



Mount Hawke Academy - PSHE Curriculum Overview & Progression

'Keeping Myself Safe'

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



Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">● Identify situations which are safe or unsafe;● Identify people who can help if a situation is unsafe;● Suggest strategies for keeping safe.● Define the words danger and risk and explain the difference between the two;● Demonstrate strategies for dealing with a risky situation.● Identify some key risks from and effects of cigarettes and alcohol;● Know that most people choose not to smoke cigarettes; (Social Norms message)● Define the word 'drug' and understand that nicotine and alcohol are both drugs.● Identify risk factors in given situations;● Suggest ways of reducing or managing those risks.● Evaluate the validity of statements relating to online safety;● Recognise potential risks associated with browsing online;● Give examples of strategies for safe browsing online.● Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;● Recognise and describe appropriate behaviour online as well as offline;● Identify what constitutes personal information and when it is not appropriate or safe to share this;● Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.	<ul style="list-style-type: none">● Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;● Identify situations which are either dangerous, risky or hazardous;● Suggest simple strategies for managing risk.● Identify images that are safe/unsafe to share online;● Know and explain strategies for safe online sharing;● Understand and explain the implications of sharing images online without consent.● Define what is meant by the word 'dare';● Identify from given scenarios which are dares and which are not;● Suggest strategies for managing dares.● Understand that medicines are drugs;● Explain safety issues for medicine use;● Suggest alternatives to taking a medicine when unwell;● Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).● Understand some of the key risks and effects of smoking and drinking alcohol;● Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).● Describe stages of identifying and managing risk;● Suggest people they can ask for help in managing risk.● Understand that we can be influenced 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;

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