

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>To describe their own appearance and name external body parts.</p> <p>To understand ways in which their body has changed since they were a baby.</p> <p>To understand and value what their bodies can do.</p> <p>To recognise similarities and differences between the bodies of girls and boys, including using agreed names for the sexual parts.</p> <p>To understand ways of looking after their body and keeping it clean. (MS)</p> <p>To understand ways in which they can take responsibility for keeping themselves clean and recognise</p>	<p>To be able to recognise the clues my body gives me when I am feeling unsafe or unsure. (MS)</p> <p>To be able to identify trusted adults who I could talk to and ask for help.(PP)</p> <p>To be able to use an assertive voice and body language. (MS)</p> <p>To be able to identify how and when to talk to a trusted adult.(SR)</p> <p>To be able to name different parts of the body, including external sexual parts.(MS)</p> <p>To be able to identify safe and unsafe touch.(MS)</p> <p>To be able to recognise a secret</p>	<p>To understand some of the things needed to have a healthy body.</p> <p>To be able to name and talk about foods they like and dislike.</p> <p>To understand why different foods and drink are important in order for our bodies to stay healthy and well.</p> <p>To understand what exercise is and why it is good for us.</p> <p>To understand the importance of sleep for our bodies. To begin to understand how to make choices which promote healthy living.</p>				

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	situations where they still need to be supported by others. (MS)	and to know that I can tell a trusted adult if I am worried about a secret. (SR) To know what goes on to and in to my body. (MS) To understand what medicines are and why some people need medicines. (MS)					
Year 1				To recognise the main external parts of the bodies of humans, including names for sexual parts.(BS) To understand that they have responsibility for their body's actions and that their body belongs to them.(BS) To know how to keep themselves clean. (HP) To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of	To identify a range a familiar situations which might entail risk and identify associated emotions. (MW) To know basic personal information and know when they might need to give it. (BFA) To understand the range of people who can help in an emergency and how to call them. (BFA) To develop knowledge and skills to stay safer when they are lost. (BS) To describe a place where it is physically		

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				disease. (HP)	safer to play. (MW) To reflect on the benefits of being a road user, to identify some dangers and understand how to stay safer as a pedestrian and car passenger. (MW) To describe the benefits of being outside and to know how to keep safer in the sun. (HP MW) To identify familiar places where they enjoy being near water and to know how to keep safer. (MW)		
Year 2		To know basic information about how substances enter the body and their effects. (DAT) To develop understanding of and attitudes towards medicines – how they can be helpful and their possible risks. (DAT) To develop understanding of	To know about the range of things that help to keep them healthy. (HP) To understand why healthy eating is beneficial and how it supports physical activity. (HE) To understand the difference between being active and sedentary, simple benefits	To know that humans produce babies that grow into children and then into adults (NC Science) To consider the ways they have changed physically since they were born. (NC Science) To consider their responsibilities now and compare these		To be able to talk about my identity both in real life and online. To know what information I can use to create a safe online profile. To be able to design their own online space. To be able to recognise when something they see	To be able to identify different feelings and tell others how I feel. (MW) To be able to name my own Early Warning Signs. (BS) To recognise which adults and friends I can trust. (CF) To know who I could talk with if I have a worry or need to ask for help.(BS)

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		<p>and attitudes towards health professionals. (DAT)</p> <p>To understand reasons why many people have injections, including childhood immunisations. (HP)</p> <p>To recognise that there are ways to feel good and better without taking medicines. (DAT)</p> <p>To understand that all drugs and many household substances can be harmful if they are used incorrectly. (DAT)</p> <p>To be able to identify situations where risky substances are present and be able to ask for advice or say 'No, I won't'. (DAT)</p> <p>To recognise persuaders and pressure in risky situations. (MW)</p>	<p>of regular exercise and how their bodies feel when they exercise.(PHF)</p> <p>To recognise how foods fit within the basic food groups in the Eatwell Guide, and what constitutes a balanced meal. (HE)</p> <p>To know that everyone should eat at least 5 portions of fruit and vegetables every day. (HE)</p>	<p>with when they were younger (CAB)</p> <p>To understand how the needs of babies and young children are met by their families (FP)</p> <p>To understand that not all families are the same, but that love and care should be at the heart of all families (FP)</p>		<p>or hear online makes them feel uncomfortable.</p> <p>To know what to do when something they see or hear online makes them feel uncomfortable.</p> <p>To understand what they have learned and be able to share it with others</p>	<p>To recognise which school/classroom rules are about helping people to feel safe. (BS)</p> <p>To be able to identify private body parts.(BS)</p> <p>To know that my body belongs to me and to be able to say 'no' to unwanted touch.(BS)</p> <p>To know what I could do if I feel worried about a secret.(BS)</p> <p>To know what I could do if a friend or someone in my family isn't kind to me.(BS)</p> <p>To know what I could do if something worries or upsets me when I am online.(BS)</p>
<b>Year 3</b>				To know scientific names for male and	To state possible physical and		

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				<p>female sexual parts and use them confidently.(BS)</p> <p>To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults.(BS)</p> <p>To value and respect their own bodies and understand their uniqueness</p> <p>To understand the benefits of carrying out regular personal hygiene routines. (HP)</p> <p>To consider who is responsible for their personal hygiene now, and how this will change the future. (HP)</p> <p>To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this. (HP)</p>	<p>emotional reactions to different risks. (MW)</p> <p>To be able to suggest known and unknown people they would ask for help in risky situations. (BS)</p> <p>To identify further benefits and risks with road traffic and have strategies to stay safer and get help. (MW)</p> <p>To identify further benefits and risks of being near water and have strategies to stay safer and get help. (MW)</p> <p>To be able to recognise an emergency and take suitable action. (HP BFA)</p> <p>To identify risks when joining in with activities and visits and have strategies to stay safer and offer help. (MW)</p>		

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Year 4		<p>To understand more about different types of drugs, how they enter the body and their effects. (DAT)</p> <p>To develop understanding about essential use of medicines and people who use and administer them. (DAT)</p> <p>To understand the basic principles of immunisation and consider personal experience. (HP)</p> <p>To know basic safety rules for medicines, including rules for storage at home and at school and be able to follow these rules. (DAT)</p> <p>To develop attitudes and beliefs about two legal, recreational drugs (nicotine and alcohol) and people who might use or misuse them and</p>	<p>To understand how physical activity and nutrition affects their physical and mental health.(MW)</p> <p>To recognise ways in which stamina, strength and flexibility can be improved through daily physical activity. (PHF)</p> <p>To understand the importance of consuming a variety and balance of foods and drinks. (HE)</p> <p>To be able to plan and help prepare simple healthy meals. (HE)</p> <p>To know why good dental hygiene is important and how it contributes to a healthy lifestyle. (HP)</p> <p>To know how much sleep children of their age tend to need, and to recognise the</p>	<p>To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.</p> <p>To investigate perceptions of being physically, emotionally and socially 'grown up'.(CAB)</p> <p>To consider their responsibilities and how these have changed and how they will change in the future. (CAB)</p> <p>To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children (FP)</p>		<p>To understand there are things they can do to keep themselves as safe as possible.</p> <p>To know about and be able to describe and review their current online activity.</p> <p>To know how to access help when something they see or hear online makes them feel uncomfortable.</p> <p>To know, explore and understand the SMART rules for keeping safe online.</p> <p>To apply their understanding of the SMART rules to their own online presence.</p>	<p>To be able to recognise my own feelings and communicate them to others. (MW)</p> <p>To be able to identify when my Early Warning Signs are telling me I don't feel safe. (BS)</p> <p>To be able to describe the qualities of trusted adults and trusted friends. (CF)</p> <p>To be able to name who is on my Network of Support and know how I can ask them for help.(BS)</p> <p>To be able to decide which school and classroom rules are about helping people to feel safe. (RR)</p> <p>To be able to identify the sort of physical contact I feel comfortable with.(BS)</p> <p>To know what I could do if I</p>

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		why. (DAT) To understand and practise how to act if harmful items (e.g. a syringe) or unknown substances are found. (DAT) To begin to recognise influences from friends, the media and other sources and how to respond to these. (CF)	consequences of not having enough sleep. (HP)				experience unwanted or unsafe physical contact.(BS) To be able to decide if a secret is safe or unsafe.(BS) To know what I could do if I feel worried about a friendship or relationship.(BS) To be able to suggest some ways in which I can keep safe online.(BS)
Year 5				To identify male and female sexual parts confidently and describe their functions.(BS) To know terminology for sexual parts appropriate for use in different situations.(BS) To know and understand about the physical changes that take place at puberty and how to manage them.(CAB) To understand that physical changes	To explore positive and negative aspects of risk taking. (MW) To understand the benefits and consequences of taking physical, social and emotional risks.(MW) To explore situations where they have responsibility for their own safety and that of others. (BS) To understand and practise a range of strategies to reduce		

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				<p>affect people in a variety of ways and at different rates.(CAB)</p> <p>To understand that safe routines can stop the spread of viruses and bacteria. (HP)</p>	<p>risk. (BS)</p> <p>To learn ways of getting help from known and unknown adults in an emergency (even when getting attention is difficult). (BS)</p> <p>To identify some benefits of being outside and have strategies to keep themselves safer in the sun. (HP)</p> <p>To understand and practise basic procedures for first aid and making an emergency call. (BFA)</p>		
Year 6		<p>To know about different categories of drugs including medicines (both prescribed and over-the-counter), legal recreational and illegal. (DAT)</p> <p>To understand the role of medicines in promoting, improving and sustaining health. (DAT)</p>	<p>To be aware of and to be able to identify a range of factors which contribute to their physical and mental health.(PHF/FP)</p> <p>To understand that variety is needed for a healthy diet because different foods contain different substances,</p>	<p>To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse.(Sex Education)</p> <p>To be able to recognise their changing emotions with friends and family and be</p>		<p>To understand the need to be careful about how they present themselves online.</p> <p>To know the information which should and should not be shared online.</p> <p>To know how to safeguard their online information.</p> <p>To be able to apply</p>	<p>To be able to recognise and report feelings of being unsafe or feeling bad about any adult. (BS)</p> <p>To be able to recognise who to trust and who not to trust (CF).</p> <p>To know how to ask for advice or help for themselves or others, and to keep</p>



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		<p>To further understand the role of immunisations and implications for health. (HP)</p> <p>To develop their knowledge, understanding and attitudes relating to alcohol, its effects and associated risks and consequences. (DAT)</p> <p>To develop their knowledge, understanding and attitudes relating to nicotine and tobacco, effects and associated risks and consequences. (DAT)</p> <p>To develop their knowledge, understanding and attitudes relating to solvents, their effects and associated risks and consequences. (DAT)</p> <p>To develop attitudes and beliefs about the use and misuse of legal and illegal</p>	<p>including nutrients, which our body needs, and to know that the Eatwell guide represents this balanced diet. (HE)</p> <p>To understand the benefits of a range of nutrients for keeping the body healthy. (HE)</p> <p>To be able to plan, prepare and cook simple healthy meals. (HE)</p> <p>To understand that different types and amounts of food provide different amounts of energy, and to know how to achieve an energy balance which will help us stay healthy and be active. (HE)</p> <p>To understand the benefits of physical activity for promoting health, and the risks of not engaging in it. (PHF/MW)</p> <p>To know about the benefits and risks to</p>	<p>able to express their feelings and concerns positively.(CAB)</p> <p>To understand that they have some responsibility for the feelings and wellbeing of others. (MW).</p> <p>To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely. (FP)</p> <p>To consider the reasons people enter marriage, civil partnerships e.g. love, trust, commitment. (FP)</p> <p>To be aware of and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families. (FP)</p>		<p>their knowledge of which information to share online when creating profiles.</p> <p>To be able to review and improve their online profiles.</p> <p>To develop safe approaches to setting up passwords.</p> <p>To know the difference between information which can be shared and personal information which should be kept private.</p> <p>To be able to evaluate their own profiles to ensure that private information is not shared.</p> <p>To know what to do if they see something online which makes them feel uncomfortable.</p> <p>To understand what they have learned and to be able to share it with others</p>	<p>trying until they are heard.(BS)</p> <p>To know where to get advice e.g. family, school and/or other sources. (BS)</p> <p>To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.(BS)</p> <p>To be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate. (MW)</p> <p>To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).(BS)</p> <p>To know the importance of permission-seeking</p>

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		<p>drugs, who uses them and why and possible alternatives. (DAT)</p> <p>To begin to learn about the law relating to the use and misuse of legal and illegal drugs. (DAT)</p> <p>To recognise a range of different risky situations related to drugs, explore personal reactions to risk and being assertive in decision making around these drug related situations. (RR)</p> <p>To recognise peer influence and its effect on decision making and behaviour. (RR)</p> <p>To develop attitudes towards media and advertising of alcohol, nicotine and other legal drugs. (DAT)</p> <p>To begin to distinguish between fact and opinion in</p>	<p>their physical and mental health of time spent online.(IS)</p> <p>To know why apps and games are age restricted and to know how to make healthier choices. (IS)</p> <p>To know the signs of physical illness and to explain how they might respond. (PHF)</p> <p>To understand the contribution behaviour and routines make to a healthy lifestyle, and to reflect on and take responsibility for their own lifestyle choices. (PHF/HP)</p>				<p>and giving in relationships with friends, peers and adults.(RR)</p> <p>To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.(BS)</p> <p>To know that my body belongs to me and to be able to say 'No' to unwanted touch.(BS)</p> <p>To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.(BS)</p> <p>To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.(OR)</p>

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		relation to drugs and to know where to check information and advice. (DAT)					