



RSE & PSHE

Last updated: 03/09/2026 09:48

Long-term plan

Progression of Skills & knowledge

Vocabulary progression

Standard

Mixed-age

Condensed

My
healthy
self

Connecting
with others

The
online
world

Citizenship

Staying
safe

Growing
up

Sex
education
(optional)

Health
protection

Further
first aid
(optional)

My healthy self

EYFS: Reception

Filter by:

- Strands
- All
- Recognising unsafe personal situations
- Relationship support
- Road and rail safety
- Water safety
- Hazards at home and away
- Calling the emergency services
- Drugs, alcohol, tobacco and vaping

Recognising unsafe personal situations

Recognising when something makes them feel uncomfortable, worried or unsure.

Relationship support

Recognising adults who can help them.

Road and rail safety

Practising walking safely near roads with an adult.

Water safety

N/A

Hazards at home and away

Listening to and following multi-step safety instructions.

Calling the emergency services

N/A

Drugs, alcohol, tobacco and vaping

N/A

Recognising unsafe personal situations

To know that if something feels wrong or unsafe, they should tell a trusted

EYFS - Development matters

Personal, social and emotional development

- see themselves as a valuable individual
- build constructive and respectful relationships
- express their feelings and consider the feelings of others
- show resilience and perseverance in the face of challenge
- identify and moderate their own feelings socially and emotionally
- think about the perspectives of others
- manage their own needs and personal hygiene
- know and talk about the different factors that support their overall health and wellbeing including: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a

Ask me anything...

Relationship support

To know that trusted adults can help them with worries, friendship issues or feeling unsafe.

Road and rail safety

To know that they should not touch dogs they do not know.

Hazards at home and away

To know that some adults may ask them to stop, wait or move away from something to help keep them safe.

good sleep routine, being a safe pedestrian

Key Stage 1

Filter by:

Type Both Skills Knowledge

Strands All Recognising unsafe personal situations Relationship support (Repeated in Connecting with others) Road and rail safety

Water safety Hazards at home and away Calling the emergency services (Developed further in Health protection and First aid units)

Drugs, alcohol, tobacco and vaping

Year 1/2

Skills

Recognising unsafe personal situations

- Identifying when touch is safe (e.g. a hug from a parent) and when it is not (e.g. someone touching private parts or not stopping when asked).
- Discussing what types of touch they do and do not like from friends and family members.

Relationship support (Repeated in Connecting with others)

- Using roleplay to ask for help with clear, simple phrases, such as “I need help” or “something’s wrong”.*
- Naming some trusted adults at home and school.*

Road and rail safety

- Identifying safe places to walk on the pavement.
- Explaining how to safely cross a road with an adult and identifying other simple actions they can take to stay safe near and on roads.

Water safety

- Identifying different types of water environments (e.g. the sea, a swimming pool, lake or river) and understanding there is a danger of drowning.

Hazards at home and away

- Recognising when something may be dangerous in the home.
- Naming some items that they should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explaining why.
- Following simple safety rules in different settings.

Calling the emergency services (Developed further in Health protection and First aid units)

- Identifying some emergency situations.*

Curriculum content relating to staying safe

Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources, etc.

The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the

We value your feedback

Drugs, alcohol, tobacco and vaping

Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products).

Knowledge

Recognising unsafe personal situations

- To understand that their body is special and it belongs to them.*
- To know the correct names for private body parts, including the penis, testicles, vulva and vagina.*
- To know that underwear covers the parts of their body that are private and no one has the right to see or touch them without their permission.
- To know that a stranger is anybody that they do not know.
- To know that their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry).

Relationship support (Repeated in Connecting with others)

- To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is.
- To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online. Someone asks them to keep a secret that makes them uncomfortable, including online.

Road and rail safety

- To know the ‘Stop, Look and Listen’ rule for crossing a road.
- To know that a helmet should be worn when biking or scooting.
- To know some basic risks around roads (e.g. crossing without looking, running out into the road, or not being seen by drivers).

Water safety

- To know that they should never go near or enter the water without an adult supervising.
- To know that if they fall into water or become tired when swimming, they should try and stay calm, float on their back and shout for help.

Hazards at home and away

- To know that some things in the home can be harmful.

Calling the emergency services (Developed further in Health protection and First aid units)

- To know that 999 is the number to dial in an emergency.*
- To know the emergency services are the police, fire and ambulance services.*

Drugs, alcohol, tobacco and vaping

- To know that some things people put in or on their bodies can help them (e.g. medicine) and some can be harmful.
- To know that they should never touch or taste something if they do not know what it is.
- To know that household cleaning products can contain chemicals that are harmful to the body and should not be touched without an adult’s permission.
- To know that if things are not used as intended, they can become harmful, especially to children (e.g. someone else’s medicine, cleaning products, etc).

vocabulary and confidence needed to do so.

How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice, e.g. family, school and/or other sources.

Drugs, alcohol, tobacco and vaping: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Personal safety

About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

We value your feedback

Key Stage 2

Filter by:

Type Both Skills Knowledge

Strands All Recognising unsafe personal situations Relationship support (Repeated in Connecting with others) Road and rail safety

Water safety Hazards at home and away Calling the emergency services (Developed further in Health protection and First aid units)

Drugs, alcohol, tobacco and vaping

Year 3/4

Skills

Recognising unsafe personal situations

Recognising that different relationships have different personal boundaries (e.g. friend vs teacher vs family member).

Noticing when someone’s behaviour is too familiar or inappropriate for the context (e.g. touching, asking private questions, asking to keep secrets).

Identifying early warning signs and recognising their own feelings that a situation or person might not be safe when looking at examples, stories or a role-play.

Relationship support (Repeated in Connecting with others)

Practising how they would ask for help and say ‘no’ in certain situations.*

Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).*

Road and rail safety

Explaining how to safely cross roads using a variety of crossing types.

Identifying various risks on roads and ways to make them safer.

Water safety

Identifying potential hazards in different types of water environments (e.g. strong currents, dirty water, unknown

Year 5/6

Skills

Recognising unsafe personal situations

Recognising when boundaries are being pushed or crossed in peer or adult relationships (e.g. pressuring, secrecy, comments) including online.

Recognising their own feelings and early warning signs in a scenario that a relationship or situation may be unsafe and explain what action they could take to stay safe and seek help.

Practising how to ask for, give or refuse permission or consent in a range of situations.

Relationship support (Repeated in Connecting with others)

Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).*

Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.*

Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).*

Road and rail safety

Identifying safe places to cross a road and describing different strategies to cross safely.

Explaining how to safely cross a railway line, at identified crossing points.

Identifying various risks on railways and ways to make them

Curriculum content relating to staying safe

Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources, etc.

The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice, e.g. family, school and/or other sources.

Drugs, alcohol, tobacco and vaping: The facts about legal and illegal harmful substances and associated risks, including

We value your feedback

depths, steep or vertical banks, cold temperatures).

Explaining some water safety signs and their meaning.

Hazards at home and away

Recognising and explaining potential hazards at home, including fire and electrical risks, and identifying these in different scenarios.

Recognising common warning signs in various environments and on household products or equipment, and explaining what they mean.

Calling the emergency services (Developed further in Health protection and First aid units)

Identifying different ways of getting help in an emergency, including phoning 999. *

Drugs, alcohol, tobacco and vaping

Recognising when a substance is meant to help (e.g. medicine) and when it could harm the body (e.g. cigarettes/vapes, cleaning products, alcohol).

Knowledge

Recognising unsafe personal situations

To know that their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know.

To know the correct terms for private body parts, including the scrotum and nipples.

To know signs that an adult may be unsafe (e.g. they are ignoring ‘no’, they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult).

To know that feeling and being unsafe can happen even with someone they know.

To know that when an adult they do not know approaches them, they can respond politely but move away from the situation to make a trusted adult aware.

To know that they should not share personal information with

safer.

Water safety

Identifying further hazards and potential risks in different water sites and scenarios and what they can do to manage or reduce these risks.

Hazards at home and away

Explaining how to prevent or reduce fire risks in everyday settings and understanding firework safety.

Recognising potential hazards away from home (e.g. on public transport, at different times of the day, in unfamiliar places).

Assessing whether a situation is hazardous and explaining why.

Considering how to respond to hazards in a range of situations, including those involving peers.

Calling the emergency services (Developed further in Health protection and First aid units)

Identify situations where calling 999 is appropriate vs not.*

Recognising other ways of getting help when it is needed, but is not an emergency.*

Explaining why filming an incident is not usually the right course of action in an emergency.*

Drugs, alcohol, tobacco and vaping

Explaining what drugs are, the laws around some substances and giving examples of legal and illegal types (e.g. medicines, alcohol, cannabis, tobacco).

Recognising when a situation might involve peer pressure to try harmful substances (e.g. tobacco, alcohol or cannabis).

Explaining the risks and consequences of using harmful substances and practising how to say ‘no’.

Knowledge

Recognising unsafe personal situations

To know that pressure from peers or adults to keep secrets, send images, or say yes to

smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Personal safety

About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

We value your feedback

We value your feedback

people they do not know and trust, including online.

Relationship support (Repeated in Connecting with others)

To know that they can speak to more than one trusted adult if the first person does not help or take action straightaway.

To know that they should seek help if: Someone touches them or speaks to them in a way that feels wrong, including online. They feel pressured to do something unsafe or that they don't want to do, including online. They see or hear something that worries them, even if it's not about them, including online.

Road and rail safety

To know some common road-crossing types.

To know some common safety issues when walking, riding a bike or scooting. (e.g. cars coming out of driveways).

Water safety

To know that swimming in open water is usually more dangerous than swimming in a swimming pool.

To know that if someone else is in trouble in the water they should throw in something that floats.

Hazards at home and away

To know that thinking ahead and considering potential risks can help prevent accidents.

To know that fire can spread quickly and should never be played with.

To know that appliances and household products should only be used for the purpose they are designed for.

Calling the emergency services (Developed further in Health protection and First aid units)

To know that an operator will ask which emergency service is needed, what happened and where. *

Drugs, alcohol, tobacco and vaping

something uncomfortable is a warning sign.

To know that someone asking them to keep conversations or photos private, especially online, may be unsafe.

To know that friendly behaviour (e.g. compliments, flattery, gifts) can sometimes be used to trick or manipulate people.

To know that not everyone online is who they say they are.

To know that the absence of permission or consent means that a situation is likely to be unsafe.

Relationship support (Repeated in Connecting with others)

To know that they should always seek help if: They experience or witness violence, threats or harm, either in person or online. Someone tries to hurt them or others physically or emotionally, including online. Someone touches them or talks to them in an unsafe or inappropriate way, including online. They feel unsafe but are not sure why, or are unsure who to trust, including online. They are worried about someone else being hurt or treated badly, including online.

Road and rail safety

To know some common safety issues when crossing the road or around railways.

To know that trains move faster than they appear and cannot stop quickly so it is dangerous to walk on or near railway lines.

To know that distractions such as friends, phones and headphones can make it harder to stay safe near the roads and railway.

Water safety

To know what beach safety flags tell us about the conditions.

To know the water safety code (Stop and think, Stay together, call 999, float).

Hazards at home and away

To know strategies for advocating for safe behaviour and resisting peer-pressure if others make unsafe choices.

We value your feedback

To know that alcohol and smoking/ vaping are legal for adults but illegal for children.

To know that alcohol and smoking/vaping both have harmful effects on the body.

To know that medicines should only be used as directed by a trusted adult or health professional or they can be harmful.

To know that hazards can be physical (e.g. fire, machinery), chemical (e.g. substances) or behavioural (e.g. dares, peer pressure, online risks).

To know that some environments carry higher risk and require greater caution.

**Calling the emergency services
(Developed further in Health protection and First aid units)**

To know the day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue.*

To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action.*

Drugs, alcohol, tobacco and vaping

- To know that drugs are substances that change how the body or mind works.
- To know that some drugs (e.g. medicines) can help people when used properly and given by a trusted adult or doctor.
- To know that some drugs are illegal (e.g. cannabis) and dangerous because they can harm physical and mental health.
- To know that legal drugs and products like tobacco, alcohol, caffeine, energy drinks and medicines can still be harmful if misused, especially for children.
- To know that many legal drugs (e.g. caffeine and nicotine) are addictive, meaning it is not easy to stop using them.

