

PSHE including Citizenship

Programme of Study Unit:

2. Self-Care, Support and Safety

Content of this grid is adapted from the National Curriculum, the PSHE Association planning framework for pupils with SEND, and Development Matters non-statutory curriculum guidance for early years. Primary composites will continue beyond Key Stage 2 according to developmental levels and progression rate.

C = links also to Citizenship Programmes of Study/Citizenship Assessment Framework

Self-Care, Support, and Safety – Primary			
Pupils should know:	Redway Pre-Formal Pathway Encounter → Foundation	Redway Semi-formal Pathway Core → Development	Redway Formal Pathway Enrichment → Enhancement
SSS1: Taking care of ourselves and others.	a. Can accept help, calms with the presence of an individual. b. Express responses to the people who look after us. c. Responds to being calmed and comforted by key familiar people. d. Expresses preferences and shows rejection. See RSE Unit Being Safe PSHE Unit SA 3 Working Together and SA5 Getting on with others	a. Identifies people who look after us and help us to take care of ourselves. b. Identifies some simple self-care techniques e.g., brushing teeth, washing hands, getting dressed etc. c. Identifies where their own possessions are located. d. Identifies things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with.	a. Identifies some simple ways we can help to keep ourselves well. b. Identifies simple ways some germs/illnesses may be spread. c. Identifies more advanced knowledge of types of illness/disease. d. Describes different ways we keep ourselves healthy and well. e. Can explain or demonstrate what we and others can do to prevent the spread of

		e. Can pick up toys and belongings they have dropped on the floor. f. Begins to understand how to look after an animal C See RSE Unit Being Safe PSHE Unit SA 3 Working together and SA5 Getting on with others	f. Takes and shares responsibility (for example, for their own behaviour, by helping others to make classroom rules, by looking after pets well) C.
SSS2: Keeping safe and feeling safe.	a. Responds to familiar people through gestures, gaze, body language and vocalisation. b. Uses objects of reference to be helped to understand what is going to happen next. c. Shows pleasure in the presence of others See also: RSE Unit Being Safe PSHE Unit SA 3 Working Together and SA5 Getting on with Others	a. Able to communicate yes and no to activities. b. Able to make requests to members of staff. c. Recognises simple dangers and knows that some things can hurt. d. Can communicate about their own fears. e. Describe some simple ways we can help to keep ourselves physically safe in school.	a. Describes ways to help to keep ourselves physically safe out of school, on the way to and from school and when out with family, carers, or friends. b. Can explain how we know when we might need to ask for help. c. Identifies people at home, school and in other settings who are responsible for helping us to keep physically safe. d. Can name and describe feelings associated with not feeling safe (e.g.,

		f. Can inform staff of an accident. g. Can give simple reasons why it is important to help keep ourselves physically safe. h. Can recognise basic road safety needs. See also: RSE Unit Being Safe PSHE Unit SA 3 Working Together and SA5 Getting on with Others	worried, scared, nervous physical sensations) and identify trusted adults who can help us if we feel this way. e. Can demonstrate ways of making it clear to others when we need help. f. Can describe some simple rules for keeping safe near water, railways, roads, and fire. g. Can identify some different responsibilities we may have to help keep ourselves and others safe. h. Can identify when someone might need first aid because they are hurt/injured. i. Explains why it is important to persist with asking for help if our initial requests are not met or understood. j. Can evaluate ways of keeping safe in a variety of relevant situations and identify risks and hazards.
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			k. Describes some simple strategies for keeping physically safe in situations when we might feel afraid. l. Recognises when a situation is an emergency and explain or demonstrate how to get help including how to call 999.
SSS3: Trust	a. Can engage with others through gestures, gaze and vocalisation. b. To use their engagement with others to achieve a goal. c. Can develop strong relationships with key people and show anticipation and recognition of them. d. Can show different responses to different events e.g. a surprise, something exciting e. Shows anticipation with social games See also: RSE Unit Being safe PSHE Unit SA 3 Working Together and SA5 Getting on with Others	a. Identify trusted adults in school. b. Can ask for help using words, signs or symbols. c. Show an understanding of an appropriate person who they can ask for help - c d. Identify someone who can help us if we are afraid or worried. - e. f. Can express simple feelings. g. Is able to say no at appropriate time See also: RSE Unit Being safe	a. Recognises things we would call personal and things we would call private. b. Recognises what keeping something secret means. c. Can explain why trust is not the same as like. d. Can give examples of what is meant by trust. e. Identifies how we feel when we trust someone. f. Identifies some reasons for keeping personal information private. g. Identifies the difference between a surprise and a secret.

		PSHE Unit SA 3 Working Together and SA5 Getting on with Others	h. Recognises that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid, or sad. i. Demonstrates how to ask for help or attract someone's attention if something happens that makes us feel sad, worried, or frightened. j. Can ask for help, for example from family and friends, midday supervisors, older pupils, police C k. Recognises that we do not have to trust someone just because they say we should. l. Recognises that no adult should ever ask us to keep a secret but that sometimes we do not tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise.
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			m. Can explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried, or anxious, no matter who asks us. n. Explains when and why to ask for help if we are asked to share information or keep a secret. o. Describes degrees of trust - those people we can trust with less important things, and those we can trust with our most important things like possessions, information about our feelings. p. Explains that if we do not feel sure about sharing information or feel pressured, we don't have to. q. Can give examples of how others may put us under pressure to do something. r. Explains what a dare is, and what people might
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			say or do if they are daring us. s. Identifies some basic strategies for saying no to pressure or dares. t. Identifies whom to tell in different situations and what we could say. u. Gives examples of when we might take back our trust if we feel someone no longer deserves it. v. Describes how we might feel if someone has dared us to do something. w. Can explain or demonstrate strategies to resist pressure to behave in an inappropriate way. x. Demonstrates what we can say and do and where to get help if we have been pressurised or seen someone else being pressurised to do something risky.
SSS4: Keeping safe online.	See Unit 3 Trust See RSE Unit Online relationships	a. Describes some ways that we use to communicate, including online.	a. Identifies some risks of communicating online.

		b. Demonstrates simple ways of communicating our choices to others. c. Gives examples of how people might use technology to communicate with others. d. Can communicate with known and unknown people. e. Engages with activities on a computer. f. Finds information on the internet coactively with a familiar person. g. Matches pictures on a computer to objects in the environment. See also Unit 3 Trust See also RSE Unit Online Relationships	b. Describes simple ways of keeping safe online, such as using passwords or having adult help to access the internet. c. Can explain that there may be people online who do not have our best interests at heart. d. Identifies information that we should never share without checking with a trusted adult first. e. Explains how other people's identity online can be different to what it is in real life. f. Explains how to respond if we are not sure if someone online is who they say they are. g. Identifies some benefits of balancing time on electronic devices with other activities. h. Demonstrates practical strategies for keeping safe when using specific digital devices and platforms.
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			i. Explains how what we post online might affect ourselves or others. j. Describes strategies to help us stop and think about the possible consequences for ourselves before we post something online. k. Identifies basic rules for using social media, including age restrictions and why they exist. l. Identifies whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.
SSS5: Public and private	a. Responds to familiar people through gestures, gaze, body language and vocalisation. b. Uses objects of reference to be helped to understand what is going to happen next. See also: RSE Unit Being Safe	a. Identify and recognise some personal belongings. b. Identifies members of the opposite sex and their own sex. c. Recognise the difference between something that is private and something that is public.	a. Describes ways we take care of our personal belongings. b. Identifies places that are public and places that are private. c. Identifies some of the places/times/situations which we or others would expect to be private.

	PSHE Unit SA 3 Working Together and SA5 Getting on with Others	d. Explain that we have a right to keep our bodies private. See also: RSE Unit Being Safe PSHE Unit SA 3 Working Together and SA5 Getting on with Others	d. Gives some examples of things we might do in private, but never in public. e. Demonstrates how to ask to borrow or use something that belongs to someone else. f. Explains what is/is not appropriate to do in a public place g. Provides reasons why this is the case h. Explains that there are likely to be things about ourselves we are comfortable sharing with everyone; things we are comfortable sharing with friends; things we are comfortable sharing with our most special people and things we do not want to or should not share with anyone. i. Describes how we might feel if our personal belongings are lost or damaged. j. Demonstrates how to tell a trusted adult if someone damages, or we have lost, our personal belongings.
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			k. Explains the importance of respecting others' belongings, privacy, and feelings. l. Identifies practical strategies to ensure our privacy and that of others. m. Demonstrates ways to give and not give permission when asked to lend belongings. n. Explains why we must respect the rights of others who may refuse to lend something to us; explain why this does not mean they do not like us. o. Explains what we can do or say or whom we can tell if someone does not respect our privacy or shares something with us that makes us feel uncomfortable. p. Explains why we should tell a trusted adult even if someone has told us not to.
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Self-care, Support, and Safety – Secondary			
Pupils should know:	Redway Pre-Formal Pathway Encounter → Foundation	Redway Semi-formal Pathway Core → Development	Redway Formal Pathway Enrichment → Enhancement
SSS1: Feeling unwell	See PSHE KS1 and 2 Unit SCSS1 Taking Care of Ourselves and Others, and RSE Unit Being Safe	a. Describes the difference between feeling well and unwell. b. Demonstrates how to let someone know that we are feeling unwell. c. Identifies how we can tell if we are unwell (including symptoms) d. Describes in simple terms how germs might be spread. e. Identifies whom to tell if we feel unwell. f. Identifies useful phrases to use to	a. Explains why it is a good idea to ask for help quickly if we feel unwell. b. Identifies some things we can do to take care of our physical wellbeing and our mental wellbeing. c. Makes a real choice over their health C d. Describes simple things we can do if we are not feeling well. e. Demonstrates simple hygiene routines that can help prevent the spread of germs (bacteria and viruses) f. Recognises some situations where we might need to ask for help with our mental wellbeing (e.g., feeling unhappy or depressed, feeling angry,

		let someone know that we feel unwell. See Also: PSHE KS1 and 2 Unit SCSS1 Taking Care of Ourselves and Others, and RSE Unit Being Safe	disrupted sleep patterns, not wanting to eat/overeating) C g. Identifies some of the terms that are used to describe when someone is emotionally/mentally unwell. h. Describes how following routines can reduce the spread of germs, bacteria, and viruses and why this is important. i. Identifies some of the items we might use to support personal hygiene e.g., soap, toothpaste, flannel, sponge, shower gel, antiperspirant. j. Identifies some ways we can take increased responsibility for looking after our physical and mental health. k. Explains why it is as important to tell someone if we are feeling emotionally (mentally) unwell as it is when physically unwell. l. Identifies some of the people and organisations that can provide reliable support and advice if we are unwell. m. Explains how we know we can trust these organisations to give us advice that will help us, (e.g.,
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			GP, school nurse, NHS, Childline, Young Minds) n. Explains why self-diagnosis from websites can be inaccurate or potentially harmful. o. Explains what is meant by immunisation and vaccination and why people might be immunised or vaccinated. p. Explains how to carry out self-examination including breast or testicular examination.
SSS2: Feeling frightened/worried	See: KS1 and 2 Units SCSS2 Keeping Safe and Feeling Safe and RSE Unit Being Safe	a. Explains what being frightened or worried means. b. Demonstrates simple ways to communicate that we are frightened or worried. m. Describes in simple ways what it means to take care of our bodies and keep them safe. n. Demonstrates some simple strategies we can use if we are feeling frightened or worried.	a. Identifies who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe. b. Explains what unwanted physical contact means. c. Explains that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are. d. Demonstrates simple ways of communicating to others that we need help. e. Explains why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online.

		See KS1 and 2 Units SCSS2 Keeping Safe and Feeling Safe and RSE Unit Being Safe	f. Explains what is meant by personal space. g. Describes ways we can safely challenge unwanted physical contact and ask for help. h. Explains or demonstrate strategies for communicating that we need help in different situations. i. Gives reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed. j. Describes how it might feel when someone encroaches on our personal space. k. Gives examples of when it is not appropriate to be in someone else's personal space. l. Explains how feeling frightened, worried, or uncomfortable is one of the ways we know something is wrong. m. Explains that some actions, e.g. assaulting someone and harassment, are crimes, and how to respond including reporting to the police. n. Explains that FGM is wrong and illegal.
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			o. Explains that someone we like may not always be trustworthy. p. Demonstrates what we can say or do and whom we can tell if we are concerned about own or someone else's personal safety. q. Explains what we should say, do and whom to tell if we or someone we know, fears that we will experience, or have already experienced FGM and that it is never that person's fault.
SSS3: Accidents and risk	See KS1 and 2 Unit SCSS2 Keeping Safe and Feeling Safe and RSE Unit Being Safe	a. Describes what is meant by personal safety. b. Explains what is meant by something being an accident. c. Explains the terms 'risky' and 'dangerous' d. Identifies some behaviours that might be risky. See KS1 and 2 Unit SCSS2 Keeping Safe and Feeling Safe and RSE Unit Being Safe	a. Describes some situations and behaviours in and out of school, including online which may not be safe or entail risk. b. Identifies trusted adults who can help us in risky situations and strategies we can use to help ourselves. c. Identifies ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own. d. Explains how the inappropriate use of mobile phones can contribute to accidents. e. Explains why, although we cannot prevent all accidents

			from happening, it is still important to still take steps to reduce and manage risk. f. Explains when and why taking a risk can be something positive (e.g. trying something new)
SSS4: Keeping safe online.	See KS1 and 2 SCSS3 Unit Trust and RSE Unit Being Safe	a. Understands what 'being online' means. b. Describes what keeping safe online means. c. Explains what is meant by social media and how people use social media. See KS1 and 2 SCSS3 Unit Trust and RSE Unit Being Safe	a. Recognises that not all information seen online is true. b. Explains how other people's identity online can be different from what it is in real life. c. Describes some ways in which social media can be used in a safe and positive way. d. Identifies what we should do before we 'like,' 'forward' or 'share' on social media and how this helps to keep us safe online. e. Identifies some possible risks of using social media. f. Describes how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content. g. Explains rules for keeping safe when using different social media platforms.

			h. Identify sources of advice and support, and ways to report online concerns. i. Identify how to make safe, reliable choices from search results. j. Explain how some behaviours on social media might damage friendships and relationships. k. Explains some steps we can take to take care of our own and other people's safety and wellbeing when using social media.
SSS5 Emergency situations.	See KS1 and 2 Unit SCSS2 Keeping Safe and Feeling Safe, and RSE Unit Being Safe.	a. Identifies rules and procedures in school that help to keep us safe. b. Identifies some examples of school procedures that help us keep safe e.g. fire or emergency evacuation drills, playground rules. c. Explains how to report an accident in school. d. Identifies sources of help in an emergency, e.g. adults in school	a. Explains actions that we all must undertake in school to keep safe. b. Identifies examples of what would and would not be an emergency and suggest some ways to respond. c. Identifies emergency services that could help us. d. Describes how to call 999 in the case of an emergency. e. Demonstrates some simple first aid procedures

		and demonstrate how we would attract their attention. See also KS1 and 2 Unit SCSS2 Keeping Safe and Feeling Safe, and RSE Unit Being Safe.	f. Describes how adults might communicate to us that something is an emergency g. Explains why it is essential to follow instructions in an emergency in and outside school. h. Recognises what a defibrillator is and when one might be needed. i. Explains what you might do, including who to tell and what to say, in the event of an emergency when we are without an adult.
SSS6 Public and private	See KS1 and 2 Unit SCSS2 Keeping Safe and Feeling Safe and RSE Unit Being Safe.	a. Explains what is meant by private and what is meant by public. b. Identifies some things that should be kept private, and some things that are okay to share with our special people, friends or with everyone. See also KS1 and 2 Unit SCSS2 Keeping Safe and Feeling Safe and RSE Unit Being Safe.	a. Explains that no one has the right to make us share a photo of ourselves or give information about ourselves or others online. b. Identifies reasons why being asked to share a photo of ourselves might not be a safe thing to do. c. Explains why it is important to talk with a trusted adult before deciding to share a photo or personal information. d. Identifies aspects of our lives that we may wish to keep

			private, even if others choose to share these things about themselves. e. Identifies what is appropriate and inappropriate to share online. f. Identifies trusted adults who can help us if someone tries to pressurise us online. g. Explains how to manage requests to share a photo, or information about ourselves or others online, including how to report. h. Describes specific ways of keeping ourselves safe online e.g., passwords, never giving out personal details/passwords, not lending our mobile phone, covering our computers camera when not in use. i. Recognises that sharing and/or viewing sexual images of anyone under eighteen is against the law. j. Explains what could happen next e.g. police involvement, prosecution, and the impact on self and on others.
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			k. Explains and demonstrate how to ask for help and whom to go to if we have seen something upsetting or dome something online that we are now worried about or regret.
SSSS7 Gambling	See PSHE KS1 and 2 Units SA3 Working Together, SCSS Unit 3 Trust, RSE Unit Respectful Relationships	a. Recognises simple examples of taking a chance. b. Explains what is meant by the term ‘gambling’ c. Identifies places and ways gambling might take place. d. Identifies winning and losing. e. Identifies gambling could lead to problems. See PSHE KS1 and 2 Units SA3 Working Together, SCSS Unit 3 Trust, RSE Unit Respectful Relationships	a. Gives reasons why people might choose to gamble. b. Identifies risks associated with chance-based transactions and gambling including online. c. Describes some influences or pressures on people to gamble d. Identifies from whom to get help with gambling if we are worried. e. Identifies strategies that advertisers use to encourage online gambling and change based purchases. f. Explains some strategies for managing influences related to gambling.