



PSHE LifeWise Progression of Skills – KS1

Objectives to be taught	Year 1	Year 2
<p>Families and people who care for me: Pupils should know</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 	<p>Uses a fairy story to discuss TRUST and talks about who pupils can trust in their family and in their own lives. What happens if this trust is broken?</p> <p>Discusses how parents/carers protect them by reinforcing rules around ROAD SAFETY and WATER SAFETY. Discusses how to contact the EMERGENCY SERVICES if they or anyone in their family needs them. Discusses how parents/carers look after them but know that MY BODY BELONGS TO ME. Discusses who they can trust and talk to if they need help.</p>	<p>Discusses how pupils can be reassured by families/carers and keep safe if they understand FIRE SAFETY.</p> <p>Discusses that families work together to keep each other safe and to understand FIRE SAFETY. Discusses how families can support them in difficult times and help them build resilience and refine THE ART OF FAILURE. Discusses that they can talk to a trusted family member/adult/friend, know who these are and know that A PROBLEM SHARED IS A PROBLEM HALVED.</p>
<ul style="list-style-type: none"> that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 		
<ul style="list-style-type: none"> that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 	<p>Discusses TRUST and how important it is. Talks about who they can trust in their family and in their own lives and what happens if this trust or security is broken.</p>	



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<ul style="list-style-type: none"> • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 		
<p>Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p>		
<ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>Talks about who they know that they can TRUST and talk to if they feel unhappy, unsafe or need help. MY BODY BELONGS TO ME discusses who to talk to and what to say to keep their body safe. What can we do in these situations? We can share our worries with parents, grandparents, teachers.</p> <p>Read Ruby’s Worry</p>	<p>CHARACTER EDUCATION – “Co-operation” Practising conflict resolution through role play</p>



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<p>Caring friendships Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	<p>CHARACTER EDUCATION – “Friendliness” Practising making a new friend</p> <p>Talks about how it is important to have friends that they can TRUST and talk to if they feel unhappy, unsafe or need help.</p> <p>Discusses that TRUST plays an important part in a healthy friendship which does not make others feel upset or excluded.</p>	<p>CHARACTER EDUCATION – “Friendliness” Knowing how to introduce yourself and others, making someone new feel welcome</p> <p>FEELING SAD looks at how friends can help when they feel sad and how friendships may strengthen when support is shared. HAPPINESS looks at how being positive helps make and maintain friendships.</p>
<ul style="list-style-type: none"> • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	<p>CHARACTER EDUCATION – “Kindness” How can we show kindness to others?</p> <p>Explores the meaning of TRUST and how it can positively or negatively affect friendships. MY BODY BELONGS TO ME discusses how friends and family show their mutual respect regarding appropriate and inappropriate touch.</p>	<p>CHARACTER EDUCATION – “Caring” sessions A and B Recognising that friends should care for each other.</p> <p>Discusses how friends can offer support, loyalty and trust and talk about shared experiences to show that A PROBLEM SHARED IS A PROBLEM HALVED.</p>
<ul style="list-style-type: none"> • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 		<p>IT’S OKAY NOT TO BE OKAY looks at bullying and teasing and how friendships have their ‘ups and downs’. It talks about who to talk to and how to tackle these issues.</p> <p>ANGER AND DIFFICULT BEHAVIOURS talks about how resorting to violence or revenge is a negative reaction and how to choose to do the right thing in difficult situations.</p>



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		A PROBLEM SHARED IS A PROBLEM HALVED <i>looks at how talking to someone about friendship issues can help.</i>
<ul style="list-style-type: none"> • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed 	TRUST looks at what trust is, the importance of being trusted and having someone to trust to talk to.	A PROBLEM SHARED IS A PROBLEM HALVED <i>looks at how talking to someone about friendship worries can help.</i> ANXIETY reminds pupils to talk to a trusted adult or friend if something is making them worried in a relationship.
Respectful relationships <i>Pupils should know</i> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	COMMUNICATION looks at different languages and cultures in their class, school and in society and how we can learn to communicate with others.	
<ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. 	COMMUNICATION encourages them to learn to communicate in different ways with others and also learn different languages.	CHARACTER EDUCATION – “Respect” A PROBLEM SHARED IS A PROBLEM HALVED <i>discusses who to talk to about troublesome or disrespectful relationships.</i>



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<ul style="list-style-type: none"> • the conventions of courtesy and manners. 	<p>SIGNALLING AND SIGN LANGUAGE provides the opportunity to discuss different forms of communication and to show consideration and understanding for those who communicate in different ways.</p>	<p>CHARACTER EDUCATION – “Respect” ANGER – DIFFICULT FEELINGS AND BEHAVIOURS looks at why rules, taking turns, sharing and understanding what is right and wrong are important.</p>
<ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness. 	<p>TRUST talks about how being trusted is a valuable asset and how it may make them feel happy if they are trusted by others. MY BODY BELONGS TO ME introduces the idea that their body is their own and that they decide who touches or cares for their body.</p>	<p>ANGER – DIFFICULT FEELINGS AND BEHAVIOURS looks at ‘triggers’ and how to use rules and other strategies to self-regulate anger or help others to calm down and feel happier. HAPPINESS looks at their feelings and actions and how these can have a positive effect on their health and wellbeing. IT’S OKAY NOT TO BE OKAY discusses how their own feelings matter and how important it is to talk to someone they trust if they feel unhappy. PERSONAL GOAL SETTING shows how important it is to their well-being to have personal goals and ambitions in life.</p>
<ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 		<p>ANGER – DIFFICULT FEELINGS AND BEHAVIOURS discusses scenarios when they may find it difficult to show respect to others but that this is an expectation. It discusses how to manage feelings of anger. RELATIONSHIPS WITH OTHERS looks at the characteristic of respect in a relationship and its importance.</p>



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<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	<p>TRUST looks at who they can speak to if they need to tell someone how they feel.</p>	<p>CYBER SAFETY looks at internet rules and social media. It looks at how social media can be a source of bullying and who they can talk to if they are suffering cyberbullying.</p> <p>FIGHT OR FLIGHT helps pupils to recognise how being bullied may make them feel and know what to do about it.</p> <p>A PROBLEM SHARED IS A PROBLEM HALVED is an opportunity to talk about times when they may feel worried eg: being bullied or pressured and what to do about this feeling and who to talk to.</p> <p>ANGER – DIFFICULT FEELINGS AND BEHAVIOURS is an opportunity to reinforce why rules help to guard against bullying and pressure from others.</p> <p>FEELING SAD is an opportunity to discuss scenarios where they may feel sad eg: bullying and what to do about this.</p>
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<ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive 		
<ul style="list-style-type: none"> • the importance of permissionseeking and giving in relationships with friends, peers and adults. 		
<p>Online relationships Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. 		<p>CYBER SAFETY looks at social media and how contact with others can be made across these platforms which may not be age appropriate or genuine.</p>



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<ul style="list-style-type: none"> • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 		<p>CYBER SAFETY looks at internet safety rules, agreeing to use these and to respect others when using the internet</p>
<ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<p>COMMUNICATION teaches them to know what to say and do if someone who is in contact with them is making them feel uncomfortable or sad.</p>	<p>CYBER SAFETY looks at internet safety rules, agreeing to use these and how to talk to someone they trust if they are worried about their online contacts. A PROBLEM SHARED IS A PROBLEM HALVED provides the opportunity to discuss relationships that are making them unhappy and what to do if these are digital relationships</p>
<ul style="list-style-type: none"> • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 		<p>CYBER SAFETY looks at internet safety rules, agreeing to use these and to talk to someone they trust if they are worried about their online contacts.</p>
<ul style="list-style-type: none"> • how information and data is shared and used online. 		<p>CYBER SAFETY looks at how ‘cookies’ collect data and information and the reasons why this is done.</p>
<p>Being safe Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	<p>COMMUNICATION looks at friendships and how to treat others. It looks at what to do if they are unhappy in a friendship. TRUST talks about good friendships and what to do if friendships are making them unhappy.</p>	<p>CYBER SAFETY discusses how it is not appropriate to send personal information online or digitally to peers and others. IT’S OKAY TO BE OKAY looks at teasing and bullying and to know that this is wrong, especially if it is making them feel unhappy.</p>



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<ul style="list-style-type: none"> • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 	<p>COMMUNICATION looks at the difference between good/bad secrets and that some secrets should not be kept to themselves.</p> <p>TRUST discusses secrets and when they should talk to others about these.</p> <p>MY BODY BELONGS TO ME teaches that nobody needs to see or touch their body if they don't want them to.</p>	<p>A PROBLEM SHARED IS A PROBLEM HALVED discusses how some secrets are not good and that they should be reported to someone that they trust.</p>
<ul style="list-style-type: none"> • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	<p>COMMUNICATION reminds them that their bodies belong to them and that nobody has the right to touch them without good reason. MY BODY BELONGS TO ME teaches pupils that their body belongs to them and that they have a right to decide who touches their body.</p>	
<ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	<p>COMMUNICATION talks about adults they may know and looks at scenarios where they may have reason to talk to someone about an adult's behaviour if it makes them unhappy.</p> <p>TRUST looks at scenarios involving adults where they may need to take care.</p> <p>ROAD SAFETY introduces the Crossing Patrol Officer and how they need to be trusted to help them with road safety.</p> <p>WATER SAFETY introduces the Coastguard and Emergency Services and how these adults can help them in an emergency.</p> <p>EMERGENCY SERVICES looks at who these people are, how they are recognised and how they can be trusted to help them in an emergency.</p>	<p>MY BODY IS GROWING talks about who they can talk to if they feel unhappy or uncomfortable with anyone they know or have met.</p>
<ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult. 	<p>COMMUNICATION looks at how they are feeling and that if they feel unsafe or uncomfortable then it is right to report this.</p>	<p>A PROBLEM SHARED IS A PROBLEM HALVED discusses different types of problems and how they may be solved if they are shared with a trusted adult.</p>



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	<p>TRUST reminds them to report any feelings they have where they feel unhappy or uncomfortable in a relationship.</p> <p>EMERGENCY SERVICES looks at how to call on these services and who to talk to if they feel unsafe.</p> <p>MY BODY BELONGS TO ME teaches them to report their feelings if they feel unsafe or uncomfortable around others.</p>	<p>IT'S OKAY NOT TO BE OKAY looks at how our feelings need to be shared if they are making us feel unhappy or uncomfortable.</p> <p>MY BODY IS GROWING talks about talking to a trusted adult if they feel unsafe or worried.</p> <p>MEDICINES AND DRUGS looks at medicines, alcohol and tobacco and what to do if they are offered any of these.</p>
<p>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>	<p>COMMUNICATION reminds them that they must report feelings of being unsafe and keep reporting this until they are listened to.</p> <p>TRUST looks at who to talk to if they feel unsafe.</p> <p>EMERGENCY SERVICES looks at who these services are and how they can help.</p> <p>MY BODY BELONGS TO ME talks about asking for help from others if they feel unsafe.</p>	<p>CHARACTER EDUCATION – “Caring”</p> <p>A PROBLEM SHARED IS A PROBLEM HALVED looks at who they can talk to if they have worries or problems.</p>
<p>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>COMMUNICATION looks at vocabulary and phrases to help them to report feelings of being unsafe.</p> <p>TRUST looks at phrases and vocabulary to help them report feelings of being unsafe.</p> <p>MY BODY BELONGS TO ME looks at what to say if they need help if they feel unsafe.</p>	<p>A PROBLEM SHARED IS A PROBLEM HALVED reminds them who they can talk to if they feel worried or unhappy.</p> <p>IT'S OKAY NOT TO BE OKAY looks at who to talk to if they are feeling unhappy or unsafe.</p>
<p>• where to get advice e.g. family, school and/or other sources.</p>	<p>COMMUNICATION teaches them about who they can talk to if they need to report feelings of being unsafe.</p> <p>TRUST reminds them where to get help if they feel unsafe.</p> <p>EMERGENCY SERVICES talks about who these services are, how to contact them and how they might help. MY BODY BELONGS TO ME reinforces who they can talk to if they need to report that they feel unsafe.</p>	<p>A PROBLEM SHARED IS A PROBLEM HALVED reminds them who they might talk to if they feel unhappy or unsafe.</p> <p>IT'S OKAY NOT TO BE OKAY talks about talking to someone they can trust if they are feeling unsafe.</p> <p>MY BODY IS GROWING teaches them that there are trusted people that they can talk to if they are worried or afraid.</p>



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Physical Health and Mental Well Being		
Mental wellbeing <i>Pupils should know</i>		FOREST SURVIVAL looks at the importance of being positive to improve mental health. DESERT ISLAND looks at the importance of appreciating the environment around you for mental well-being.
• <i>that mental wellbeing is a normal part of daily life, in the same way as physical health.</i>		
• <i>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</i>	COMMUNICATION looks at how to communicate a range of emotions in different ways.	FOREST SURVIVAL allows for discussion around feelings and how to cope. DESERT ISLAND allows for discussion around feelings and the effects of these on their mental health. FEELING SAD looks at a range of emotions that we feel and discusses why we may feel sad. FIGHT OR FLIGHT discusses a range of normal emotions that we may feel and looks at fear. DEALING WITH LOSS discusses the range of emotions that they may feel when they lose someone they love. HAPPINESS discusses a range of emotions that we may feel and looks at degrees of happiness. ANGER looks at what anger is, what it can look like and why they may feel this. ANXIETY looks at what anxiety is and when they may feel anxious. IT'S OKAY TO NOT BE OKAY explores what makes them feel happy, sad or just okay.



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<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 	<p>COMMUNICATION looks at how to communicate a range of emotions in different ways and how to recognise these feelings. TRUST discusses what trust is and who they may trust. It helps to identify situations when their trust may be broken.</p>	<p>A PROBLEM SHARED IS A PROBLEM HALVED teaches about how knowing how they are feeling and talking to a trusted adult may help solve a problem.</p>
<ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 		<p>FIGHT OR FLIGHT looks at a range of emotions that they feel and talks about how to cope with these feelings. THE ART OF FAILURE looks at success and failure and how they learn from these. It talks about facing challenges.</p>
<ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and servicebased activity on mental wellbeing and happiness. 		<p>FOREST SURVIVAL allows for discussion around the importance of keeping body and mind active. DESERT ISLAND looks at the importance of keeping body and mind active.</p>
		<p>DEALING WITH LOSS discusses the importance of physical activity, the outdoors and time to reflect to help with the grieving process</p>
<ul style="list-style-type: none"> • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 		<p>FOREST SURVIVAL looks at how to look after yourself in a challenging environment. DESERT ISLAND looks at how to look after yourself in a challenging environment. RELAXATION talks about how to rest and relax and why this is important for mental well-being. DEALING WITH LOSS discusses the importance of spending time with others to help with the grieving process. IT'S OKAY NOT TO BE OKAY looks at simple self-care techniques to cope with the feelings they may have.</p>



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<ul style="list-style-type: none"> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 		<p>FOREST SURVIVAL allows for discussion about loneliness and isolation. DESERT ISLAND allows for discussion about loneliness and isolation.</p>
<ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 		<p>CYBER SAFETY looks at internet safety rules and allows for discussion about cyberbullying. IT'S OKAY NOT TO BE OKAY looks at how bullying or teasing can have a negative effect on their health and that of others.</p>
<ul style="list-style-type: none"> where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 	<p>COMMUNICATION looks at how to communicate and who to talk to if they are worried about their well-being or that of others. EMERGENCY SERVICES looks at who to call if they are concerned about their health or the health of others. TRUST talks about recognising who they can talk to if they need support.</p>	<p>CHARACTER EDUCATION – “Caring” FIGHT OR FLIGHT and looking at who they can talk to if they are afraid or worried. A PROBLEM SHARED IS A PROBLEM HALVED talks about who they can talk to if they have concerns about their well-being or that of others.</p>
<ul style="list-style-type: none"> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is 	<p>COMMUNICATION looks at how worries can be solved or eased when they talk to a trusted adult.</p>	
<p>made available, especially if accessed early enough.</p>		
<p>Internet safety and harms Pupils should know</p> <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. 	<p>SIGNALLING AND SIGN LANGUAGE talks about how they communicate now using text and email.</p>	<p>CYBER SAFETY discusses the positive and negative sides to social media.</p>



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<ul style="list-style-type: none"> • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 		<p>CYBER SAFETY discusses how they may be redirected to unsafe websites online and what to do.</p> <p>A PROBLEM SHARED IS A PROBLEM HALVED allows for discussion about any concerns they or anyone they know may have around online or digital contact.</p>
<ul style="list-style-type: none"> • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 		<p>CYBER SAFETY discusses internet rules and teaches about not sharing personal information online or digitally.</p>
<ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. 		<p>CYBER SAFETY discusses social media platforms, their age restrictions and why they have these.</p>
<ul style="list-style-type: none"> • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 		<p>CYBER SAFETY discusses cyberbullying and what to do if this is happening to them.</p> <p>A PROBLEM SHARED IS A PROBLEM HALVED allows for discussion around any concerns they or others they know may have around digital or online contact.</p> <p>IT'S OKAY NOT TO BE OKAY allows for discussion about online or digital teasing and bullying and what to do about it.</p>
<ul style="list-style-type: none"> • how to be a discerning consumer of information online including understanding that information, 		<p>CYBER SAFETY looks at cookies and how websites and companies can use their data or information to target them to sell them items or contact them.</p>
<ul style="list-style-type: none"> including that from search engines, is ranked, selected and targeted. 		



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<ul style="list-style-type: none"> • where and how to report concerns and get support with issues online. 	<p>COMMUNICATION allows for discussion around who to talk to if they are feeling unsafe or afraid.</p> <p>EMERGENCY SERVICES allows for discussion about how they may need to talk to the police about other issues such as online or digital safety</p>	<p>CYBER SAFETY talks about who they can talk to if they are worried about anything they have been seen or asked to do online or digitally.</p> <p>A PROBLEM SHARED IS A PROBLEM HALVED allows for discussion around seeking help if they or anyone they know is worried about online or digital contacts.</p>
<p>Physical health and fitness Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. 		
<ul style="list-style-type: none"> • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 		
<ul style="list-style-type: none"> • the risks associated with an inactive lifestyle (including obesity). 		
<ul style="list-style-type: none"> • how and when to seek support including which adults to speak to in school if they are worried about their health. 		
<p>Healthy eating Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). 		<p>DESERT ISLAND looks at the basics needed for humans to survive.</p> <p>FOREST SURVIVAL looks at the basics needed for humans to survive.</p>



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<ul style="list-style-type: none"> • the principles of planning and preparing a range of healthy meals. 		
<ul style="list-style-type: none"> • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, 	<p>FOOD AND WHAT NOT TO EAT looks at the risks of eating out of date food and the harm medicines/drugs can cause to our body.</p>	<p>PERSONAL GOAL SETTING allows for discussion about setting goals to be fitter and healthier.</p>
<p>obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>		
<p>Drugs, alcohol and tobacco Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 		<p>DRUGS AND MEDICINES discusses how they may need medicines to help them get better and how there are risks when taking medicines that could cause harm to their bodies. It discusses what to do if they are offered a substance that they are not sure about and what to do in an emergency. It looks at the risks involved with smoking and drinking alcohol. MY BODY IS GROWING talks about the damage alcohol and tobacco can do to the body.</p>
<p>Health and prevention Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 		
<ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 		<p>DESERT ISLAND reminds them about staying out of the sun and being safe. MY BODY IS GROWING talks about the dangers of too much sun on the body.</p>



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<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 		<p>RELAXATION looks at sleep and how important it is to switch off screens before sleeping and find ways to promote good sleep habits.</p> <p>MY BODY IS GROWING talks about the importance of getting good quality sleep on the body.</p>
<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	<p>TRUST discusses who they can trust and talks about visiting the dentist and how they can be trusted.</p>	<p>MY BODY IS GROWING talks about the importance of looking after their teeth.</p>
<ul style="list-style-type: none"> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 		<p>DESERT ISLAND talks about looking after personal health and hygiene.</p> <p>MY BODY IS GROWING talks about the importance of keeping the body clean.</p>
<ul style="list-style-type: none"> the facts and science relating to allergies, immunisation and vaccination. 		<p>WILDLIFE talks about allergies and reactions to bites or stings and what to do.</p> <p>MY BODY IS GROWING talks about the importance of vaccinations and being protected against diseases.</p>
<p>Basic first aid Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. 	<p>EMERGENCY SERVICES looks at what an emergency is, how to recognise an emergency situation and how to call the Emergency Services on 999 or ask 111 for advice. WATER SAFETY looks at how to be safe around water and how to call the Emergency Services in an emergency situation on 999. To know what a Coastguard is and how to contact the service and when.</p>	<p>FIRE SAFETY looks at how to prevent a fire and how to report a fire using the Emergency Services on 999 and asking for the fire brigade.</p> <p>FIRST AID/CPR looks at recognising when they or others need simple first aid and assessing the situation to know what to do. It looks at ABC assistance, how to administer it and how to call the Emergency Services on 999.</p>
<ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries, including head injuries. 		<p>FIRST AID/CPR looks at recognising when they or others need simple first aid and what to do in a variety of scenarios. It looks at ABC assistance, how to administer it and how to call the Emergency Services on 999.</p>



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<p>Changing adolescent body Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 		<p>MY BODY IS GROWING looks at human development from a baby to an adult and the obvious changes in appearance and size.</p>
<ul style="list-style-type: none"> • about menstrual wellbeing including the key facts about the menstrual cycle. 		