



Whitemoor Academy - PSHE Curriculum Overview & Progression

'Keeping Myself Safe' EYFS & KS1

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • My body - what is safe to go onto my body. • Keeping myself safe – what is safe to go into my body. • 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.



Whitemoor Academy - PSHE Curriculum Overview & Progression
'Keeping Myself Safe' KS2

Year 3	Year 4	Year 5	Year 6
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<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 both positively and negatively; 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; Understand ways in which medicines can 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;
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<ul style="list-style-type: none">• Demonstrate strategies for assessing risks;• Understand and explain decisionmaking 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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