

Appendix Progression

Highlight: **Taught through Science.** **Needs discussion time in PHSE after being taught in Science.**

Relationships - Families and friendships			
EYFS	People and Communities	30-50 months: To show interest in the lives of people who are familiar to them; to remember and talk about significant events in their own experiences; to recognise and describe special times or events for family or friends; to know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.	
Year 1	Roles of different people; families; feeling cared for	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	- about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers - the role these different people play in children's lives and how they care for them - what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. - about the importance of telling someone — and how to tell them — if they are worried about something in their family
Year 2	Making friends; feeling lonely and getting help	Reference R1, R2, R3, R4 (see Year 1) before moving on to R6 R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R24. how to listen to other people and play and work cooperatively	- how to be a good friend, e.g. kindness, listening, honesty - about different ways that people meet and make friends - strategies for positive play with friends, e.g. joining in, including others, etc. - about what causes arguments between friends - how to positively resolve arguments between friends - how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
Year 3	What makes a family; features of family life	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) Reference R2, R3, (see Year 1) before moving on to R6 R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	- to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents - that being part of a family provides support, stability and love - about the positive aspects of being part of a family, such as spending time together and caring for each other - about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty - to identify if/when something in a family might make someone upset or worried - what to do and whom to tell if family relationships are making them feel unhappy or unsafe
Year 4	Positive friendships, including online	Reference R1, R2, R3, R6(see Year 1 and 3) before moving on to R10 R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R13. the importance of seeking support if feeling lonely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	- about the features of positive healthy friendships such as mutual respect, trust and sharing interests - strategies to build positive friendships - how to seek support with relationships if they feel lonely or excluded - how to communicate respectfully with friends when using digital devices - how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know - what to do or whom to tell if they are worried about any contact online
Year 5	Managing friendships and peer influence	Reference R1, R2, R3, R6(see Year 1 and 3) before moving on to R10 R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the benefits of having different types of friends term 6 R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely t2 R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary term 2 R26. about seeking and giving permission (consent) in different situations	- what makes a healthy friendship and how they make people feel included - strategies to help someone feel included - about peer influence and how it can make people feel or behave - the impact of the need for peer approval in different situations, including online - strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication - that it is common for friendships to experience challenges - strategies to positively resolve disputes and reconcile differences in friendships - that friendships can change over time and the benefits of having new and different types of friends - how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable - when and how to seek support in relation to friendships
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help, and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart Reference R6(see Year 3) before moving on to R7 R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing	- what it means to be attracted to someone and different kinds of loving relationships - that people who love each other can be of any gender, ethnicity or faith - the difference between gender identity and sexual orientation and everyone's right to be loved - about the qualities of healthy relationships that help individuals flourish - ways in which couples show their love and commitment to one another, including those who are not married or who live apart - what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults - that people have the right to choose whom they marry or whether to get married - that to force anyone into marriage is illegal

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Relationships - Safe Relationships		
EYFS	Managing Feelings and behaviour	30-50 months: To be aware of own feelings and know that some actions and words can hurt others' feelings; to begin to accept the needs of others and take turns and share resources, sometimes with support from others; to usually tolerate a delay when needs are not immediately met, and understand that wishes may not always be met; to usually adapt behaviour to different events, social situations and changes in routine. 40-60 months: To explain own knowledge and understanding and ask appropriate questions of others; to take steps to resolve conflicts with other children, e.g. finding a compromise. ELG: To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes in routine in their stride.
Year 1	Recognising privacy; staying safe; seeking permission	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought • about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission
Year 2	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. that sometimes people may behave differently online, including by pretending to be someone they are not R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use
Year 3	Personal boundaries; safely responding to others; the impact of hurtful behaviour	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour
Year 4	Responding to hurtful behaviour; managing confidentiality; recognising risks online	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
Year 5	Physical contact and feeling safe	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact
Year 6	Recognising and managing pressure; consent in different situations	R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations

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Relationships - Respecting ourselves and others			
EYFS	Making Relationships	30 – 50 months: To play in a group, extending and elaborating play ideas, e.g. building up a role play activity with other children; to initiate play, offering cues to peers to join them; to keep going by responding to what others are saying or doing; to demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 40-60 months: to understand that own actions affect other people (for example, becomes upset or tries to comfort another child when they realise they have upset them); to be aware of the boundaries set and of behaviour expectations in the setting; to begin to negotiate and solve problems without aggression, e.g. when someone has taken their toy. ELG: To play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.	
Year 1	How behaviour affects others; being polite and respectful	R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous	• what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns
Year 2	Recognising things in common and differences; playing and working cooperatively; sharing opinions	R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them	• about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views
Year 3	Recognising respectful behaviour; the importance of self-respect, courtesy and being polite	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	• to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society
Year 4	Respecting differences and similarities; discussing difference sensitively	R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	• to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone
Year 5	Responding respectfully to a wide range of people; recognising prejudice and discrimination	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	• to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online
Year 6	Expressing opinions and respecting other points of view, including discussing topical issues	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	• about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements

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Living in the Wider World - Belonging to a community			
EYFS	Self-confidence and self-awareness	30-50 months: To select and use activities and resources with help; to welcome and value praise for what they have done; to enjoy the responsibility of carrying out small tasks; to be more confident in new social situations; to be confident talking to other children when playing and communicate freely about own home and community; to show confidence in asking adults for help. 40-60 months to be confident to speak to others about own needs, wants, interests and opinions; to describe self in positive terms and talk about abilities. ELG: To be more confidence to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.	
Year 1	What rules are; caring for others' needs; looking after the environment	L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment	• about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling
Year 2	Belonging to a group; roles and responsibilities; being the same and different in the community	L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people	• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community
Year 3	The value of rules and laws; rights, freedoms and responsibilities	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities	• the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn
Year 4	What makes a community; shared responsibilities	L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community	• the meaning and benefits of living in a community • to recognise that they belong to different communities aswell as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them
Year 5	Protecting the environment; compassion towards others Eco-ambassadors	L4. about the range of opportunities available to them for career progression, including in education, training and employment L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	• about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment
Year 6	Valuing diversity; challenging discrimination and stereotypes	L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced R21. about discrimination: what it means and how to challenge it	• what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this

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Living in the Wider World – Media literacy and digital resilience

Year 1	Using the internet and digital devices; communicating online	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life	• how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online
Year 2	The internet in everyday life; online content and information	L8. about the role of the internet in everyday life L9. that not all information seen online is true	• the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true
Year 3	How the internet is used; assessing information online	L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results	• how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication
Year 4	How data is shared and used	L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information	• that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access
Year 5	How information online is targeted; different media types, their role and impact	L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information t2	• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information
Year 6	Evaluating media sources; sharing things online	L11. recognise ways in which the internet and social media can be used both positively and negatively L13. about some of the different ways information and data is shared and used online, including for commercial purposes L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming	• about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact

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Living in the Wider World – Money and Work		
EYFS	People and Communities	30-50 months: to show interest in different occupations and ways of life.
Year 1	Strengths and interests; jobs in the community	L14. that everyone has different strengths L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs - that everyone has different strengths, in and out of school - about how different strengths and interests are needed to do different jobs - about people whose job it is to help us in the community about different jobs and the work people do
Year 2	What money is; needs and wants; looking after money	L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this L15. that jobs help people to earn money to pay for things - about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments - how money can be kept and looked after - about getting, keeping and spending money - that people are paid money for the job they do - how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants
Year 3	Different jobs and skills; job stereotypes; setting personal goals	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation - about jobs that people may have from different sectors e.g. teachers, business people, charity work - that people can have more than one job at once or over their lifetime - about common myths and gender stereotypes related to work - to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM - about some of the skills needed to do a job, such as teamwork and decision-making - to recognise their interests, skills and achievements and how these might link to future jobs - how to set goals that they would like to achieve this year e.g. learn a new hobby
Year 4	Making decisions about money; using and keeping money safe	L17. about the different ways to pay for things and the choices people have about this L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money - how people make different spending decisions based on their budget, values and needs - how to keep track of money and why it is important to know how much is being spent - about different ways to pay for things such as cash, cards, e-payment and the reasons for using them - that how people spend money can have positive or negative effects on others e.g. charities, single use plastics
Year 5	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) - to identify jobs that they might like to do in the future - about the role ambition can play in achieving a future career - how or why someone might choose a certain career - about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values - the importance of diversity and inclusion to promote people's career opportunities - about stereotyping in the workplace, its impact and how to challenge it - that there is a variety of routes into work e.g. college, apprenticeships, university, training
Year 6	Influences and attitudes to money; money and financial risks	L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions - about the role that money plays in people's lives, attitudes towards it and what influences decisions about money - about value for money and how to judge if something is value for money - how companies encourage customers to buy things and why it is important to be a critical consumer - how having or not having money can impact on a person's emotions, health and wellbeing - about common risks associated with money, including debt, fraud and gambling - how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk - how to get help if they are concerned about gambling or other financial risks

Appendix Progression

Highlight: **Taught through Science.** **Needs discussion time in PHSE after being taught in Science.**

Health and Wellbeing – Physical Health and Mental Wellbeing		
EYFS	Health and Self-Care	30-50 months: To tell adults when hungry or tired, or when they want to rest or play; to gain more bowel and bladder control and can attend to toileting needs most of the time themselves; to usually manage washing and drying hands; to dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers and pulls up zipper once it is fastened at the bottom. 40-60 months: To eat a healthy range of foodstuffs and understand a need for variety in food; to usually be dry and clean during the day; to show some understanding that good practices with regard to exercise, sleeping and hygiene can contribute to good health; to show understanding of the need for safety when tackling new challenges, and consider and manage some risks; to practice some appropriate safety measures without direct supervision. ELG: To know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.
Year 1	Keeping healthy; food and exercise; hygiene routines; sun safety	H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H5. simple hygiene routines that can stop germs from spreading H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. handwashing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun
Year 2	Why sleep is important; medicines and keeping healthy, keeping teeth healthy, managing feelings and asking for help	H4. about why sleep is important and different ways to rest and relax H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings
Year 3	Health choices and habits, what affects feelings, expressing feelings	H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too, much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful
Year 4	Maintaining a balanced lifestyle; oral hygiene and dental care	H2. about the elements of a balanced, healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) • to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health
Year 5	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment
Year 6	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online

Appendix Progression

Highlight: Taught through Science, Needs discussion time in PHSE after being taught in Science

Health and Wellbeing – Growing and Changing – Learning objectives to be taught as science			
EYFS	Managing Feelings and behaviour	30-50 months: To be aware of own feelings and know that some actions and words can hurt others' feelings; to begin to accept the needs of others and take turns and share resources, sometimes with support from others; to usually tolerate a delay when needs are not immediately met, and understand that wishes may not always be met; to usually adapt behaviour to different events, social situations and changes in routine. 40-60 months: To explain own knowledge and understanding and ask appropriate questions of others; to take steps to resolve conflicts with other children, e.g. finding a compromise. ELG: To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes in routine in their stride.	
Year 1	Recognising what makes them unique and special; feelings; managing when things go wrong	H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult	- to recognise what makes them special and unique including their likes, dislikes and what they are good at - how to manage and whom to tell when finding things difficult, or when things go wrong - how they are the same and different to others - about different kinds of feelings - how to recognise feelings in themselves and others - how feelings can affect how people behave
Year 2	Growing older, naming body parts; moving class or year	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H25. to name the main parts of the body including external genitalia (e.g. nipples, vulva, penis, testicles) H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group	- about the human life cycle and how people grow from young to old - how our needs and bodies change as we grow up - to identify and name the main parts of the body including external genitalia (e.g. nipples, vulva, vagina, penis, testicles) - about change as people grow up, including new opportunities and responsibilities - preparing to move to a new class and setting goals for next year
Year 3	Personal strengths and achievements; managing and reframing setbacks	H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	- that everyone is an individual and has unique and valuable contributions to make - to recognise how strengths and interests form part of a person's identity - how to identify their own personal strengths and interests and what they're proud of (in school, out of school) - to recognise common challenges to self -worth e.g. finding school work difficult - friendships issues - basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again
Year 4	Physical and emotional changes in puberty; and external genitalia; personal	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (e.g. nipples, vulva, vagina, penis, testicles, urethra, anus, uterus, fallopian tube, ovary, cervix) H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle PHSE time to be allowed to discuss and answer questions H34. about where to get more information, help and advice about growing and changing, especially about puberty	- how to identify external genitalia and reproductive organs - about the physical and emotional changes during puberty - how to discuss the challenges of puberty with a trusted adult - how to get information, help and advice about puberty
Year 5	Personal identity; recognising individuality and different qualities; mental wellbeing; personal hygiene routines; and support with puberty	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (e.g. nipples, vulva, vagina, penis, testicles, urethra, anus, uterus, fallopian tube, ovary, cervix, scrotum) H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) PHSE time to be allowed to discuss and answer questions H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological self H27. to recognise their individuality and personal qualities	- key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams - strategies to manage the changes during puberty including menstruation - the importance of personal hygiene routines during puberty including washing regularly and using deodorant - about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes - that for some people their gender identity does not correspond with their biological sex - how to recognise, respect and express their individuality and personal qualities - ways to boost their mood and improve emotional wellbeing - about the link between participating in interests, hobbies and community groups and mental wellbeing
Year 6	Human reproduction and birth; increasing independence; managing transitions	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (e.g. nipples, vulva, vagina, penis, testicles, urethra, anus, uterus, fallopian tube, ovary, cervix, scrotum) H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) PHSE time to be allowed to discuss and answer questions relating to puberty H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)	- to recognise some of the changes as they grow up e.g. increasing independence - about what being more independent might be like, including how it may feel - about the transition to secondary school and how this may affect their feelings - about how relationships may change as they grow up or move to secondary school - practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school - identify the links between love, committed relationships and conception - what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults - that there are ways to prevent pregnancy and sexually transmitted infections - how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb - about the responsibilities of being a parent or carer and how having a baby changes someone's life

Appendix Progression

Highlight: **Taught through Science.** **Needs discussion time in PHSE after being taught in Science.**

Health and Wellbeing – Keeping Safe			
EYFS		40-60 months: To show understanding of the need for safety when tackling new challenges and consider and manage some risks; to practice some appropriate safety measures without direct supervision.	
Year 1	How rules and age restrictions help us; keeping safe online	H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	• how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared
Year 2	Safety in different environments; risk and safety at home; emergencies	H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) H27. about preparing to move to a new class/year group	• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt, about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
Year 3	Risks and hazards; safety in the local environment and unfamiliar places	H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about	• how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety
Year 4	Medicines and household products; drugs common to everyday life	H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H38. how to predict, assess and manage risk in different situations H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break	• the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, cigarettes/ vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice •
Year 5	Keeping safe in different situations, including responding in emergencies and first aid	H38. how to predict, assess and manage risk in different situations H43. about what is meant by first aid; basic techniques for dealing with common injuries ² Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person. H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	• to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services
Year 6	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns To be followed up as a further PHSE discussion if required.	• how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use about mixed messages in the media relating to drug use and how they might influence opinions and decisions