



## EYFS PSHE Progression

### **EYFS:**

The most relevant statements for PSHE are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

### **Three and Four-Year-Olds: Communication and Language**

- Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.

### **Three and Four-Year-Olds: Personal, Social and Emotional Development**

- 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.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- 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.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.

### **Three and Four-Year-Olds: Physical Development**

- Starting to eat independently and learning how to use a knife and fork.
- Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.

### **Three and Four-Year-Olds: Understanding the World**

- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

### **ELG: Communication and Language: Listening, Attention and Understanding**

- Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.

### **ELG: Communication and Language: Speaking**

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **ELG: Personal, Social and Emotional Development: Self-Regulation**

- 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.
- 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.

### **ELG: Personal, Social and Emotional Development: Managing self**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **ELG: Personal, Social and Emotional Development: Building Relationships**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs.

### **ELG: Physical Development: Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others.

### **ELG: Understanding the World: Past and Present**

- Talk about the lives of people around them and their roles in society.



	<p style="text-align: center;"><b><u>Nursery</u></b></p> <ul style="list-style-type: none"> <li>Understanding rules and expectations of the school day through discussion at different point during the day</li> <li>Carpet time allows for discussion about different objects that children or adults have brought into school. Use of questioning encourages them to extend and challenge their answers.</li> <li>Children role-play and learn about the roles of different people within different scenarios. Children must resolve conflicts over who can be what role.</li> <li>To listen to stories about different areas of the world and reflecting on what connection children have with them through objects that can be brought in.</li> <li>Make decisions about possible activities they can engage in and again, within those activities, children make choices about how they will complete it.</li> <li>Visual reminders/ finger gyms are used within different areas give opportunities to gain independence.</li> </ul>	<p style="text-align: center;"><b><u>Reception</u></b></p> <ul style="list-style-type: none"> <li>Understanding rules and expectations of the school day through discussion at different points in the day</li> <li>Children role-play and learn about the roles of different people within different scenarios. Children must resolve conflicts over who can be what role.</li> <li>To listen to stories</li> <li>Discussions about their days and lives both in school and out</li> <li>Learn the names of different body parts including genitalia</li> <li>Know about who can be trusted both in and out of school</li> <li>Name different emotions and how they make our body feel</li> <li>Networks and using them – Drawing and identifying people on our hands of safety who will be able to help us if we feel unsafe or unhappy about anything.</li> <li>Body Awareness – Identify the parts of our bodies and how to show if we like being touched in those areas. We will understand that nobody is allowed to touch our bodies unless we say it is okay.</li> <li>Feelings – Understand what a feeling is, how we might describe them using colours and what feeling safe means.</li> <li>Early Warning Signs and Scary Body Feelings – Know what scary feelings are like, that sometimes they can be positive, what they feel like in different parts of our body and know they are called 'early warning signs'.</li> <li>Telling and Secrets – Begin to understand what secrets are and that some are safe and unsafe. Identify feelings (early warning signs) that tell us when we should tell and not tell.</li> <li>Body Awareness – Identify and name the private parts of our body that are covered by swimsuits and trunks. We will understand that those parts and our mouths are private and nobody is allowed to touch our body unless we say it is okay.</li> </ul>
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**National Curriculum PSHE progression**

<p><b><u>Strands of learning</u></b></p>	<p><b><u>Key stage 1 and 2</u></b></p> <p>We tailor our PSHE programme to reflect the needs of our pupils, we use You, Me, PSHE as our PSHE education programme and this will equip our pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.</p> <p>The use of Protective Behaviours helps equip children with the emotional literacy, resilience, and understanding of safe and unsafe behaviours. Across the school, pupils are reminded of their 'hand of safety', their rights and responsibilities for feeling safe, and their 'early warning signs'.</p> <p>We use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.</p>
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<p><b>Relationships and health education (RHE)</b></p> <p>and</p> <p><b>Sex education (SE)</b></p>	<ul style="list-style-type: none"> <li>Boys and girls</li> <li>Families</li> </ul>	<ul style="list-style-type: none"> <li>Growing up and changing</li> <li>Healthy relationships</li> </ul>	<p style="text-align: center;"><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>To communicate feelings to others and recognise how others show feelings and how to respond</li> <li>To recognise the difference between secrets and nice surprises and understanding the importance of not keeping</li> </ul>	<p style="text-align: center;"><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>to understand and respect the differences and similarities between people</li> <li>about the biological differences between male</li> </ul>	<p style="text-align: center;"><b><u>Year 3</u></b></p> <ul style="list-style-type: none"> <li>To recognise and respond to a wider range of feelings in others.</li> <li>To recognise what constitutes a positive and healthy relationship and develop the skills to form</li> </ul>	<p style="text-align: center;"><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>about the way we grow and change throughout the human lifecycle</li> <li>about the physical changes associated with puberty</li> </ul>	<p style="text-align: center;"><b><u>Year 5</u></b></p> <ul style="list-style-type: none"> <li>To know that marriage and civil partnerships are public demonstrations of commitment and freely entered into by both people, that no one marry if they don't want to.</li> <li>To know that two people can be in a comitted relationship and</li> </ul>	<p style="text-align: center;"><b><u>Year 6</u></b></p> <ul style="list-style-type: none"> <li>about the changes that occur during puberty</li> <li>to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> </ul>
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	<p>secrets that makes us feel uncomfortable</p> <ul style="list-style-type: none"> <li>To identify their special people, what makes them special and how special people should care for one and another</li> <li>To recognise when people are being unkind to each other, how to respond, who to tell and what to say, different types of bullying and strategies to resist.</li> <li>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</li> </ul>	<p>and female animals and their role in the life cycle</p> <ul style="list-style-type: none"> <li>the biological differences between male and female children</li> <li>about growing from young to old and that they are growing and changing</li> <li>that everybody needs to be cared for and ways in which they care for others</li> <li>about different types of family and how their home-life is special</li> </ul>	<p>and maintain positive and healthy relationships.</p> <ul style="list-style-type: none"> <li>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</li> <li>To recognise different types of relationship, including those between acquaintances, friends, relatives and families</li> <li>To understand the positive aspects of being part of a family and the different ways people can care for each other.</li> <li>To judge what kind of contact is acceptable or unacceptable and how to respond.</li> <li>The concept of 'keeping something confidential or secret, when they should or should not agree to this including online' <ul style="list-style-type: none"> <li>To recognise and manage 'dares'</li> <li>The ways in which people show respect and courtesy in different cultures and in wider society</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>about menstruation and wet dreams</li> <li>about the impact of puberty in physical hygiene and strategies for managing this</li> <li>how puberty affects emotions and behaviour and strategies for dealing with this</li> <li>to answer each other's questions about puberty with confidence, to seek support and advice when they need it</li> </ul>	<p>not be married or in a civil partnership</p> <ul style="list-style-type: none"> <li>To know that forcing anyone to marry is a crime</li> <li>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</li> <li>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others and that we all have rights to privacy.</li> </ul>	<ul style="list-style-type: none"> <li>what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</li> <li>about human reproduction in the context of the human lifecycle</li> <li>how a baby is made and grows (conception and pregnancy)</li> <li>about roles and responsibilities of parents and carers</li> <li>to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</li> <li>that contraception can be used to stop a baby from being conceived</li> </ul>
<p><b>Drugs, alcohol and tobacco education (DATE)</b></p>	<ul style="list-style-type: none"> <li>What do we put into and onto our bodies?</li> <li>Medicines (inhalers) and me</li> </ul>	<ul style="list-style-type: none"> <li>Tobacco is a drug</li> <li>Asthma</li> <li>Making choices</li> <li>Different influences</li> <li>Weighing up risk</li> </ul>				
	<p style="text-align: center;"><u>Year 1</u></p> <ul style="list-style-type: none"> <li>about what can go into bodies and how it can make people feel</li> <li>about what can go on to bodies and how it can make people feel</li> </ul>	<p style="text-align: center;"><u>Year 2</u></p> <ul style="list-style-type: none"> <li>why medicines are taken</li> <li>where medicines come from</li> <li>about keeping themselves safe around medicines</li> </ul>	<p style="text-align: center;"><u>Year 3</u></p> <ul style="list-style-type: none"> <li>the definition of a drug and that drugs (including medicines) can be harmful to people</li> <li>about the effects and risks of smoking tobacco and second-hand smoke</li> <li>about the help available for people to remain smoke free or stop smoking</li> <li>that medicines can be used to manage and treat medical conditions such as asthma, and</li> </ul>	<p style="text-align: center;"><u>Year 4</u></p> <ul style="list-style-type: none"> <li>that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</li> <li>about the effects and risks of drinking alcohol</li> <li>about different patterns of behaviour that are related to drug use</li> </ul>	<p style="text-align: center;"><u>Year 5</u></p> <ul style="list-style-type: none"> <li>about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>about different influences on drug use – alcohol, tobacco and nicotine products</li> <li>strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</li> </ul>	<p style="text-align: center;"><u>Year 6</u></p> <ul style="list-style-type: none"> <li>about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</li> <li>about assessing the level of risk in different situations involving drug use</li> <li>about ways to manage risk in situations involving drug use</li> </ul>



			that it is important to follow instructions for their use			
<b>Keeping safe and managing risk</b>  <b>Protective Behaviours</b>	<ul style="list-style-type: none"> <li>Feeling safe</li> <li>Feeling safe indoors and outdoors</li> </ul>		<ul style="list-style-type: none"> <li>Bullying – see it, say it, stop it</li> <li>Playing safe</li> <li>Making safer choices</li> <li>Keeping safe – out and about</li> </ul>			
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> <li>safety in familiar situations</li> <li>about personal safety</li> <li>about people who help keep them safe outside the home</li> <li>Networks and using them – Drawing and identifying people on our hands of safety who will be able to help us if we feel unsafe about anything.</li> <li>Feelings - Know what a 'feeling' is and we have the right to feel safe.</li> <li>Unsafe feelings and Body Awareness – Understand our bodies tell us if we don't feel safe and we call this 'Early Warning Signs'. We begin to understand it is our body and we make choices for it.</li> <li>Body Privacy and Secrets – Think about how our bodies are private to us and recap what we call our private parts. We will discuss secrets and make decision about when to tell and when not to.</li> </ul>	<ul style="list-style-type: none"> <li>about keeping safe in the home, including fire safety</li> <li>about keeping safe online, including the benefits of going online</li> <li>about keeping safe outside</li> <li>about road safety</li> <li>Networks and using them – Drawing and identifying people on our hands of safety who will be able to help us if we feel unsafe about anything. We will also identify when we should use the people on our hand of safety.</li> <li>Feelings, Rights and Responsibilities – Recap what a 'feeling' is and which ones we might feel throughout the day. We will know what it feels like in our safe place and that we have the right to feel safe.</li> <li>Unsafe Feelings, Problem Solving – 'Recap Early Warning Signs' and identify what we could do if we feel them. We will develop strategies to help us say 'No' or 'Stop'.</li> <li>Body Awareness and Personal Space – Recap what we call the private parts of our body and understand that we all have the right to feel safe all the time and we would expect an adult to do something to help us. We will practice techniques to give and ask</li> </ul>	<ul style="list-style-type: none"> <li>to recognise bullying (including online) and how it can make people feel</li> <li>about different types of bullying and how to respond to incidents of bullying</li> <li>about what to do if they witness bullying</li> <li>Networks and using them – Drawing and identifying people on our hands of safety who will be able to help us if we feel unsafe about anything.</li> <li>Feelings, Rights and Responsibilities – Recap what a 'feeling' is and which ones we associate with our safe place. We understand what a right and responsibility is and which ones we have.</li> <li>Unsafe feelings – Recap what 'Early Warning Signs' are and what ours feel like. We know what we can do if we start to have these feelings and that we have a the right to feel safe all the time.</li> <li>Body Awareness and Telling – Identify who makes what decisions about our bodies and how we keep ourselves safe.</li> </ul>	<ul style="list-style-type: none"> <li>how to be safe in their computer gaming habits</li> <li>about keeping safe near roads, rail, water, building sites and around fireworks</li> <li>about what to do in an emergency and basic emergency first-aid procedures</li> <li>Networks and using them – Drawing and identifying people on our hands of safety who will be able to help us if we feel unsafe about anything and understand why it is important to tell our network people we have chosen them.</li> <li>Rights, Responsibility and Feelings – Know what a 'right' is and what the rights of children are. Understand that responsibilities come along with having rights and discuss what feelings we might experience in different scenarios.</li> <li>Safe and Unsafe Feelings – Discuss what it means to feel safe and what it means to each of us. Recap 'Early Warning Signs and scenarios that are 'fun-to-feel-scared'.</li> <li>Exploring Theme 2, Secrets – Recap what our 'Early Warning Signs' and discuss what the person I tell will do when I tell them a secret. We will understand that adults can't always keep secrets because sometimes it is not safe.</li> </ul>	<ul style="list-style-type: none"> <li>about keeping safe online</li> <li>how to keep safe when communicating with other people online</li> <li>that violence within relationships is not acceptable</li> <li>about problems that can occur when someone goes missing from home</li> <li>Networks and Secrets (there is nothing so awful we can't talk about it with someone) - Drawing and identifying people on our hands of safety who will be able to help us if we feel unsafe about anything. Understand that adults can't always keep secrets – sometimes it is not safe to keep a secret.</li> <li>Rights, Responsibility and Feelings – Understand what we mean by 'we all have rights' which comes along with responsibility.</li> <li>Safe Feelings, Fun to Feel Scared and Early Warning Signs – Recap what it feels to be safe and what happens in our bodies when we don't feel safe. Know how to use our safe place. Understand what a person has lost when something becomes really scary.</li> </ul>	<ul style="list-style-type: none"> <li>about feelings of being out and about in the local area with increasing independence</li> <li>about recognising and responding to peer pressure</li> <li>about the consequences of anti-social behaviour (including gangs and gang related behaviour)</li> <li>about the importance for girls to be protected against FGM</li> <li>Using Networks - Drawing and identifying people on our hands of safety who will be able to help us if we feel unsafe about anything. Develop an understanding of how to review our network people and use them effectively.</li> <li>Rights and Responsibilities, Feelings – Recap rights, responsibilities and what feelings people more be experiencing at different times.</li> <li>Safe Feelings, Fun to Feel Scared and Early Warning Signs – Recap what it feels to be safe and what happens in our bodies when we don't feel safe. Understand the difference between fun-to-feel-scared-feelings and when it is not fun anymore.</li> <li>Networks (there is nothing so awful we can't talk about it with someone) - Recapping who is on our hand of safety and what we can do if we feel our early warning signs. Understand that adults can't</li> </ul>	



		permission to touch other people.				keep all secrets a secret and why.
<b>Mental health and emotional wellbeing</b>	<ul style="list-style-type: none"> <li>Feelings</li> <li>Friendships</li> </ul>		<ul style="list-style-type: none"> <li>Strengths and challenges</li> <li>Dealing with feelings</li> <li>Healthy minds</li> </ul>			
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<ul style="list-style-type: none"> <li>about different types of feelings</li> <li>about managing different feelings</li> <li>about change or loss and how this can feel</li> </ul>	<ul style="list-style-type: none"> <li>about the importance of special people in their lives</li> <li>about making friends and who can help with friendships (on and offline)</li> <li>about solving problems that might arise with friendships (on and offline)</li> </ul>	<ul style="list-style-type: none"> <li>about celebrating achievements and setting personal goals</li> <li>about dealing with put-downs</li> <li>about positive ways to deal with setbacks</li> </ul>		<ul style="list-style-type: none"> <li>about a wide range of emotions and feelings and how these are experienced in the body</li> <li>about times of change and how this can make people feel</li> <li>about the feelings associated with loss, grief and bereavement</li> </ul>	<ul style="list-style-type: none"> <li>what mental health is</li> <li>about what can affect mental health and some ways of dealing with this</li> <li>about some everyday ways to look after mental health</li> <li>about the stigma and discrimination that can surround mental health</li> </ul>
<b>Physical health and wellbeing</b>	<ul style="list-style-type: none"> <li>Fun times</li> <li>What keeps me healthy?</li> </ul>		<ul style="list-style-type: none"> <li>What helps me choose?</li> <li>What is important to me?</li> <li>In the media</li> </ul>			
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<ul style="list-style-type: none"> <li>about food that is associated with special times, in different cultures</li> <li>about active playground games from around the world</li> <li>about sun-safety</li> </ul>	<ul style="list-style-type: none"> <li>about eating well</li> <li>about the importance of physical activity, sleep and rest</li> <li>about how germs are spread, how we can prevent them spreading and people who help us to stay healthy and well</li> </ul>	<ul style="list-style-type: none"> <li>about making healthy choices about food and drinks</li> <li>about how branding can affect what foods people choose to buy</li> <li>about keeping active and some of the challenges of this</li> </ul>	<ul style="list-style-type: none"> <li>why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</li> <li>about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</li> <li>about the importance of getting enough sleep</li> </ul>	<ul style="list-style-type: none"> <li>that messages given on food adverts can be misleading</li> <li>about role models</li> <li>about how the media can manipulate images and that these images may not reflect reality</li> </ul>	



<b>Careers, financial capabilities and economic wellbeing</b>	<ul style="list-style-type: none"> <li>My money</li> </ul>		<ul style="list-style-type: none"> <li>Saving, spending and budgeting</li> <li>Borrowing and earning money</li> </ul>			
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<ul style="list-style-type: none"> <li>about where money comes from and making choices when spending money</li> <li>about saving money and how to keep it safe</li> <li>about the different jobs people do</li> </ul>		<ul style="list-style-type: none"> <li>about what influences people's choices about spending and saving money</li> <li>how people can keep track of their money</li> <li>about the world of work</li> </ul>		<ul style="list-style-type: none"> <li>that money can be borrowed but there are risks associated with this</li> <li>about enterprise</li> <li>what influences people's decisions about careers</li> </ul>	
<b>Identity, society and equality</b>	<ul style="list-style-type: none"> <li>Me and others</li> </ul>		<ul style="list-style-type: none"> <li>Celebrating difference</li> <li>Democracy</li> <li>Stereotypes, discrimination and prejudice</li> <li>Human rights</li> </ul>			
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<ul style="list-style-type: none"> <li>about what makes themselves and others special</li> <li>about roles and responsibilities at home and school</li> <li>about being co-operative with others</li> </ul>		<ul style="list-style-type: none"> <li>Pupils learn about valuing the similarities and differences between themselves and others</li> <li>Pupils learn about what is meant by community</li> <li>Pupils learn about belonging to groups</li> </ul>	<ul style="list-style-type: none"> <li>about Britain as a democratic society</li> <li>about how laws are made</li> <li>learn about the local council</li> </ul>	<ul style="list-style-type: none"> <li>about stereotyping, including gender stereotyping</li> <li>workshop from Diversity Role Models or Equaliteach</li> <li>about prejudice and discrimination and how this can make people feel</li> </ul>	<ul style="list-style-type: none"> <li>about people who have moved to Islington from other places, (including the experience of refugees)</li> <li>about human rights and the UN Convention on the Rights of the Child</li> <li>about homelessness</li> </ul>

## PSHE Vocabulary

Previous milestones vocabulary is revisited

EYFS		Milestone 1		Milestone 2		Milestone 3	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Feelings</b> 'Bad' Feeling 'Good' Feeling <b>Right</b> <b>Safe</b> <b>Touch</b> <b>Body</b> <b>Head</b> <b>Finger</b> <b>Ear Leg</b>		<b>Keeping Safe and Managing Risk</b> Real and imaginary dangers Warning signs Good secrets Not-so-good-secrets Unsafe feelings Good touches Bad touches Private	<b>Keeping Safe and Managing Risk</b> Fire Safety Emergency Responsibility Risk Benefit Hazard Online Safety Safe	<b>Keeping Safe and Managing Risk</b> Bullying Cyberbullying Falling out Racism Sexism Disablism Gossip Physical	<b>Keeping Safe and Managing Risk</b> Gaming Habits Age Rating Classification System Consequences Pressure Emergency Non-Emergency	<b>Keeping Safe and Managing Risk</b> Influence Trustworthy Unsafe Uncomfortable Communication Online Domestic Violence Police Warning/ Injunction	<b>Keeping Safe and Managing Risk</b> Independence Risk Local Area Assumptions Peer Pressure Risky Behaviour Anti-social Behaviour <b>FGM</b>



<p>Eye Elbow Hand Bottom No Private Parts Penis Anus Vagina Mouths 'Scary' Feelings Early Warning Signs Secrets Safe/ Unsafe Network Hand/ Hand of Safety</p>	<p>Community Help  Feelings 'Bad' Feeling 'Good' Feeling Safe/ Unsafe Choose/ Choice Early Warning Signs No Penis Anus Vagina Mouths Private Parts Worries Secrets Surprises Network Hand of Safety</p>	<p>Unsafe Road Safety Pedestrian  Feelings Safe Place Feelings Rights (Human Rights) Responsibilities Rules Early Warning Signs Fun to feel scared Really Scared Penis Anus Vagina Breasts Mouths Private Parts Networks Hand of Safety</p>	<p>Verbal Social Emotional Bystander Witness  Feelings Safe Place (Feelings Early Warning Signs Network People/ Hand of Safety Private Parts Penis Anus Vagina Breasts Mouths</p>	<p>Emergency Services First Aid  Feelings Rights UN (United Nations) Rights of the Child Responsibility Safe Place Feelings Fun to feel scared Early Warning Signs Protective Behaviours Emotional Abuse Physical Abuse Sexual Abuse Secrets Networks</p>	<p>Running Away Missing Risk  Feelings Rights UN (United Nations) Rights of the Child Responsibility Safe Feelings Early Warning Signs Physical Feelings Emotional Feelings Choice Control Time Limit Emotional Abuse Physical Abuse Sexual Abuse Secrets Networks One Step Removed Persistence</p>	<p>Abuse  Rights UN (United Nations) Rights of the Child Responsibility Feelings Protective Behaviours Safe Place Early Warning Signs Choice Control Time Limit Emotional Abuse Physical Abuse Sexual Abuse Secrets Networks One Step Removed Persistence</p>
<p>Regular Physical Activity Healthy Eating Toothbrushing Sensible amounts of 'screen time' Good Sleep routine Safe pedestrian</p>	<p><b><u>Physical Health and Wellbeing</u></b>  Special Days Special Foods Everyday Foods Feelings Physical Feelings Sun safety Sunglasses, t-shirt, hat, sun cream, water shade</p>	<p><b><u>Physical Health and Wellbeing</u></b>  Healthy Fruit Vegetables Meal Active Rest Germs Hygiene Routines</p>	<p><b><u>Physical Health and Wellbeing</u></b>  Healthy Choices Branding Products Packaging Physical Activities Pastimes</p>	<p><b><u>Physical Health and Wellbeing</u></b>  Personal food needs Influence Allergy Ethical Farming Fair Trade Seasonality Sleep Screen Time</p>	<p><b><u>Physical Health and Wellbeing</u></b>  Misleading Consumers Advertising Influence Role -Models Characteristics Manipulate Reality</p>	
	<p><b><u>Identity Society and Equality</u></b>  Same Different Physical Features Responsibilities Helpful Unhelpful Behaviour Accidents Deliberate</p>		<p><b><u>Identity Society and Equality</u></b>  Similarities Differences Wider World Community Diversity Point-of-view</p>	<p><b><u>Identity Society and Equality</u></b>  Democracy Society Political Parties Views Differ Voting Elections Parliament Government Dictatorship Laws Manifestos Local Councils Central Government Community</p>	<p><b><u>Identity Society and Equality</u></b>  Stereotype Gender Prejudice Discrimination LGBTQ+ Homophobia Disablism Transphobia Racism Discriminatory Language</p>	<p><b><u>Identity Society and Equality</u></b>  Migration Settling Diversity Refugee Persecution Home Country Rights Responsibility Human Rights War Home Homelessness</p>



	<b><u>Drug Alcohol Tobacco Education</u></b> Trusted Adult Substances Good Not-so-good	<b><u>Drug Alcohol Tobacco Education</u></b> Medicine Prescribed Pharmacy Instructions Injections Liquid Medicine Tablets Lozenges Drops Lotions, Gels, Creams	<b><u>Drug Alcohol Tobacco Education</u></b> Drug Tobacco Helpful Harmful Second-hand smoke Legal/ Illegal Effects Risk Support Asthma (attack) Symptoms	<b><u>Drug Alcohol Tobacco Education</u></b> Common Everyday Life Caffeine Tobacco Nicotine Products Alcohol Risk Consumed Habit Addiction Drug Use	<b><u>Drug Alcohol Tobacco Education</u></b> Smoking Drugs Cigarettes E-cigarettes Shisha Cannabis Influences Drug Use Resist Pressure	<b><u>Drug Alcohol Tobacco Education</u></b> Risks Tobacco Nicotine Products Alcohol Solvents Medicines Legal and Illegal Drugs Use and Supply Drug Use
	<b><u>Mental Health and Emotional Wellbeing</u></b> Feelings Happy Angry Sad Excited Scared 'Big' Feelings Loss Change	<b><u>Mental Health and Emotional Wellbeing</u></b> Special Person Friends Friendship Excluded Ups and Downs	<b><u>Mental Health and Emotional Wellbeing</u></b> Celebrating Achievements Challenge Skills Strength Attributes Put-up Put-Down Strategies Set-Backs		<b><u>Mental Health and Emotional Wellbeing</u></b> Emotions Expressing Change Conflicting emotions Coping Loss Grief Bereavement	<b><u>Mental Health and Emotional Wellbeing</u></b> Mental Health Emotions Feelings Help Support Wellbeing Stigma Discrimination
	<b><u>Careers, Financial Capability and Economic Wellbeing</u></b> Money Choices Earn Spend Lend Saving Job		<b><u>Careers, Financial Capability and Economic Wellbeing</u></b> Money Choices Value for Money Persuade Budget Income Expenditure Credit Totals Balance Skills Attributes		<b><u>Careers, Financial Capability and Economic Wellbeing</u></b> Borrowing Loans Credit Cards Hire-purchase Schemes Manageable/ Unmanageable Debt Support Banks Enterprise Risks Benefits Careers Job Satisfaction	
	<b><u>Relationships and Health Education</u></b> Feelings Secrets Surprises Uncomfortable Special People	<b><u>Relationships and Health Education</u></b> Differences Similarities Boys/Males Girls/Females Mammals	<b><u>Relationships and Health Education</u></b> Relationships Positive Negative Healthy Unhealthy	<b><u>Relationships and Health Education</u></b> Growing Changing On-going Individual Puberty	<b><u>Relationships and Health Education</u></b> Marriage Civil Partnerships Commitment Negotiation Compromise	<b><u>Relationships and Health Education</u></b> Puberty Physical, emotional, behavioural changes Males



	Bullying Acceptable Unacceptable	Biological Sex Parts Life Cycle Growing Changing Needs Care Family Home Life	Acquaintances Friends Relatives Family Confidential Secret Dares Respect	Physical Changes Menstruation (period) Wet Dreams Sex Cells Sperms Ovum (Egg) Hygiene Stereotypes Grooming Womb Vagina Hormones Erection Circumcision Ejaculate Sanitary Towels Tampons	Personal Boundaries Share Privacy	Females Sexual Maturity Reproduction Partner Attitudes Gender Stereotyping Sexuality Values Relationships Expectations Intimate Friendships Sex Making Love Closeness Consent Sexual Intercourse Sexual Relationship Conception Reproductive Organs Pregnancy Implantation Roles/ Responsibilities Parent/ Carer Contraception Fertilisation
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