

Year	My Body and Growing Up	Drug Education (Keeping Safe 4+)	Healthier Lifestyles	Relationships and Sex Education	Managing Safety and Risk	Digital Lifestyles	Personal Safety
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**Glen Hills Primary School Progression Map**  
**PSHE - Healthy and Safer Lifestyles**



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4+	<p><b>Understanding The World</b></p> <p><b>People and communities:</b> children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Physical Development Health and self-care:</b> children know the importance for good health, of</p>	<p><b>Physical Development Health and self-care:</b> children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p> <p><b>Understanding:</b> children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories</p>	<p><b>Physical Development Health and self-care:</b> children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>				

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	physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	or events.					
<b>Year 1</b>		<p>To have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful.</p> <p>To be aware of safety rules concerning medicines and be able to name people who could help them take them safely.</p> <p>To understand that there can be alternatives to medicine use to feel better.</p>		<p>To be able to recognise names for the main external parts of the body.</p> <p>To be able to name the sexual parts using colloquial and occasionally scientific words.</p> <p>To be able to describe what their bodies can do and understand how amazing their body is.</p> <p>To show some understanding that their body belongs to them.</p> <p>To be able to</p>	<p>To be able to name a risky situation and suggest ways of reducing risk.</p> <p>To be able to name some emotions people might feel in a risky situation.</p> <p>To be able to say their full name and address and know when this might be useful.</p> <p>To be able to suggest some people who might help them in a risky situation.</p> <p>To understand what is meant by an</p>	<p>To be able to say what it means to stay safe online and why it is important.</p> <p>To be able to review their online identity, image and nickname.</p> <p>To be able to publish their online identity.</p> <p>To begin to know what to do if they see something inappropriate online</p>	

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		To be able to recognise simple risks and suggest ways of managing given scenarios.		describe some basic personal hygiene routines and understand how these can prevent the spread of disease	<p>emergency and know ways they and others might help in one.</p> <p>To recognise dangers that traffic poses to them as car passengers and pedestrians.</p> <p>To be able to identify safe places to cross in the local area.</p> <p>To know that wearing suitable clothing, a hat and sunscreen are ways to stay safer in the sun.</p> <p>To be able to explain a simple strategy for action if they are lost.</p> <p>To be able to explain simple precautions to take when using playgrounds.</p> <p>To understand ways of preventing common accidents in school or on the school playground.</p>		

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Year 2		<p>To be able to explain how substances can get into the blood through the stomach, lungs and skin.</p> <p>To understand that all medicines are drugs, but that not all drugs are medicines.</p> <p>To have clear safety messages concerning medicines and be able to explain the reasons.</p> <p>To recognise a range of non-medical strategies for feeling better.</p> <p>To be able to suggest further scenarios where there might be an element of risk and describe a number of ways of managing them</p>	<p>To be able to give examples of how to be healthy and to reflect on their own lifestyles and choices.</p> <p>To be able to explain why healthy eating and physical activity are both important.</p> <p>To know the difference between being active and inactive and know how to maintain health.</p> <p>To be able to say what changes physical and emotionally when they are active.</p> <p>To be able to talk about food likes and dislikes and give reasons.</p> <p>To understand that food can be divided into different groups and know that for good health we need a balanced diet.</p>	<p>To be able to recognise babies, children and adults of different ages and put them into age order.</p> <p>To understand that human babies grow inside their mothers.</p> <p>To be able to describe the main physical developments which take place in early childhood.</p> <p>To be able to describe some of the changes in responsibilities and expectations during early childhood.</p> <p>To understand the basic needs of babies.</p> <p>To understand how dependent a baby is on parents to provide its basic needs.</p>		<p>To be able to set up and personalise own online space independently.</p> <p>To understand several aspects of creating a safe and appropriate online identity.</p> <p>To have strategies for what to do when they or someone else sees something inappropriate online</p>	<p>To be able to contribute to discussions about personal safety and take an active part in class activities.</p> <p>To be able to identify people at home, at school and in other contexts of their lives to include in their Safety Circle and who they can go to if they have a worry, or a 'no' or 'I'm not sure' feeling.</p> <p>To be able to identify safer places to work and play and know what to do if they get lost.</p> <p>To be able to identify the difference between good and bad secrets as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone on their</p>

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							Safety Circle
<b>Year 3</b>		<p>To be able to name some medical and legal recreational drugs.</p> <p>To have a basic understanding of how a drug can enter the body and the bloodstream.</p> <p>To be able to explain some ways in which medicines are used and describe some of the professionals who work with them.</p> <p>To have clear ideas about medicine safety and have some ideas for keeping safe and asking for help.</p> <p>To know that nicotine and alcohol are drugs and describe some of their effects.</p> <p>To have begun to consider why some people choose to use nicotine and</p>		<p>To be able to give a list of the main external parts of male and female bodies and may use some scientific names for these.</p> <p>To be able to use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female</p> <p>To be able to give several examples of the capabilities of their own bodies.</p> <p>To be able to describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things.</p> <p>To be able to look forward to new areas of responsibility for their personal</p>	<p>To be able to give an example of a physical, a social and an emotional risk.</p> <p>To be able to give an example of how their friends might affect their decisions about risky situations.</p> <p>To be able to name some emotions they might feel in a risky situation and how these might affect their body.</p> <p>To be able to explain a strategy they could use for decision making in risky situations.</p> <p>To be able to suggest ways of reducing risk in everyday situations and recognise ways of preventing accidents.</p> <p>To be able to name some people they could ask for help in</p>	<p>To describe some risky situations they might face and say what they can do to feel as safe as possible</p> <p>To describe their current online activity and identify the risks involved in their own use of technology</p> <p>To recognise when they feel uncomfortable when they see or hear something online, and know how to access help</p> <p>To know, understand and be able to apply the SMART rules for keeping safe online</p> <p>To communicate rules and strategies for keeping safe online to others</p>	

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		<p>alcohol. To have thought about influence and persuasion and will demonstrate some skills to counter these.</p>		<p>hygiene. To be able to explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness.</p>	<p>a risky situation. To be able to recognise an emergency and suggest suitable action To know the 5 elements of the Green Cross Code and describe the types of clothing which make them easily visible to traffic. To understand the dangers of fire, including smoke inhalation and be able to suggest some simple courses of action they can take. To know some safety rules for beaches and inland waterways. To be able to suggest some general rules for safety and ways they can contribute to their own safety on a school trip.</p>		

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					To be able to describe preventable and unintentional accidents		
<b>Year 4</b>		<p>To be able to name and classify a broader list of drugs.</p> <p>To be able to explain a number of different ways that drugs can enter the body and blood stream and affect different parts.</p> <p>To be able to explain a variety of ways in which medicines are used and by whom.</p> <p>To be able to give detailed guidelines for medicine safety and procedures for other harmful items.</p> <p>To be able to explain how to carry these out and why they are so important.</p> <p>To know that</p>	<p>To know that they can make choices which are healthy or unhealthy and reflect on their own lifestyle.</p> <p>To know that eating healthily, being active and sleeping all contribute to a healthy lifestyle.</p> <p>To understand some of the reasons people sometimes make unhealthy choices.</p> <p>To be able to talk about some of the physical and mental benefits of exercise.</p> <p>To know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others.</p> <p>To be able to state</p>	<p>To be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy.</p> <p>To be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood.</p> <p>To be able to identify an area for which they can take more responsibility.</p> <p>To be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot</p>		<p>To describe a range of things they can do to help themselves feel as safe as possible</p> <p>To describe a variety of potential risks involved in their own and others' use of technology</p> <p>To know a range of strategies for accessing help if they see or hear something online which makes them feel uncomfortable</p> <p>To apply the SMART rules to several possible situations involving e-safety</p> <p>To communicate rules and strategies for keeping safe online to a range of audiences</p>	<p>To be able to contribute to discussions and listen to other view points about personal safety and take an active part in class activities including using assertive voice and body language</p> <p>To be able to identify trusted adults to include in their Network of Support, and who they can go to if they have a worry or a 'no' or 'I'm not sure' feeling.</p> <p>To be able to explain what their 'sixth sense' is and how this contributes to assessing different levels of risk.</p> <p>To be able to</p>

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		<p>nicotine and alcohol are drugs and describe a range of physical and behavioural effects. To be able to discuss a number of reasons why people may or may not choose to use nicotine and alcohol.</p> <p>To be able to recognise influence and persuasion and have begun to consider subtle differences between them.</p> <p>To have a range of strategies for countering persuasion and be able to demonstrate these confidently.</p>	<p>some of the influences on food choices and some of the persuasive methods used in advertising.</p> <p>To understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals.</p> <p>To be able to talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks.</p> <p>To know why dental hygiene is important and how they can look after their teeth.</p>	<p>look after itself.</p>			<p>identify the difference between good and bad secrets and tricks as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone on their Network of Support</p> <p>To be able to identify and name body parts, including the sexual parts.</p>
<b>Year 5</b>		<p>To be able to categorise drugs as medical, non-medical, legal and illegal.</p> <p>To understand the possible physical and psychological</p>		<p>To know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body, and be able to explain basic</p>	<p>To be able to describe a positive and negative consequence of taking a risk.</p> <p>To be able to give an example of a physical, social and</p>	<p>To state some reasons why it is important to be careful about what they share online and give some examples of the risks involved •</p>	

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		<p>effects of drugs</p> <p>To be able to distinguish between the reality of drug use and media representations.</p> <p>To understand some of the laws relating to drugs.</p> <p>To be able to identify risk and risk management strategies and know where they can get support.</p> <p>To have begun to recognise influence and pressure and have related this to peers and the media.</p> <p>To have found sources of reliable and accurate information.</p>		<p>functions.</p> <p>To understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently.</p> <p>To have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others. To understand the importance of washing regularly and of maintaining other hygiene routines during puberty.</p> <p>To understand ways they can prevent the spread of common diseases, and have a rudimentary understanding of HIV.</p>	<p>emotional risk.</p> <p>To be able to evaluate how risky something is and explain their reasoning.</p> <p>To be able to describe a situation where they are responsible for their own safety and talk about the influence of others.</p> <p>To understand and use the 'Stop, Decide, Do' strategy.</p> <p>To be able to name some people in their network they would approach for help and describe how they might do this.</p> <p>To be able to name some organisations where people can get help and support.</p> <p>To know how to respond supportively when someone shares a problem with them.</p>	<p>explain some ways of ensuring an online profile is as safe as possible, and review their own online profiles</p> <p>To know how to create and maintain a safe password</p> <p>To be able to explain the difference between personal and private information, giving examples, and know that private information should not be shared</p> <p>To suggest some strategies which they can use if they see or hear something online which makes them feel uncomfortable</p>	

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					<p>To know how to put someone in the recovery position and make an emergency call.</p> <p>To be able to explain basic road safety rules, e.g. Green Cross Code.</p> <p>To know some hazards associated with cycling and describe precautions they can take.</p> <p>To understand that sunburn is bad for you and suggest ways to reduce the risk of sunburn.</p> <p>To recognise that exposure to electricity can be dangerous and describe a range of risks in the home and how to avoid these.</p> <p>To know some of the reasons that trains can be dangerous and describe how to</p>		

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					<p>behave safely around trains.</p> <p>To be able to describe rules for maintaining safety at school and suggest ways in which the possibilities of accidents can be reduced</p>		
Year 6		<p>To be able to categorise, with confidence, a wide variety of drugs as medical, non-medical, legal and illegal.</p> <p>To show understanding of the possible physical and psychological effects and harm caused by drugs on users and others in society.</p> <p>To be able to analyse and exemplify differences between the reality of drug use and media representations.</p>	<p>To understand that there are a range of factors which contribute to a healthy lifestyle, including a healthy balanced food intake and physical activity.</p> <p>To be able to state that different foods contain different nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important.</p> <p>To be able to explain that different kinds and</p>	<p>To be able to describe the main stages of how a baby is made, using some scientific vocabulary.</p> <p>To be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively.</p> <p>To understand that puberty affects people in different ways both physically and emotionally</p> <p>To understand that the way they behave affects</p>		<p>To be able to give a range of reasons why it is important to be careful about what they share online</p> <p>To give several examples of possible risks if someone's online identity is not protected, and suggest ways of safeguarding against these risks</p> <p>To be able to suggest improvements to their own profiles and those of others</p> <p>To present their learning about</p>	<p>To be able to contribute to discussions about personal safety by listening to other view points and looking beneath the surface.</p> <p>To be able to review trusted adults on their Network of Support.</p> <p>To be able to define honesty and take part in exploring dilemmas involving honesty and dishonesty.</p> <p>To be able to define what risk and peer group pressure are and how to respond</p>

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		<p>To have a more detailed knowledge of the laws relating to drugs.</p> <p>To be able to identify risk and risk management strategies and know where they can get support.</p> <p>To be able to offer support and information to their peers.</p> <p>To understand influence and pressure and have related this to peers and the media.</p> <p>To make confident judgements about sources of reliable and accurate information</p>	<p>amounts of food provide different amounts of energy and be able to plan an appropriate energy balance for themselves.</p> <p>To understand the benefits of physical activity for promoting health.</p> <p>To understand that behaviour, routines and a variety of influences affect their lifestyle choices.</p> <p>To explain that a healthy lifestyle includes physical, social and emotional health and how they can take responsibility for their own health.</p>	<p>others and that they have some responsibility to others to make sure they are not hurt needlessly.</p> <p>To describe some characteristics of a loving trusting relationship.</p> <p>To understand some basic reasons why a couple might choose to have children.</p> <p>To show awareness of some family arrangements which are different from theirs</p>		<p>passwords to others, explaining how to keep them safe</p>	<p>to them using safety planning.</p> <p>To be able to contribute to discussions around problem solving.</p> <p>To be able to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies</p>