



Ready to Progress in RSHE and PSHE

Keeping Safe

EYFS	<ul style="list-style-type: none"> ● Children know how to build constructive and safe relationships. ● Children understand how to listen carefully and why listening is important. ● Children know to give focused attention to what the teacher says. ● Children know the reasons for rules. ● Children know that we name our private body parts 'private'. NSPCC Pants Rule ● Children know that 'No' means no. NSPCC Pants Rule
Year 1	<ul style="list-style-type: none"> ● Children give ways in which to stay safe crossing the road (e.g. looking both ways, crossing at a pedestrian crossing etc). ● Children understand why it is important to stay safe when crossing the road. ● Children understand the differences between safe and risky choices. ● Children know different ways to help us stay safe in vehicles.
Year 2	<ul style="list-style-type: none"> ● Children know the reasons to make sure your laces are tied. ● Children learn how to tie up laces properly ● Children know rules to keep themselves and others safe. ● Children understand the differences between safe and risky choices (e.g. running down the stairs, not holding cutlery correctly, playing outdoor games in the house, rushing to places, pushing, eating too quickly).
Year 3	<ul style="list-style-type: none"> ● Children can recognise a range of warning signs. ● Children can spot the dangers we may find at home (e.g. ovens, irons, hair appliances). ● Children know the importance of listening to their trusted adults. ● Children understand ways to keep themselves and others safe at home (finding hazards within homes). ● Children know the differences between safe and risky choices (e.g. leaning out of windows, climbing trees, using things which are dangerous in the home). ● Children know to call 999 in an emergency and which details need to be given (location, phone number, explain the incident and information about the person who needs help).

Year 4	<ul style="list-style-type: none"> ● Children identify strategies they can use to keep themselves and others safe involving cycle safety. ● Children can recognise the impact and possible consequences of an accident or incident. ● Children identify risky choices when cycling. ● Children can create a set of rules for and identify ways of keeping safe. ● Children can begin to think about when each emergency service could be required.
Year 5	<ul style="list-style-type: none"> ● Children can identify strategies they can use to keep themselves and others safe. ● Children can recognise ways to manage peer pressure. ● Children can explain the potential outcomes that may happen when risks are taken. ● Children can recognise the impact and possible consequences of an accident or incident.
Year 6	<ul style="list-style-type: none"> ● Children can identify a range of danger signs in the community. ● Children can identify some hidden dangers within water (e.g. very cold temperatures, hidden currents, deep water, water pollution, hidden rubbish, difficulties getting out). ● Children can develop and name strategies that can help keep themselves and others safe (e.g. look out for hazards, shout for help, call 999). ● Children can recognise the impact and possible consequences of an accident or incident.

Keeping Healthy

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EYFS	<ul style="list-style-type: none"> • Children know and manage their own basic hygiene and personal needs. • Children know the importance of choosing healthy foods and drinks. • Children know how to manage their own needs such as personal hygiene. • Children know and talk about the different factors that support their overall health and wellbeing such as: regular physical activity, healthy eating, toothbrushing and having a good sleep routine.
Year 1	<ul style="list-style-type: none"> • Children understand why we need to wash our hands. • Children know how germs are spread and how they can affect health. • Children can demonstrate washing hands. • Children know the differences between healthy and unhealthy choices.
Year 2	<ul style="list-style-type: none"> • Children know that food is needed for bodies to be healthy and to grow. • Children understand that some foods are better for good health than others and can list different types of healthy food. • Children understand how to keep themselves and others healthy. • Children understand why we need to brush our teeth and are able to practice brushing their teeth. • Children know the differences between healthy and unhealthy choices. • Children know some to help them remember to brush your teeth when you forget, are tired, or busy.
Year 3	<ul style="list-style-type: none"> • Children know, understand, and are able to practise simple safety rules about medicine (e.g. understanding when it is safe to take medicine and know who we can accept medicine from). • Children know different examples of medicines (e.g. tablets, liquid medicine, inhalers and eye/ear drops). • Children know that vaccinations help to prevent diseases. • Children understand the differences between healthy and unhealthy choices.
Year 4	<ul style="list-style-type: none"> • Children can explain what is meant by a balanced diet and plan a balanced meal. • Children recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older. • Children understand nutritional information on packaged food and can explain what it means. • Children can describe different ways to maintain a healthy lifestyle (e.g. drinking water, having enough sleep, personal hygiene, appropriate screen time).

Year 5	<ul style="list-style-type: none">• Children can explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.• Children can describe how smoking can affect your immediate and future health and wellbeing.• Children can give reasons why someone might start and continue to smoke.• Children can identify and use skills and strategies to resist any pressure to smoke (e.g. telling an adult).
Year 6	<ul style="list-style-type: none">• Children can identify what is a risky choice.• Children can identify the risks associated with alcohol.• Children can describe how alcohol can affect your immediate and future health (e.g. alcohol can irritate the digestive system).• Children can develop and recognise skills and strategies to keep safe. <p><u>Drugs:</u></p> <ul style="list-style-type: none">• Children can understand the difference between 'legal' and 'illegal' drugs.• Children can carry out research around cannabis.• Children can identify the risks associated with using cannabis.

Relationships

EYFS	<ul style="list-style-type: none"> ● Children can form positive attachments to adults. ● Children talk about members of their immediate family and community. ● Children know how to work and play cooperatively and take turns with others. ● Children form positive attachments in friendships with peers. ● Children know how to show sensitivity to their own and to other's needs. ● Children can think about the perspectives of others. ● Children understand the ways a child can be hurt by others and, that it is never a child's fault. NSPCC EYFS/KS1 ● Children understand that all children have the right to be kept safe and know how to get help. NSPCC EYFS/KS1
Year 1	<ul style="list-style-type: none"> ● Children understand how to be a good friend. ● Children can recognise kind and thoughtful behaviours. ● Children understand the importance of caring about other people's feelings. ● Children can see a situation from another person's point of view. ● Children can identify some strategies to manage disagreements with others (e.g. writing a letter, having some time to themselves, apologize, speak to a trusted adult).
Year 2	<ul style="list-style-type: none"> ● Children can recognise name a range of feelings. ● Children understand why we should care about other people's feelings. ● Children can recognise and understand bullying behaviours. ● Children know how to cope with these bullying behaviours. ● Children understand that feelings can be shown without words. ● Children are able to see a situation from another person's point of view. ● Children understand why it is important to care about other people's feelings.
Year 3	<ul style="list-style-type: none"> ● Children understand the difference between appropriate and inappropriate touch. ● Children know why it is important to care about other people's feelings. ● Children understand personal boundaries. ● Children know who and how to ask for help. ● Children can name human body parts.
Year 4	<ul style="list-style-type: none"> ● Children can identify the different types of relationships we can have and describe how these can change as we grow. ● Children can explain how our families support us and how we can support our families. ● Children can identify how relationships can be healthy or unhealthy. ● Children can explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable.
Year 5	<ul style="list-style-type: none"> ● Children can explain what puberty means. ● Children can describe the changes that boys and girls may go through during puberty

	<ul style="list-style-type: none">• Children can identify why our bodies go through puberty.• Children can develop coping strategies to help with the different stages of puberty.• Children can identify who and what can help us during puberty. <p>(See RSE policy for Additional Sex Education).</p>
Year 6	<ul style="list-style-type: none">• Children can explain the terms 'conception' and 'reproduction'.• Children can describe the function of the female and male reproductive systems.• Children can identify the various ways adults can have a child.• Children can explain various different stages of pregnancy.• Children can identify the laws around consent. <p>(See RSE policy for Additional Sex Education).</p>

Being responsible

EYFS	<ul style="list-style-type: none">• Children show an ability to follow instructions involving several ideas or actions.• Children know right from wrong and try to behave accordingly.• Children use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.• Children know how to respond appropriately even when engaged in activity.
Year 1	<ul style="list-style-type: none">• Children can describe how they can help people around them.• Children understand the types of things you are responsible for in the classroom (e.g. hanging coats up in the cloakroom, sitting properly on a chair).• Children know how and understand the importance of preventing accidents• Children can recognise the differences between being responsible and being irresponsible• Children recognise that someone may need to call 111 or 999.• Children understand the importance of being honest.
Year 2	<ul style="list-style-type: none">• Children can name ways you can improve in an activity or sport.• Children understand the importance of trying hard and not giving up.• Children can identify the benefits of practising an activity or sport.• Children learn ways to set goals and work to reach them.• Children can identify adults who could help them at home and in the community.• Children can identify ways to help other people.• Children can recognise kind and thoughtful behaviours and actions (e.g. using manners, sharing, thinking about the effect of their actions).• Children understand the risks of talking to people they don't know very well in the community.• Children can identify the differences between being responsible and being irresponsible.
Year 3	<ul style="list-style-type: none">• Children understand the differences between borrowing and stealing.• Children can describe how someone may feel if something is borrowed and not returned.• Children understand why it is wrong to steal.• Children understand the differences between being responsible and irresponsible.
Year 4	<ul style="list-style-type: none">• Children can recognise the importance of behaving in a responsible manner in a range of situations.• Children can describe a range of situations where being on time is important.• Children can identify strategies to ensure they are on time or if they are late for something.• Children can explain the importance of having rules in the home.• Children can describe ways that behaviour can be seen to be sensible and responsible.
Year 5	<ul style="list-style-type: none">• Children can recognise why we should take action when someone is being unkind.• Children can describe caring and considerate behaviour, including the importance of looking out for others.• Children can demonstrate why it is important to behave in an appropriate and responsible way.• Children can identify how making some choices can impact others' lives in a negative way.

Year
6

- Children can explain what consent means.
- Children can recognise the importance of being honest and not stealing.
- Children can explain why it is important to have a trusting relationship between friends and family.
- Children can explain how stealing could affect trust within a relationship.
- Children can identify how making some choices can impact others' lives in a negative way.

Feelings and emotions

EYFS	<ul style="list-style-type: none"> ● Children see themselves as a valuable individual. ● Children know how to express their feelings and consider the feelings of others. ● Children can show an understanding of their own feelings and those of others. ● Children are beginning to regulate their behaviour accordingly to a situation. ● Children know how to wait for what they want and control their immediate impulses when appropriate. ● Children know how to set and work towards simple goals. ● Children aim to try new activities and show independence, resilience and perseverance in the face of challenge.
Year 1	<ul style="list-style-type: none"> ● Children can recognise and name emotions and their physical effects (focusing on jealousy). ● Children can identify situations where someone may feel jealous. ● Children can recognise their own strengths and understand that children develop at different rates and times. ● Children know the difference between pleasant and unpleasant emotions. ● Children can identify a range of skills for coping with unpleasant/uncomfortable emotions. ● Children know that feelings can be communicated with and without words.
Year 2	<ul style="list-style-type: none"> ● Children can recognise and name emotions and their physical effects (focusing on worry and anger). ● Children understand the difference between pleasant and unpleasant emotions and that it is okay to feel all emotions. ● Children can list a range of skills for coping with unpleasant/uncomfortable emotions. ● Children understand that feelings can be communicated with and without words. ● Children can identify trusted adults to speak to when experiencing unpleasant emotions. ● Children understand that people can feel different intensities of anger for different reasons.
Year 3	<ul style="list-style-type: none"> ● Children can recognise and name emotions and their physical effects (focusing on grief). ● Children can recognise when people may experience grief. ● Children understand that when people experience grief, they may feel a range of emotions. ● Children can list some phrases which could help someone who is grieving. ● Children know the difference between pleasant and unpleasant emotions and that it is okay to feel all emotions. ● Children can list a range of skills for coping with unpleasant/uncomfortable emotions (e.g. using a memory box). ● Children understand that feelings can be communicated with and without words.
Year 4	<ul style="list-style-type: none"> ● Children recognise different thoughts, feelings, and emotions, identify the differences between those that feel good and those that feel not so good. ● Children know that other feelings could be experienced when feeling jealous. ● Children can describe how we can support others who feel lonely, jealous, or upset. ● Children can recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people. ● Children can list a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy.

Year 5	<ul style="list-style-type: none">• Children understand that everyone experiences emotions and these can have physical effects on our body, both pleasant and unpleasant.• Children can explain how feelings can be communicated with or without words.• Children know that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people.• Children can describe a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger.
Year 6	<ul style="list-style-type: none">• Children can list a wider range of thoughts, feelings, and emotions (focusing on worry).• Children can list times when someone may feel worried.• Children can identify how we can reduce our feeling of worry which focus on the transition to different classes/schools (e.g. speak to a trusted adult, practice mindfulness before the first day).• Children can explain how we can support others who feel worried.• Children understand that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people.

Computer safety

EYFS	<ul style="list-style-type: none"> • Children know that having a sensible amount of 'screen time' could be factor which supports their overall health and wellbeing.
Year 1	<ul style="list-style-type: none"> • Children can understand how their online activity can affect others. • Children can identify the positives (e.g. making learning fun, online purchases) and negatives (e.g. communicating with people they do not know, receiving negative messages or comments) of using technology. • Children can identify who and how to ask for help. • Children can recognise kind and unkind comments
Year 2	<ul style="list-style-type: none"> • Children understand how their online actions can affect others. • Children can identify the positive (e.g. video calling a family member) and negative ways (e.g. playing on consoles until midnight) they can use technology. • Children know the risks of sharing images without permission. • Children understand the types of images that you should and should not post online. • Children can identify who and how to ask for help. • Children can list rules for keeping and staying safe.
Year 3	<ul style="list-style-type: none"> • Children can identify possible dangers and consequences of talking to strangers online. • Children know how to keep safe in online chatrooms (e.g. privacy settings, only accept requests from people known). • Children can name the positives and negatives of using technology. • Children understand the difference between safe and risky choices online.
Year 4	<ul style="list-style-type: none"> • Children can recognise the key values that are important in positive online relationships. • Children can identify the feelings and emotions that may arise from online bullying. • Children can develop coping strategies to use if they or someone they know is being bullied online. • Children can identify how and who to ask for help.
Year 5	<ul style="list-style-type: none"> • Children can list reasons for sharing images online. • Children can identify rules to follow when sharing images online (1. Ask for permission, 2.Think about safety and privacy 3.Is it respectful and kind? 4. Only share positive images 5. Will it leave a digital footprint?). • Children can describe the positive and negative consequences of sharing images online. • Children can recognise possible influences and pressures to share images online.
Year 6	<ul style="list-style-type: none"> • Children can list the key applications that we may use now and in the future (e.g. Youtube). • Children know and understand why some applications have age restrictions. • Children can identify ways to keep themselves and others safe in a range of situations online and offline. • Children recognise that people may not always be who they say they are online.

The world

EYFS	<ul style="list-style-type: none"> • Children know their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Children know some similarities and differences between different religious and cultural communities in the UK. • Children can 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. • Children know about the lives of the people around them and their roles in society. • Children can name and describe people who are familiar to them. • Children can comment on images of familiar situations in the past. • Children can compare and contrast characters from stories, including figures from the past. • Children understand that some places are special to members of their community. • Children can recognise that people have different beliefs and celebrate special times in different ways. • Children can explore the natural world around them. • Children can recognise some environments that are different from the one in which they live.
Year 1	<ul style="list-style-type: none"> • Children understand the needs of a baby. • Children recognise what you can do for yourself now you are older. • Children can describe the common features of family life. • Children can recognise the ways in which your family is special and unique.
Year 2	<ul style="list-style-type: none"> • Children can understand why we should look after living things. • Children can identify how we can look after living things both inside and outside of the home. • Children can recognise why it is important to keep our communities and countryside clean. • Children know they can encourage others to help keep their communities and countryside clean. • Children understand different ways they can receive money. • Children know how to keep money safe. • Children can describe the skills someone may need in a future job or career. • Children can recognise the differences between wants and needs.
Year 3	<ul style="list-style-type: none"> • Children can explain the meaning of reduce, reuse, and recycle. • Children can recognise how we can help look after our planet. • Children can identify ways to reduce the amount of water and electricity we use. • Children understand some ways we can reduce our carbon footprint.
Year 4	<ul style="list-style-type: none"> • Children can identify ways in which they can help those who look after us. • Children can explain the positive impact of their actions. • Children can describe the ways in which we can contribute to our homes, schools, and community.

	<ul style="list-style-type: none">• Children can identify the skills we may need in our future job roles (e.g. independence, self-motivation).
Year 5	<ul style="list-style-type: none">• Children can understand and explain why people might want to save money.• Children can identify ways in which they can help out at home.• Children recognise that people can budget for items they would like to buy.• Children recognise ways to make money and the early stages of enterprise.
Year 6	<ul style="list-style-type: none">• Children know and understand various money-related terms (bank account, loan, tax, debit card, interest, credit card, wages, debt).• Children can recognise some of the ways in which we can spend money via technology.• Children can describe the potential impact of spending money without permission.• Children can identify strategies to save money (e.g. comparing supermarket prices).

Fire safety

EYFS	<ul style="list-style-type: none">• Children know that 999 is the emergency contact number.• Children know what the role of a fire person is.• Children know where to go if the fire alarm sounds in school.• Children know that we must take the register every morning and afternoon.• Children know that fireworks should only be handled by an adult.
Year 1	<ul style="list-style-type: none">• Children can understand the importance of being responsible and how our actions/choices can affect others.• Children know what a 'hoax call' is and why it can be risky.• Children understand why our emergency services are an important part of our community.• Children can identify the differences between safe and risky choices.
Year 2	<ul style="list-style-type: none">• Children understand how our actions and choices can affect others.• Children can recognise how drivers can be distracted.• Children know how to help others stay safe.• Children can describe the differences between safe and risky choices.
Year 3	<ul style="list-style-type: none">• Children know what information to give in a 999 call.• Children can explain how to stay safe around a fire.• Children understand the importance of being responsible and how our actions/choices can affect others.• Children know how to practise simple ways of staying safe and finding help (e.g. reminding adults to change the smoke alarm battery yearly).• Children know that even small fires can be very dangerous.
Year 4	<ul style="list-style-type: none">• Children can list the measures in place to keep us safe from a fire and explain why you must never go back into a burning building.
Year 5	<ul style="list-style-type: none">• Children can explain how fires can be started safely and the reasons for this and compare it to ways in which fires may have started accidentally and give suggestions in how to deal with this (e.g cooking).
Year 6	<ul style="list-style-type: none">• Children can explain how our school building and other buildings keep us safe in the event of a fire.• Children can explain how to prevent fires from starting/spreading.• <i>Crucial crew.</i>

First aid

EYFS	<ul style="list-style-type: none"> • Children know that if they bump their head, they might need to put an ice pack on it. • Children know that if they are bleeding then they might need a plaster. • Children know that if they are hurt they should ask a trusted adult for help. • Children know that a doctor will help someone if they are very poorly. • Children know that a nurse can help someone if they are poorly. • Children know that 999 is the emergency contact number
Year 1	<ul style="list-style-type: none"> • Children can explain the benefits of keeping clean.
Year 2	<ul style="list-style-type: none"> • Children know that the adults in school are trained in first aid and who they would go to if they were injured.
Year 3	<ul style="list-style-type: none"> • Children know how to take medicines safely and with the aid of an adult.
Year 4	<ul style="list-style-type: none"> • Children can identify and name situations that may require first aid. • Children can list reasons why someone may struggle to breathe. • Children can identify the signs of an asthma attack or choking. • Children can identify the signs of an allergic reaction and anaphylactic shock. • Children can understand the correct steps for seeking immediate emergency help. • Children can provide first aid treatment to someone who is struggling to breathe.
Year 5	<ul style="list-style-type: none"> • Children can complete a primary survey for first aid. • Children can demonstrate the recovery position for an unresponsive breathing casualty. • Children know when to deliver CPR and can demonstrate this. • Children know when to call for emergency help.
Year 6	<ul style="list-style-type: none"> • Children can identify a range of situations where first aid would be necessary and can share their knowledge of how to deal with such situations (such as the care of a heart attack, seizure, a minor/severe bleed, a fractured bone, a minor burn/scald, a head injury). • Children know when to call for medical help.

Road and rail safety

EYFS	<ul style="list-style-type: none">• Children know to stop, look and listen when crossing a road, continually checking left and right as they cross.• Children know to stand behind the yellow line on a train platform.
Year 1	<ul style="list-style-type: none">• Children can identify a range of safe places to cross the road.• Children know that there are safety signs and announcements to keep us safe at the train station.
Year 2	<ul style="list-style-type: none">• Children can cross the road safely with some support from an adult, choosing the safest place to cross.• Children know what a level crossing is and can explain what the sounds and lights indicate.
Year 3	<ul style="list-style-type: none">• Children can cross the road safely, choosing appropriate places to cross and requiring minimal support from an adult.• Children know that crossing a railway is dangerous.
Year 4	<ul style="list-style-type: none">• Children can explain what strategies can be used when riding bikes on the road to keep them safe.• Children can explain the role electricity plays on the railway and why this can be dangerous.
Year 5	<ul style="list-style-type: none">• Children can ride a bike safely on the road, stopping and starting correctly, passing stationary vehicles and turning using correct hand signals.• Children understand that trespassing on the railway is illegal.
Year 6	<ul style="list-style-type: none">• Children know what the Green Cross Code is and can identify hazards to pedestrians.• Children know how to catch a train safely, taking into account all safety procedures in place (signs, signals, yellow line, level crossing, transport police etc).

Democracy

EYFS	<ul style="list-style-type: none"> ● Children know that our country has a King. ● Children know that they can have a vote on certain things in school and will take part in voting when encouraged. ● Children can share opinions with others. ● Children know that Mr Wood is in charge of our school.
Year 1	<ul style="list-style-type: none"> ● Children know that our country has a monarch and over time this may have been a King or Queen. ● Children will take part in voting in the classroom.
Year 2	<ul style="list-style-type: none"> ● Children know who our Prime Minister is. ● Children can explain the role of a monarch. ● Children know that Birkwood Primary School has a School Council.
Year 3	<ul style="list-style-type: none"> ● Children will take part in a School Council vote and understanding how and why this is ‘anonymous.’ ● Children make their own decisions about right choices and justify their reasons for this.
Year 4	<ul style="list-style-type: none"> ● Children can name at least one political party. ● Children know that Birkwood Primary School has a School Council and that they are the ‘voice of the children’ who will listen to their suggestions and help to make changes to the school. ● Children know that different political parties can have different views.
Year 5	<ul style="list-style-type: none"> ● Children know that democracy means ‘rule by the people’ and can name ways in which they can have their voice heard in school. ● Children can name more than one political party and the leaders of the party.
Year 6	<ul style="list-style-type: none"> ● Children can talk about leadership roles they have had during their time at Birkwood Primary School and explain what impact their role had on the school. ● Children explain that democracy is important for maintaining law and order. ● Children know that there is a difference between a national and a local government.

Water safety

EYFS	<ul style="list-style-type: none"> • Children know that water can be dangerous and that they should stay with an adult when entering water. • Children know different places where there might be water e.g. beach, swimming pool, bath. • Children understand the terminology 'drowning.'
Year 1	<ul style="list-style-type: none"> • Children are aware of the water safety code and can give some examples of how to stay safe in the water.
Year 2	<ul style="list-style-type: none"> • Children can give examples of how to stay safe in familiar water and unfamiliar water.
Year 3	<ul style="list-style-type: none"> • Children know how to stay safe at the swimming pool and demonstrate this knowledge during their swimming lessons.
Year 4	<ul style="list-style-type: none"> • Children know the water safety code for themselves and others.
Year 5	<ul style="list-style-type: none"> • Children know that there are places that you must not swim such as a reservoir. • Children are growing increasingly confident when discussing the water safety code – SAFE and are able to talk about this in with some reference to places I may need to use this knowledge.
Year 6	<ul style="list-style-type: none"> • Children can talk about the hidden dangers of waters and can explain in detail how to stay safe, referencing the water safety code and referring to people who can help us such as a lifeguard/ RNLI. • Children can identify a range of danger signs. • Children develop and name strategies that can help keep themselves and others safe. • Children recognise the impact and possible consequences of an accident or incident.

