

This resource shows where the **RSHE** Objectives are covered within Twinkl Life's PSHE and Citizenship scheme of work.

KS1 Safety First			
Twinkl Life Objective		Relationships Objective	Health Objective
 Lesson 1: Keeping Safe	I know how to stay safe and who can help if I feel unsafe.	Caring Friendships: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online Safety and Awareness: That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. Being Safe: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. Being Safe: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. Being Safe: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. Being Safe: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/ or other sources.	General Wellbeing: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
	I know how to stay safe at home.	Being Safe: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/ or other sources.	Drugs, Alcohol, Tobacco and Vaping: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. Personal Safety: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
	I know how to stay safe when I am out and about.	Respectful, Kind Relationships: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	Personal Safety: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

		Being Safe: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. Being Safe: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Personal Safety: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Resource	Twinkl Life Objective	Relationships Objective	Health Objective
Lesson 4: Staying Safe Around Strangers	I can keep myself safe in different situations with people I don't know.	Respectful, Kind Relationships: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Being Safe: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. Being Safe: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. Being Safe: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. Being Safe: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Wellbeing Online: Where and how to report concerns and get support with issues online. Personal Safety: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
Lesson 5: Safe Secrets and Surprises	I know what I can share and what I should keep private to keep myself and others safe.	Caring Friendships: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. Respectful, Kind Relationships: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Being Safe: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. Being Safe: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	General Wellbeing: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. Personal Safety: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

		Being Safe: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. Being Safe: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. Being Safe: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. Being Safe: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. Being Safe: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	
Resource	Twinkl Life Objective	Relationships Objective	Health Objective
Lesson 6: People Who Can Help	I know who to go to if I need help.	Families and People Who Care for Me: That families are important for children growing up safe and happy because they can provide love, security and stability. Respectful, Kind Relationships: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Being Safe: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	Wellbeing Online: Where and how to report concerns and get support with issues online. Basic First Aid: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.