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| **PSHE CURRICULUM – Progression Map ‘Keeping Myself Safe’** |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |  **Year 6** |
| **Intent** |
| We want all our children to feel safe in school, know how to keep themselves safe and who to talk to if they don’t feel safe. Our EYFS children are beginning to associate emotions with feeling unsafe and they can name some people that they can trust. They know the PANTS rule. | We want all our children to feel safe in school, know how to keep themselves safe and who to talk to if they don’t feel safe. Our Year 1 children are beginning to associate emotions with feeling unsafe and they can name some people that they can trust. They know the PANTS rule.  | We want all our children to feel safe in school, know how to keep themselves safe and who to talk to if they don’t feel safe. Our Year 2 children can identify situations which they feel unsafe and begin to suggest strategies for dealing with these.  | We want all our children to feel safe in school, know how to keep themselves safe and who to talk to if they don’t feel safe. Our Year 3 children know situations where they feel safe and unsafe and can suggest strategies for keeping safe. They know that medicines can be helpful as well as harmful and the risks associated with being online.  | We want all our children to feel safe in school, know how to keep themselves safe and who to talk to if they don’t feel safe. Our Year 4 children understand that medicines are drugs and explain safety issues for medicine use. They can explain strategies for safe online sharing and implications of sharing online without consent | We want all our children to feel safe in school, know how to keep themselves safe and who to talk to if they don’t feel safe. Our Year 5 children know what information is safe or unsafe to share online and how to deal with online bullying. They understand that some habits can have associated risks and why people might choose to take these risks.  | We want all our children to feel safe in school, know how to keep themselves safe and who to talk to if they don’t feel safe. Our Year 6 children understand the risks of sharing information, photos and films online and how quickly it can be shared without consent.  |
| **Planning Considerations** |
| * Nurse/Dental nurse to visit school
* Healthy eating making fruit kebabs
* Ensure parents have been informed of RSE guidance and content
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* Make links with Science curriculum
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| **Skills** |
| **Our children can:** * Talk about how to keep their bodies healthy and safe
* Names ways to stay safe around medicines
* Names things that keep their bodies safe
* Explain how to stay safe in school, classroom, at home and online
* Be able to clean teeth
* Identify hazards inside/outside and how to stay safe
* Name things around us that keep us safe
* Explain what they should do if they feel unsafe
* Recognise the feelings they have when they feel unsafe
 | **Our children can:** * Recognise emotions and physical feelings associated with feeling unsafe
* Suggest people who can help when they feel unsafe, sad.
* Start thinking about who they trust and who they can ask for help.
 | **Our children can:** * Identify situations which they would feel safe or unsafe.
* Identify when to say yes/no/I’ll ask/I’ll tell in relation to keeping self and others safe.
* Recognise facial expression and body language that can give clues to how comfortable someone feels in a situation.
* Recognise that some touches are not fun and can hurt or be upsetting.
* Recognise the importance of telling someone they trust about a secret that makes them feel uncomfortable.
 | **Our children can:** * Demonstrate strategies for dealing with a risky situation.
* Identify risks is situation and ways of reducing or managing risks.
* Recognise risks with browsing online and suggest strategies for safe browsing online.
* Know how to ask for help if asked for image or information online.
* Rehearse decision- making skills.
* Describe appropriate online behaviour
 | **Our children can:** * Identify situations which are either dangerous, risky or hazardous and suggest simple strategies for managing risk
* Recognise when we are being influenced positively or negatively
 | **Our children can:** * Recognise that there are positive and negative risks
* Recognise situations which are risky
* Rehearse strategies to deal with both face to face and online bullying
* Suggest strategies and skills to support others who are bullied
* Consider what information is safe/unsafe to share online
 | **Our children can:** * Explore the risks of sharing photos and films of themselves with others online
* Reflect on how independence and responsibility go together
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| **Knowledge** |
| **Our children:*** Know what foods are healthy
* Know
* Know the adults in their lives and in the community who keep them safe
* Know how to stay safe in school, classroom , home and online (age appropriate)
* Learn the SMART/PANTS rules
* Understand why they need to clean their teeth
* Learn the importance of keeping safe around medicines and unknown products
 | **Our children:*** Know why people take medicines and explain simple issues of safety and responsibility about using medicines.
* Learn the PANTS rule.
* Name and know which parts should be private.
* Explain in simple terms difference between appropriate and inappropriate touching.
* Know they have the right to say ‘no’ to unwanted touching.
 | **Our children:*** Understand that medicines can sometimes make people feel better.
* Name some alternative ways that someone can do to feel better without medicines.
* Explain simple issues of safely and responsibility about medicines and their use.
* Know who they can ask for help if they feel unsafe.
* Know they can ask someone to stop touching them.
* Know that if someone is being touched in a way that they do not like they have to tell someone so they can help it stop.
 | **Our children:*** Know situations which are safe and unsafe, identify people who can help in an unsafe situation.
* Explain strategies for keeping safe.
* Define ‘danger’ and ‘risk’ and explain difference.
* Define ‘drug’ and understand that nicotine and alcohol are both drugs.
* Know that medicines are drugs and can be helpful or harmful.
* Know some of the effects of cigarettes and alcohol.
* Understand what personal information is and when it is or isn’t appropriate to share
 | **Our children:*** Define danger, risk and hazard and explain differences
* Define what is meant by ‘dare’ and suggest strategies for managing dares
* Know and explain strategies for safe online sharing and implications of sharing online without consent
* Understand that medicines are drugs and explain safety issues for medicine use.
* Understand some of the key risks of smoking and drinking alcohol
 | **Our children:*** Know what a habit is and describe that a habit can sometimes be hard to break
* Understand the actual norms around smoking/alcohol and the associated risks
* Explain how to weigh up risk factors when making decisions and describe some of the possible outcomes of taking a risk
* Define what is a dare
* Explain why someone might give a dare and suggest ways of saying no to dares
* Know how to protect personal information online
* Know that all medicines are drugs but not all drugs are medicines
 | **Our children:*** Know how to keep personal information safe an private online
* Understand and describe how easily something posted online can spread
* Know that it is illegal to create and share sexual images of children under 18 years old
* Define ‘addiction’ and understand that addiction is a form of behaviour
* Understand how drugs can be categorized into different groups
* Understand some of the basic laws in relation to drugs
* Know and describe some of the effects and risks of drinking alcohol
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| **Our Pupil Promise…** key opportunities and experiences for all of our pupils |
| * E- safety focus week
* Visits from Police and other outside agencies to discuss online safety
* Visits to Life Education Van
* Ensure all children feel safe in school and know who they can talk to if they feel unsafe
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