

Sub-strand	EYFS (Reception)		Year 1/2	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Considering why it is important to follow rules. Exploring what it means to be a safe pedestrian.	To know that some rules are in place to keep us safe. To know how to behave safely on the pavement and when crossing roads with an adult.	Y1: Discussing the concept of privacy. Y1/Y2 (Cycle A): Understanding people's roles within the local community that help keep us safe. Y1/Y2 (Cycle B): Practising what to do if I get lost. Y1/Y2 (Cycle B): Identifying hazards that may be found at home. Y1/Y2 (Cycle B): Exploring ways to stay safe online. Y1 & Y2 (Cycle A & B): Learning how to behave safely near the road and when crossing the road.	Y1: To know that some types of physical contact are never appropriate. Y1: To know the PANTS rule. Y1/Y2 (Cycle A): To understand the difference between secrets and surprises. Y1/Y2 (Cycle B): To know what to do if I get lost. Y1/Y2 (Cycle B): To know that a hazard is something which could cause an accident or injury. Y1/Y2: (Cycle B): To know that I should tell an adult if I see something which makes me uncomfortable online. Y1/Y2 (Cycle A & B): To know the rules for crossing the road safely.
Drugs, alcohol and tobacco	N/A	N/A	Y1: Learning what is and is not safe to put in or on our bodies. Y2: Exploring what people can do to feel better when they are ill. Y2: Learning how to be safe around medicines.	Y1: To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. Y2: To know that medicine can help us when we are ill. Y2: To understand that we should only take medicines when a trusted adult says we can.
The changing adolescent body	N/A	N/A		Y1: To know the names of parts of my body including private parts.
Basic first aid	N/A	N/A	Y1/Y2 (Cycle A): Practising making an emergency phone call.	Y1/Y2 (Cycle A): To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. Y1/Y2 (Cycle A): To know that the emergency services are the police, fire service and the ambulance service.

Sub-strand	Year 3/4	
	Skills	Knowledge
Being safe (including online)	Y3: Identifying things people might do near roads which are unsafe. Y3/Y4 (Cycle A): Discussing how to seek help if I need to. Y3/Y4 (Cycle A): Exploring what to do if an adult makes me feel uncomfortable. Y3/Y4 (Cycle A): Learning about the benefits and risks of sharing information online. Y3/Y4 (Cycle A): Exploring ways to respond to cyberbullying or unkind behaviour online. Y3/Y4 (Cycle B): Beginning to recognise unsafe digital content. Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.	Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen. Y3/Y4 (Cycle A): To understand that there are risks to sharing things online. Y3/Y4 (Cycle A): To know the difference between private and public. Y3/Y4 (Cycle A): To understand that cyberbullying is bullying which takes place online. Y3/Y4 (Cycle B): To know the signs that an email might be fake. Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.
Drugs, alcohol and tobacco	Y3: Exploring choices and decisions that I can make. Y4: Exploring that people and things can influence me and that I need to make the right decision for me. Y3/Y4 (Cycle B): Discussing the benefits of being a non-smoker.	Y4: To understand that other people can influence our choices. Y3/Y4 (Cycle B): To understand the risks associated with smoking tobacco.
The changing adolescent body	Y4: Discussing some physical and emotional changes during puberty.	Y4: To understand the physical changes to both male and female bodies as people grow from children to adults.
Basic first aid	Y3: Learning what to do in a medical emergency, including calling the emergency services. Y3/Y4 (Cycle B): Learning how to help someone who is having an asthma attack.	Y3: To know that it is important to maintain the safety of myself and others, before giving first aid. Y3/Y4 (Cycle A): To know that bites or stings can sometimes cause an allergic reaction. Y3/Y4 (Cycle B): To know that asthma is a condition which causes the airways to narrow.

Sub-strand	Year 5/6	
	Skills	Knowledge
Being safe (including online)	Y5/Y6 (Cycle A): Developing an understanding of how to ensure relationships online are safe. Y5/Y6 (Cycle B): Developing an understanding about the reliability of online information. Y5 /Y6 (Cycle B): Exploring online relationships including dealing with problems.	Y5/Y6 (Cycle A): To know the steps to take before sending a message online (using the THINK mnemonic). Y5/Y6 (Cycle A): To know some of the possible risks online. Y5/Y6 (Cycle B): To understand that online relationships should be treated in the same way as face to face relationships. Y5/Y6 (Cycle B): To know where to get help with online problems.
Drugs, alcohol and tobacco	Y5/Y6 (Cycle A): Learning to make 'for' and 'against' arguments to help with decision making. Y5/Y6 (Cycle A): Discussing the reasons why adults may or may not drink alcohol.	Y5/Y6 (Cycle A): To know some strategies I can use to overcome pressure from others and make my own decisions. Y5/Y6 (Cycle A): To understand the risks associated with drinking alcohol.
The changing adolescent body	Y5: Learning about the emotional changes during puberty. Y5: Identifying reliable sources of help with puberty. Y6: Discussing problems which might be encountered during puberty and using knowledge to help.	Y5: To understand the process of the menstrual cycle. Y5: To know the names of the external sexual parts of the body and the internal reproductive organs. Y5: To know that puberty happens at different ages for different people. Y6: To understand how a baby is conceived and develops.
Basic first aid	Y5/Y6 (Cycle A): Learning how to help someone who is choking. Y5/Y6 (Cycle B): Learning about how to help someone who is bleeding. Y5/Y6 (Cycle B): Placing an unresponsive patient into the recovery position.	Y5/Y6 (Cycle B): To know how to assess a casualty's condition. Y5/Y6 (Cycle B): To know how to conduct a primary survey (using DRSABC).