <p>PSHE Links (KS1) - H29, H30, H32, H33, H35, H36, R1, R2, L1 (KS2) - H38, H39, H41, H42</p> <p>RSHE DfE Links -R2, P32</p>	<p>Adults' and children's views</p> <p>Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.</p> <p>PSHE Links (KS2) - H35, H37, H38, H39, H40, H41, H42, R6, R26, R29, R33, R34, L1</p> <p>RSHE DfE Links - R2, R2, R19, R22, R28, R29, P13</p>				

Vocabulary	Healthy, exercise, yoga, calm	As EYFS and: healthy, unhealthy, germs	As Year One and: energy, ingredients, repair, vitamins, natural, saturated fat, decay	As Year Two and: Medicine, allergies, vaccination, antibodies, research, immune system, doctor	As Year Three and: Lifestyle, balanced diet, blood pressure, saturated fat, vital organs, mind map, food chart, carbohydrates, protein, calorie	As Year Four and: Nicotine, addictive, illegal, respiratory system, cardiovascular disease, cigarette, e-cigarette, tobacco, vape	As Year Five and: Alcohol, ethanol, fermentation, unit, legal age limit, alcohol poisoning, cannabis, illegal drugs, mental illness, criminal offense, substances
Keeping/Staying Healthy	<p>To know that having a naturally colourful diet is one way to try and eat healthily,</p> <p>To know that exercise means moving our body and is important.</p> <p>To know that yoga can help our bodies and minds relax,</p> <p>To know that I can learn from my mistakes.</p> <p>To know some strategies to calm down.</p> <p>To make choices and communicate what they need.</p> <p>To show resilience and perseverance.</p> <p>ELG: Managing self: manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p>Washing Hands</p> <ul style="list-style-type: none"> • understand why we need to wash our hands • know how germs are spread and how they can affect our health • be able to practise washing your hands • know the differences between healthy and unhealthy choices <p>PSHE Links (KS1) - H1, H5 RSHE DfE Links - P6, P30</p>	<p>Healthy Eating</p> <ul style="list-style-type: none"> • know that food is needed for our bodies to be healthy and to grow • understand that some foods are better for good health than others • be able to list different types of healthy food • understand how to keep yourself and others healthy • know the differences between healthy and unhealthy choices <p>PSHE Links (KS1) - H1, H2 RSHE DfE Links - P20, P22, P23, P24</p>	<p>Medicine</p> <ul style="list-style-type: none"> • know, understand, and be able to practise simple safety rules about medicine • understand when it is safe to take medicine • know who we can accept medicine from • understand the differences between healthy and unhealthy choices <p>PSHE Links (KS1) - H6, H10, H31, H33, R17, R20 (KS2) - H10, H14, H40, R11, R15, R18, R26, R28 RSHE DfE Links - R8, R11, P25, P31</p>	<p>Healthy Living</p> <ul style="list-style-type: none"> • explain what is meant by a balanced diet and plan a balanced meal • recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older • understand nutritional information on packaged food and explain what it means • describe different ways to maintain a healthy lifestyle <p>PSHE Links (KS2) - H2, H3, H4, H5, H6, H7, H8, H9, H11, H13, H16, H21 RSHE DfE Links - P1, P5, P6, P9, P12, P18, P19, P20, P21, P22, P23, P24, P28, P29, P30</p>	<p>Smoking</p> <ul style="list-style-type: none"> • explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. • describe how smoking can affect your immediate and future health and wellbeing • give reasons why someone might start and continue to smoke • identify and use skills and strategies to resist any pressure to smoke <p>PSHE Links (KS2) - H1, H3, H4, H37, H46, H47, H48, H49, H50, R11, R15, R18, R28, L1 RSHE DfE Links - R8, R11, P25</p>	<p>Alcohol</p> <ul style="list-style-type: none"> • identify what is a risky choice • identify the risks associated with alcohol • describe how alcohol can affect your immediate and future health • develop and recognise skills and strategies to keep safe <p>To review drug extension skills progression see teachers notes</p> <p>PSHE Links (KS2) - H1, H4, H10, H37, H38, H46, H47, H48, H50, R9, R10, R15, R18, R28, R29, R34, L1 RSHE DfE Links - P25</p>
		<p>Brushing Teeth</p> <ul style="list-style-type: none"> • understand why we need to brush our teeth • be able to practise brushing your teeth • know the differences between healthy and unhealthy choices • be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy <p>PSHE Links (KS1) - H1, H2, H5, H7, H10 RSHE DfE Links - P6, P24, P29</p>	<p>Adults and children's views</p> <p>Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.</p> <p>PSHE Links (KS2) - H1, H2, H3, H4, H7, H8, H10, H12, H13, H14, H15, H16, H21, H46, R8, R14, R33, R34 RSHE DfE Links - R1, R2, R8, R9, P1, P5, P6, P12, P18, P19, P20, P21, P24, P27</p>				

Vocabulary	Honesty, truth, share, equal, emotions, expressions, teamwork	As EYFS and: relationship, love, security, stability, disagree, private parts, appropriate, bullying, mean, describe, teasing, threatening, advice, imagine, anti-bullying	As Year One and: penis, testicles, vagina, vulva, anus.	As Year Two and: Communicate, situation, consent, touch, inappropriate, Nervous, scared,	As Year Three and: anonymous question, ovaries, fallopian tube, bladder	As Year Four and: connection, civil partnership, marriage Puberty, hormone,	As Year Five and: Conception, reproduction, consent, conceived, foreskin, cervix, womb (uterus), urethra, fertilised, IVF
Relationships 1-3 Growing and Changing 4-6	<p>To know that facial expressions can give us clues as to how a person is feeling.</p> <p>To know that we share toys so that everyone feels involved and no one feels left out or upset.</p> <p>To name some different feelings and emotions.</p> <p>To understand that different people like different things.</p> <p>To understand that all people are valuable.</p> <p>To know that it is important to help, listen and support others when working as a team.</p> <p>To know that it is important to tell the truth.</p> <p>To begin to take turns and share resources.</p> <p>To independently choose where they would like to play.</p> <p>To continue to build constructive and respectful relationships. <i>ELG: building relationships</i></p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs. 	<p>Friendship and bullying</p> <ul style="list-style-type: none"> • understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view <p>PSHE Links (KS1) - H15, H24, R6, R8, R9, R11, R21, R22, R24, R25, L6 RSHE DfE Links - R7, R8, R9, R10, R12, R13</p>	<p>Touch</p> <ul style="list-style-type: none"> • understand the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries • know who and how to ask for help • be able to name human body parts <p>PSHE Links (KS1) - H11, H12, H14, H16, H24, R6, R7, R9, R11, R12, R21, R24</p> <p>RSHE DfE Links - R7, R8, R9, R11, R12, R13, R17, R25, P3, P7, P8</p>	<p>Appropriate Touch</p> <ul style="list-style-type: none"> • identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable <p>PSHE Links (KS1) - H19, H25, R5, R10, R11, R12, R13, R16, R20, R21, R22, R25 (KS2) - H18, H24, R8, R9, R11, R18, R22, R25, R26, R29</p> <p>RSHE DfE Links - R2, R6, R8, R9, R11, R12, R16, R19, R25, R27, R29, R30, R31, R32</p>	<p>Puberty</p> <ul style="list-style-type: none"> • explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty <p>PSHE Links (KS2) - H1, H17, H19, H24, H30, H31, H32, H34, R2 RSHE DfE Links - R32, P2, P3, P9, P21, P34, P35</p>	<p>Individuality and Mental Health</p> <ul style="list-style-type: none"> • Talk about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • Discuss the link between participating in interests, hobbies and community groups and mental wellbeing <p>PSHE Links- (KS2) - H16, H25, H26, H27</p> <p>RSHE DfE Links R20, R21, R31, R33</p> <p>Adults and children's views</p> <p>Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.</p> <p>PSHE Links (KS2) - H19, H21, H24, R1, R6, R8, R10, R11, R14, R33, R34 RSHE DfE Links - R1, R2, R4, R7, R8, R9, R13, R14, P3, P6</p>	<p>Conception</p> <ul style="list-style-type: none"> • explain the terms 'conception' and 'reproduction' • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explain various different stages of pregnancy • identify the laws around consent <p>PSHE Links (KS2) - H19, H30, H33, H34, R1, R2, R6, R7, R32, L8 RSHE DfE Links - R1, R2, R3, P35</p>
			<p>Body language</p> <ul style="list-style-type: none"> • be able to recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person's point of view • understand why it is important to care about other people's feelings <p>PSHE Links (KS1) - H11, H12, H13, H14, H15, H16, H18, H19, R2, R5, R6, R8, R10, R21, R22, R24 RSHE DfE Links - R7, R8, R9, R10, R11, R13, P2, P3, P4</p>				

Vocabulary	Rules, safe, listening, support, honesty	As EYFS and: responsibility, responsible, accident, honesty, dishonest	As Year One and: abilities, thoughtful, qualities, manners, courteous, appropriately, self-respect, improve	As Year Two and: Borrowing, stealing, consequence, irresponsible, responsible	As Year Three and: Punctual, responsible, irresponsible, appointment	As Year Four and: Considerate, inconsiderate	As Year Five and: Consent, permission, possession, trust
Being Responsible	<p>To know that some rules are in place to keep us safe.</p> <p>To know that it is important to help, listen and support others when working as a team.</p> <p>To know that it is important to tell the truth.</p> <p>ELG: self regulation</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>ELG: speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; 	<p>Water Spillage</p> <ul style="list-style-type: none"> know how you can help people around you understand the types of things you are responsible for know how and understand the importance of preventing accidents be able to recognise the differences between being responsible and being irresponsible <p>PSHE Links (KS1) - H28, H29, H30, H35, H36, R21, L1 RSHE DfE Links - R2, R13, P32</p>	<p>Practice Makes Perfect</p> <ul style="list-style-type: none"> be able to name ways you can improve in an activity or sport understand the importance of trying hard and not giving up be able to see the benefits of practising an activity or sport be able to learn ways to set goals and work to reach them <p>PSHE Links (KS1) - H3, H18, H22, H23, H24, R23, R24, R25, L14, L17 RSHE DfE Links - R12, P6, P19</p> <p>Helping someone in need</p> <ul style="list-style-type: none"> know how you can help other people be able to recognise kind and thoughtful behaviours and actions understand the risks of talking to people you don't know very well in the community be able to identify the differences between being responsible and being irresponsible <p>PSHE Links (KS1) - H29, H32, R15, R17, R19, R20, R22 RSHE DfE Links - R8, R11, R13, R14, R15, R16, R28, R29</p>	<p>Stealing</p> <ul style="list-style-type: none"> understand the differences between borrowing and stealing be able to describe how you might feel if something of yours is borrowed and not returned know why it is wrong to steal be able to understand the differences between being responsible and irresponsible <p>PSHE Links (KS1) - H14, H15, R6, R22, L12 (KS2) - R11, R18, R22, R26, R28, R31, L1</p> <p>RSHE DfE Links - R8, R11, R13, R16, R19</p>	<p>Coming home on time</p> <ul style="list-style-type: none"> recognise the importance of behaving in a responsible manner in a range of situations describe a range of situations where being on time is important explain the importance of having rules in the home describe ways that behaviour can be seen to be sensible and responsible <p>PSHE Links (KS2) - H35, H37, R26, R30, R31, L1, L30 RSHE DfE Links - R2, R4, R13, R19</p>	<p>Looking out for others</p> <ul style="list-style-type: none"> recognise why we should take action when someone is being unkind describe caring and considerate behaviour, including the importance of looking out for others demonstrate why it is important to behave in an appropriate and responsible way identify how making some choices can impact others' lives in a negative way <p>PSHE Links (KS2) - H16, H18, H20, H21, H24, R10, R11, R13, R14, R17, R18, R19, R20, R22, R25, R31, L4, L10</p> <p>RSHE DfE Links - R7, R8, R9, R11, R12, R13, R18, R19, R25, R27, R31, R32, P7, P8, P9, P10</p> <p>Adults' and children's views</p> <p>Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.</p> <p>PSHE Links (KS2) - H25, H27, H28, H35, H37, H39, R30, R33, R34, L3, L4, L5</p> <p>RSHE DfE Links - R12, R13, R14</p>	<p>Stealing</p> <ul style="list-style-type: none"> explain what consent means recognise the importance of being honest and not stealing explain why it is important to have a trusting relationship between friends and family identify how making some choices can impact others' lives in a negative way <p>PSHE Links (KS2) - H37, R11, R22, R26, R30, R31, L1 RSHE DfE Links - R8, R11, R13, R14, R16, R19</p>

Vocabulary	Emotions, feelings, individuality, mistakes, calm	As EYFS and: recognising, loneliness, frustration, experience, jealousy.	As Year One and: fidgety, annoyed, worry, anger, manage, control, trust	As Year Two and: Grief, confusion, memory box.	As Year Three and: Feelings, emotions, physical health, mental health, strategies	As Year Four and: Displeasure, annoyance, hostility	As Year Five and: Worry, anxious, troubled, positive action, prepare for change, mindfulness, managing emotions
Feelings and Emotions	<p>To name some different feelings and emotions.</p> <p>To know that I am a valuable individual.</p> <p>To know that facial expressions can give us clues as to how a person is feeling.</p> <p>To know that I can learn from my mistakes.</p> <p>To know some strategies to calm down.</p> <p>ELG: Self Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 	<p>Jealousy</p> <ul style="list-style-type: none"> be able to recognise and name emotions and their physical effects know the difference between pleasant and unpleasant emotions learn a range of skills for coping with unpleasant/uncomfortable emotions understand that feelings can be communicated with and without words <p>PSHE Links (KS1) - H11, H12, H13, H14, H15, H16, H18, H19, H21, H22, R10, R11, R12, R21, R22, R24, L14</p> <p>RSHE DfE Links - R8, R9, R10, R11, R12, R13, R16, R17, R25, R27, P2, P3, P4</p>	<p>Worry</p> <ul style="list-style-type: none"> be able to recognise and name emotions and their physical effects know the difference between pleasant and unpleasant emotions learn a range of skills for coping with unpleasant/uncomfortable emotions understand that feelings can be communicated with and without words <p>PSHE Links (KS1) - H11, H12, H13, H14, H15, H16, H18, H19, H24, H27, R5, R20, R25</p> <p>RSHE DfE Links - R1, R2, R31, R32, P2, P3, P7</p>	<p>Grief</p> <ul style="list-style-type: none"> be able to recognise and name emotions and their physical effects know the difference between pleasant and unpleasant emotions learn a range of skills for coping with unpleasant/uncomfortable emotions understand that feelings can be communicated with and without words <p>PSHE Links (KS1) - H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, R1, R2 (KS2) - H17, H18, H19, H20, H21, H23, H24, R6, R8, L4</p> <p>RSHE DfE Links - R1, R2, P2, P3, P4, P7, P9</p>	<p>Jealousy</p> <ul style="list-style-type: none"> recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good describe how we can support others who feel lonely, jealous, or upset recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy <p>PSHE Links (KS2) - H17, H18, H19, H20, H24, H27, H28, H29, R10, R11, R13, R14, R16, R17, R20, R30, R33, L4, L25</p> <p>RSHE DfE Links - R7, R8, R9, R10, R11, R12, R13, P2, P3, P4, P7, P9</p>	<p>Anger</p> <ul style="list-style-type: none"> recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant explain how feelings can be communicated with or without words recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger <p>PSHE Links (KS2) - H17, H19, H20, H24, H37, R25, R30, R33, R34 RSHE DfE Links - R2, R13, P2, P3, P4</p> <p>Adults' and children's views</p> <p>Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.</p> <p>PSHE Links (KS2) - H15, H17, H18, H19, H20, H24, R11, R13, R14, R33, R34, L4</p> <p>RSHE DfE Links - R6, R7, R8, P2, P3, P7, P9</p>	<p>Worry</p> <ul style="list-style-type: none"> recognise our thoughts, feelings, and emotions identify how we can reduce our feeling of worry explain how we can support others who feel worried recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people <p>PSHE Links (KS2) - H15, H17, H18, H19, H20, H24, H36 RSHE DfE Links - R1, R2, R4, P2, P3, P4, P6, P9</p>

Vocabulary	Rules, safe, ready, respectful	As EYFS and: online, positive, negative.	As Year One and: permission, opinion, rules, declaration	As Year Two and: Chatroom, report, reply, respond, Childline.	As Year Three and: Online relationship, online bullying, offensive, insulting, rude, device, posting, false content, opinion, rumours	As Year Four and: Application, survey, kind action, image sharing, illegal	As Year Five and: Application, pretending, age restriction, online activity, social media sites, password
Computer Safety	To know that some rules are in place to keep us safe.	<p>Online Bullying</p> <ul style="list-style-type: none"> • understand how your online actions can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to recognise kind and unkind comments <p>PSHE Links (KS1) - H9, H11, H13, H14, H15, R6, R10, R11, R12, R14, R21, R22</p> <p>RSHE DfE Links - R9, R11, R12, R13, R16, R17, R20, R21, R24, R32, P8, P13, P15, P17</p>	<p>Image Sharing</p> <ul style="list-style-type: none"> • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to list rules for keeping and staying safe <p>PSHE Links (KS1) - H11, H13, H14, H24, H28, H29, H34, R6, R10, R11, R12, R17, R21, R22, L1, L7</p> <p>RSHE DfE Links - R7, R8, R9, R12, R13, R19, R21, R24, R25, P2, P7, P8, P13, P15</p>	<p>Making friends online</p> <ul style="list-style-type: none"> • be able to identify possible dangers and consequences of talking to strangers online • know how to keep safe in online chatrooms • be able to name the positives and negatives of using technology • understand the difference between safe and risky choices online <p>PSHE Links (KS1) - H16, H19, H28, H32, H34, R2, R6, R14, R15, R17, R19, R20, L9 (KS2) - H37, H38, H41, H42, R6, R11, R12, R18, R20, R22, R23, R24, R26, R28, R29, L11, L12</p> <p>RSHE DfE Links - R1, R2, R8, R11, R19, R20, R22, R23, R25, R28, R29, R30, R31, R32, P13, P17</p>	<p>Online bullying</p> <ul style="list-style-type: none"> • recognise the key values that are important in positive online relationships • identify the feelings and emotions that may arise from online bullying • develop coping strategies to use if we or someone we know is being bullied online • identify how and who to ask for help <p>PSHE Links (KS2) - H18, H19, H20, H24, H42, R11, R13, R18, R19, R20, R22, R20, R31, L11</p> <p>RSHE DfE Links - R1, R2, R8, R9, R11, R12, R16, R21, R23, R25, R31, R32, P3, P7, P8, P9, P13, P15, P17</p>	<p>Image sharing</p> <ul style="list-style-type: none"> • list reasons for sharing images online • identify rules to follow when sharing images online • describe the positive and negative consequences of sharing images online • recognise possible influences and pressures to share images online <p>PSHE Links (KS2) - H18, H20, H37, H38, H42, R10, R15, R18, R22, R28, R31, L1, L15, L16</p> <p>RSHE DfE Links - R8, R9, R11, R12, R13, R15, R16, R25, R26, R32, P2, P17</p>	<p>Making friends online</p> <ul style="list-style-type: none"> • list the key applications that we may use now and in the future • know and understand why some applications have age restrictions • identify ways to keep yourself and others safe in a range of situations <p>online and offline</p> <ul style="list-style-type: none"> • recognise that people may not always be who they say they are online <p>PSHE Links (KS2) - H35, H37, H38, H42, R1, R11, R12, R15, R18, R20, R22, R23, R24, R26, R28, R29, L1, L11</p> <p>RSHE DfE Links - R11, R19, R20, R23, R25, R28, R29, R30, R31, R32, P15, P17</p>
			<p>Computer safety documentary</p> <ul style="list-style-type: none"> • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to list rules for keeping and staying safe <p>PSHE Links (KS1) - H9, H28, H34, R10, R12, R14, R15, R17, R20, R21, R22, L1, L7, L8, L9</p> <p>RSHE DfE Links - R12, R13, R17, R19, R20, R21, R22, R23, R24, R25, R26, R28, R29, R30, R31, R32, P12, P13, P14, P15, P17</p>			<p>Adults' and children's views</p> <p>Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.</p> <p>PSHE Links (KS2) - H13, H37, H38, R12, R18, R20, R22, R23, R24, R29, R30, R33, R34, L1, L11, L15, L16</p> <p>RSHE DfE Links - R17, R20, R21, R22, R23, R24, R25, R26, R28, R29, R30, R31, R32, P8, P11, P12, P13, P14, P15, P16, P17</p>	

Vocabulary		As EYFS and: planet, world, environment, humans, reproduce, protect, unique, common	As Year One and: wildlife, community, credit card, debit card, spend, receive, save	As Year Two and: Reduce, re-use, recycle, environment, carbon footprint, carbon dioxide, global warming	As Year Three and: Income tax, VAT, contribution, HM Revenue and Customs, society, chore, independence, self- motivation, apprenticeship, volunteer, stereotype.	As Year Four and: Enterprise, priority, fundraising	As Year Five and: Bank account, loan, tax, interest, wages, debt, in-app purchases, budget, comparison, fairtrade, gambling
<p>Our World 1-3</p> <p>The working World 4-6</p>	<ul style="list-style-type: none"> To name and describe the different members of our families. To understand that all families are valuable and special. To understand that different people like different things. To understand that all people are valuable. To know that we have rules to keep everything fair, safe and enjoyable for everyone. To understand that we all have similarities and differences and that make us special. To see themselves as a unique and valued individual. <p>ELG: past and present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; <p>ELG: people, culture and communities</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 	<p>Growing in our world</p> <ul style="list-style-type: none"> understand the needs of a baby be able to recognise what you can do for yourself now you are older be able to describe the common features of family life be able to recognise the ways in which your family is special and unique <p>PSHE Links (KS1) - H21, H22, H23, H26, R1, R2, R3, R4, R23, L2, L4, L6 RSHE DfE Links - R1, R2, R3, R4</p>	<p>Living in our world</p> <ul style="list-style-type: none"> understand why we should look after living things be able to identify how we can look after living things both inside and outside of the home recognise why it is important to keep our communities and countryside clean be able to encourage others to help keep their communities and countryside clean <p>PSHE Links (KS1) - H29, R1, R2, R4, R21, L2, L3, L5, L16, L17 RSHE DfE Links - R1, R2, R13</p> <p>Working in our world</p> <ul style="list-style-type: none"> understand different ways we can receive money know how to keep money safe be able to describe the skills you may need in a future job or career be able to recognise the differences between wants and needs <p>PSHE Links (KS1) - R1, L5, L10, L11, L12, L13, L15, L16, L17 RSHE DfE Links - This topic does not link to the DfE statutory elements</p>	<p>Looking after our world</p> <ul style="list-style-type: none"> be able to explain the meaning of reduce, reuse, and recycle recognise how we can help look after our planet be able to identify how to reduce the amount of water and electricity we use understand how we can reduce our carbon footprint <p>PSHE Links (KS1) - R1, L2, L3, L5 (KS2) - L4, L5, L7 RSHE DfE Links - This topic does not link to the DfE statutory elements</p>	<p>Chores at home</p> <ul style="list-style-type: none"> identify ways in which we can help those who look after us explain the positive impact of our actions describe the ways in which we can contribute to our home, school, and community identify the skills we may need in our future job roles <p>PSHE Links (KS2) - H16, H27, H28, H35, R6, R8, R30, R31, L1, L4, L5, L6, L7, L25, L26, L27, L28, L29, L30, L31, L32</p> <p>RSHE DfE Links - R2, P5</p>	<p>Enterprise</p> <ul style="list-style-type: none"> understand and explain why people might want to save money identify ways in which you can help out at home budget for items you would like to buy recognise ways to make money and the early stages of enterprise <p>PSHE Links (KS2) - H20, R8, L17, L18, L20, L24 RSHE DfE Links - R2</p> <p>Adult's and children's views</p> <p>Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.</p> <p>PSHE Links (KS2) - R33, R34, L6, L7, L17, L18, L20, L26, L28, L31 RSHE DfE Links - This topic does not link to the DfE statutory elements</p>	<p>In-App purchases</p> <ul style="list-style-type: none"> know and understand various money-related terms recognise some of the ways in which we can spend money via technology describe the potential impact of spending money without permission identify strategies to save money <p>PSHE Links (KS2) - H4, H35, H37, R30, L1, L5, L13, L17, L18, L19, L21, L22, L23, L24</p> <p>RSHE DfE Links - R19, P9, P10, P13, P14</p>

Vocabulary		As EYFS and: potential, sibling, community, hazard, danger	As Year One and: potential, sibling, community, hazard, danger	As Year Two and: potential, sibling, community, hazard, danger	As Year Three and: Judgement, equality, diversity, cohesion, barrier, attributes, similarities, differences, disability, polite, courteous, respectful	As Year Four and: Inclusion, acceptance, discrimination, unique, anti- social, hate crime	As Year Five and: Democracy, rule of law, individual liberty, mutual respect, tolerance, stereotypes, British Values, cohesion, equal rights
A World Without Judgement 4-6					<p>Breaking down barriers</p> <ul style="list-style-type: none"> • recognise positive attributes in others • explain why being different is okay • recognise your own strengths and goals, and understand that these may be different from those around you • identify some of the ways we can overcome barriers and promote equality <p>PSHE Links (KS2) - H16, H25, H27, H28, R10, R11, R14, R5, R21, R31, R32, L4, L5, L6, L8, L10, L25</p> <p>RSHE DfE Links - R7, R8, R9, R12, R13, R14, R15, R16, P5, P6, P7</p>	<p>Inclusion and acceptance</p> <ul style="list-style-type: none"> • identify some of the ways in which we are different and unique • explain some of the elements which help us to have a diverse community • describe strategies to overcome barriers and promote diversity and inclusion <p>PSHE Links (KS2) - H19, H20, H24, H25, H26, H27, R2, R3, R6, R7, R8, R11, R13, R14, R15, R16, R17, R20, R21, R30, R31, R32, R33, R34, L2, L4, L6, L8, L10</p> <p>RSHE DfE Links - R2, R3, R5, R7, R8, R9, R12, R13, R16, P2, P7</p> <p>Adult's and children's views</p> <p>Throughout this topic, pupils will have the opportunity to review the opinions and views of a range of adults and children. Progression will vary, based on the outcome of the activities completed and knowledge gained throughout.</p> <p>PSHE Links (KS2) - H25, H27, R2, R6, R7, R11, R31, R33, R34, L4, L6, L7, L8, L10</p> <p>RSHE DfE Links - R3, R12, R13, R16</p>	<p>British Values</p> <ul style="list-style-type: none"> • understand that there are a wide range of religions and beliefs in the UK • explain each of the British values • create a range of values for your educational setting • explain how all religions can live in cohesion <p>PSHE Links (KS2) - H24, H25, H27, R1, R6, R7, R11, R21, R30, R31, R32, R33, R34, L1, L2, L3, L4, L6, L7, L8, L9, L10</p> <p>RSHE DfE Links - R3, R12, R13, R16, R18, R25</p>

Vocabulary		As EYFS and: burgled, collapsed, flammable, distraction, emergency, hoax, declaration	As Year One and: burgled, collapsed, flammable, distraction, emergency, hoax, declaration	As Year Two and: burgled, collapsed, flammable, distraction, emergency, hoax, declaration			
Fire Safety	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely around fireworks and to always have an adult with them.</p> <p>ELG: Managing self</p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly; 	<p>Hoax Calling</p> <ul style="list-style-type: none"> understand the importance of being responsible and how our actions/ choices can affect others know what a 'hoax call' is and why it can be risky understand why our emergency services are an important part of our community be able to show my knowledge of fire safety to others <p>PSHE Links (KS1) - H15, H16, H28, H29, H30, H32, H33, H35, H36, R17, R19, R20, R21, R22, L1, L5, L16 (KS2) - H19, H37, H38, H39, H40, H41, H44, R28, R29, R30, R31, L1, L6</p> <p>RSHE DfE Links - R16, R29, R30, R32, P3, P32</p>	<p>Petty Arson</p> <ul style="list-style-type: none"> understand the importance of being responsible and how our actions/ choices can affect others be able to practise simple ways of staying safe and finding help know that even small fires can be very dangerous be able to identify the differences between safe and risky choices <p>PSHE Links (KS1) - H15, H16, H28, H29, H30, H32, H33, H35, H36, R17, R19, R20, R21, R22, L1, L5, L16 (KS2) - H19, H37, H38, H39, H40, H41, H44, R28, R29, R30, R31, L1, L6</p> <p>RSHE DfE Links - R16, R29, R30, R32, P3, P32</p> <p>Visit the Fire Station</p> <ul style="list-style-type: none"> understand the importance of being responsible and how our actions/ choice can affect others be able to show my knowledge of fire safety to others understand the importance of being responsible and how our actions/ choices can affect others be able to practise simple ways of staying safe and finding help <p>PSHE Links (KS1) - H15, H16, H28, H29, H30, H32, H33, H35, H36, R17, R19, R20, R21, R22, L1, L5, L16 (KS2) - H19, H37, H38, H39, H40, H41, H44, R28, R29, R30, R31, L1, L6</p> <p>RSHE DfE Links - R16, R29, R30, R32, P3, P32</p>	<p>Texting whilst driving</p> <ul style="list-style-type: none"> understand how our actions and choices can affect others be able to recognise how drivers can be distracted know how to help others stay safe be able to describe the differences between safe and risky choices <p>PSHE Links (KS1) - H15, H16, H28, H29, H30, H32, H33, H35, H36, R17, R19, R20, R21, R22, L1, L5, L16 (KS2) - H19, H37, H38, H39, H40, H41, H44, R28, R29, R30, R31, L1, L6</p> <p>RSHE DfE Links - R16, R29, R30, R32, P3, P32</p>			

Vocabulary					As Year Three and: Treatment, emergency, severe, clinical advisor, life-threatening, conscious, asthma, anaphylaxis, allergic, prescribed, obstruction	As Year Four and: Unresponsive, underlying, casualty, compressions, unconscious	As Year Five and: Minor, seizure, nauseous, incident
First Aid					identify and name situations that may require first aid <ul style="list-style-type: none"> list reasons why someone may struggle to breathe identify the signs of an asthma attack or choking identify the signs of an allergic reaction and anaphylactic shock understand the correct steps for seeking immediate emergency help provide first aid treatment to someone who is struggling to breathe <p>PSHE Links (KS2) - H24, H38, H43, H44, R24, R29, L4 RSHE DfE Links - R28, R30, R32, P9, P32, P33</p>	<ul style="list-style-type: none"> complete a primary survey for first aid demonstrate the recovery position for an unresponsive breathing casualty know when to deliver CPR demonstrate how to do CPR know when to call for emergency help <p>PSHE Links (KS2) - H24, H38, H43, H44, R24, R29, L4 RSHE DfE Links - R28, R30, R32, P9, P32, P33</p>	identify a range of situations that may require first aid <ul style="list-style-type: none"> understand how to support someone with a minor or serious head injury understand how to support someone who is having a seizure understand how to support someone with a severe bleed know when to call for medical help <ul style="list-style-type: none"> identify a range of situations that may require first aid understand how to support someone with a minor burn or scald understand how to support someone who is having a heart attack understand how to support someone with a fractured bone know when to call for medical help <p>PSHE Links (KS2) - H24, H38, H43, H44, R24, R29, L4 RSHE DfE Links - R28, R30, R32, P9, P32, P33</p>

