



St. Mary's RSHE Knowledge, Skills and Vocabulary Progression F1 – Y6



		Autumn / Advent	Spring / Lent		Summer / Pentecost	KUW	
F1	Theme	I am Made and Loved By God		I am Made to Love Others		I am Made to Live in a Community	
	Life to the Full	Handmade with Love (Kester's story) Heads Shoulders Knees and Toes Ready Teddy	I Like, You Like, We Like Good Feelings, Bad Feelings	Who's Who? You've Got a Friend in Me	Safe inside and out My Body, My Rules	God is Love	
	Knowledge	<ul style="list-style-type: none"> • To know the name of key body parts. • To know that I am loved by God 	<ul style="list-style-type: none"> • To name different feelings of people and characters. • To identify how I feel and why. • To know that different people like different things e.g. colours, toys. 	<ul style="list-style-type: none"> • To be aware of own feelings and know that some actions and words can hurt others' feelings. 	<ul style="list-style-type: none"> • To be aware of the pants rule • To know there are private body parts. 	<ul style="list-style-type: none"> • To know that a community is a special group that loves and cares for each other. • To name some ways in which love and care is shown in a community. 	<ul style="list-style-type: none"> To continue to develop positive attitudes about the differences between people. To show interest in different occupations. To begin to understand the need to respect and care for the natural environment and all living things.

	Skills	<p>PD</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. 	<p>PSED</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>	<p>PSED</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p>		<p>PSED</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p>		
	Vocab	<p>Creation – earth, sea, stars, plants, animals, humans</p> <p>God – Love</p> <p>Differences</p> <p>Celebrate</p> <p>Freddy Teddy, Mollie Cat, Billy Bird</p> <p>Gifts, talents, abilities</p> <p>Body – look after, use</p>	<p>Likes/dislikes</p> <p>Feelings – feelings words, good/bad</p> <p>Actions/consequence</p> <p>Mistake, sorry, forgiveness</p>	<p>Relationships – family, friend</p> <p>Behaviour – positive, negative</p> <p>Jesus – role-model, good friend</p> <p>Conflict – resolve</p> <p>Forgiveness – ourselves, others</p>	<p>Body – privates are private (NSPCC PANTS message)</p> <p>Safe</p> <p>Talking – special people</p>	<p>Father, Son, Holy Spirit</p> <p>Love – God/one another</p> <p>Loving actions – caring, sharing, helping</p> <p>Community</p>		

		Autumn / Advent		Spring / Lent		Summer / Pentecost		KUW	
F2	Theme	Made and Loved By God		Made to Love Others		Made to Live in a Community		KUW	
	LttF	Handmade with Love I Am Me	Good Feelings, Bad Feelings Let's Get Real Growing Up	Role Model Forever Friends	My Body, My Rules Feeling Poorly People Who help Us	Loving God, Loving Others	You, Me, Us		
	Knowledge	<ul style="list-style-type: none"> To know that I am special To confidently name key body parts To name how I am different to one other person. 	<ul style="list-style-type: none"> To identify some good feelings and bad feelings. To know that I was once a baby and describe one thing that has changed 	<ul style="list-style-type: none"> To know a good choice in comparison to a wrong choice. To know words that describe a good friend (kind, gentle) 	<ul style="list-style-type: none"> To show some understanding that good practices with regard to exercise, eating, 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. 	<ul style="list-style-type: none"> 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 behavioural expectations in the setting. To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<ul style="list-style-type: none"> To know that they are part of a community (school, family of God) 		
	Skills	<ul style="list-style-type: none"> To describe self in positive terms and talk about abilities. 	<ul style="list-style-type: none"> To be confident to speak to others about own needs, wants, interests and opinions. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 practice some appropriate safety measures without direct supervision 				
	Vocab	Creation – earth, sea, stars, plants, animals, humans God – Love Differences Celebrate Freddy Teddy, Mollie Cat, Billy Bird	Likes/dislikes Feelings – feelings words, good/bad Actions/consequence Mistake, sorry, forgiveness Human life-cycle – baby, child, teenager, adult, senior citizen Then, now, older	Bible – special, Christians, Gospel Jesus – love Role-model – Love one another, good friend	Body – privates are private (NSPCC PANTS message) Safe – inside and out Talking – special people Medicine safety People who help us	Father, Son, Holy Spirit Love – God/one another Loving actions – caring, sharing, helping Community	Responsibility – people, places, planet		

		Gifts, talents, abilities Body – look after, use	God's plan Loved by God	Relationships – family, friend Behaviour – positive, negative Conflict – resolve Forgiveness – ourselves, others	God – created, love			
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Vocab									
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		Autumn / Advent			Spring / Lent		Summer / Pentecost	
		This is ME!	Feelings, Friends and Relationships	Loss, Separation and Relationships	My Health, My Responsibility! Inc. body, healthy eating, lifestyle	Rights and Responsibilities – Global citizenship, Human Needs and Human Rights	Keeping Myself Safe Inc Responsible Internet Use, using email	The World of Drugs
Year 3	Lttf	Get Up	We Don't Have to be the Same	What am I Feeling?		Jesus, My Friend How do I Love Others? First Aid Heroes	Family, Friends and Others First Aid Heroes	Drugs, Alcohol and Tobacco (Y2 Spr)
	Knowledge	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes /dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>L6. about the different groups that make up their community; what living in a community means</p>	<p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (Y4 strong focus) (REFER To CATHOLIC TEACHING) 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</p> <p>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</p>	<p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>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</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p>	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. buying single-use plastics)</p>	<p>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</p> <p>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</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries (schedule progression)</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face</p>	

			when it is right to break a confidence or share a secret						
	Skills	<p>H27. to recognise their individuality and personal qualities</p> <p>R8. to recognise other shared characteristics of healthy family life/ class, including commitment, care, spending time together; being there for each other in times of difficulty</p>	<p>H20. use strategies when responding to feelings, including intense or conflicting feelings; <i>To begin</i> to manage and respond to feelings appropriately and proportionately in different situations</p>		<p>To identify how they are feeling on an emotions barometer and use key strategies to help regulate their heightened emotions.</p> <p>To develop 2 breathing exercises</p>				
	Vocab								

		Autumn / Advent			Spring / Lent		Summer / Pentecost		
Yr 4	Title	Resilient Me!	Feelings, Friends and Friendships	Respecting Differences	Caring for My Body	How do Rules and Laws affect ME?	Keeping Myself Safe	E-Safety – Responsible Use of the Internet	Environmental Warriors - sustainability
	LtF		What am I Feeling? Revisit from Y3 The Sacraments (alongside Reconciliation)	A Community of Love	Respecting our Bodies		When Things Feel Bad Safe in My Own Body First Aid Heroes	What Am I Looking At? I Am Thankful! Sharing Online Chatting Online	

Knowledge	<p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p>	<p>H17. to recognise that feelings can change over time and range in intensity</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>	<p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>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 (3 Adv)</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>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</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (RE)</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p>H3. About choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. To know that habits can have both positive and negative effects on a healthy lifestyle</p> <p>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 (3 Lent 1)</p> <p>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</p> <p>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</p> <p>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</p>			<p>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 cancers</p> <p>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</p> <p>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</p> <p>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</p> <p>H43. About what is meant by first aid; basic techniques for dealing with common Injuries (schedule progression 4 Pent 1)</p> <p>R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>H13. About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>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 (3 Pent)</p> <p>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 (3 Pent)</p> <p>R29. Where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</p> <p>R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) – PLAN FOR Y5 Action</p>

		Autumn / Advent			Spring / Lent			Summer / Pentecost		RE Come & See
Y 5	Title	Together We're Stronger	Bullying, Pressures and Risk – including chatting on-line	Me and My Relationships	What it means to be Responsible!	Political Literacy and Citizenship – inc issues in society, inequality, how Government works)	Money, Money, Money	Growing Up – Relationships & Responsibilities in Puberty	The World of Drugs	Marriage
	LtF		Calming the Storm Sharing isn't always caring Cyberbullying	Girls' Bodies Boys' bodies Types of Abuse	Giving Assistance (First aid)	The Trinity Catholic Social Teaching (Y6 also)		Spots and Sleep Body Image Peculiar feelings	Impacted Lifestyles Making Good Choices	
	Knowledge	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 (revisited in 5 Pent) R14. That healthy friendships make people feel included; recognise when others may	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 R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing 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 R23. About why someone may behave differently	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 R16. How friendships can change over time, about making new friends and the benefits of having different types of friends	H1. How to make informed decisions about health (3 Lent 1) H5. About what good physical health means; how to recognise early signs of physical illness 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. H35. About the new opportunities and	R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with (4 Adv) 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 L9. about stereotypes; how they can negatively	L17. about the different ways to pay for things and the choices people have about this 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'	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 (5 Adv 1) H32. About how hygiene routines change during the time of puberty, the	H10. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed 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.	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 R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truth-fulness, loyalty,

	<p>feel lonely or excluded; strategies for how to include them (4 Adv)</p>	<p>online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>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 (3 Adv)</p> <p>R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>	<p>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 (4 Pent)</p>	<p>responsibilities that increasing independence may bring</p> <p>H43. About what is meant by first aid; basic techniques for dealing with common injuries (schedule progression 3,4 Pent 1)</p> <p>L3. about the relationship between rights and responsibilities</p>	<p>influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (3 Lent briefly)</p>	<p>L20. to recognise that people make spending decisions based on priorities, needs, wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p>	<p>importance of keeping clean and how to maintain personal hygiene</p> <p>R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (4 Adv)</p> <p>R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (4 Adv)</p>	<p>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</p> <p>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</p> <p>H48. About why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p>	<p>kindness, generosity, sharing interests and experiences, support with problems and difficulties)</p>
	Skills								
	Vocab								
	Science	H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction							

		Autumn / Advent			Spring / Lent		Summer / Pentecost		
Y6	Title	Loving Me, Loving You!	Growing Up – Relationships and transition to secondary	Money Management and Careers – aspirations	Have I got Responsibilities?	Global Citizenship, Difference and Diversity	The Puberty Rollercoaster – ups and downs	The World of Drugs	E-Safety – Multi-media messaging
	LtF	Gifts and Talents	Emotional Changes Under Pressure			Is God Calling You? Revisit RE Vocation Catholic Social Teaching (Revisit from Y5) Reaching Out	Making Babies (1) and (2) Menstruation Do You Want a Piece of Cake?		Seeing Stuff Online
	Knowledge	H29. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking (4 Adv 1)	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 (4 Lent 1) 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 (4 Pent 1) R16. How friendships can change over time, about making new friends and the benefits of having different types of friends (5 Adv)	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 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)	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 (4 Adv)	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 94 lent)	H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene (5 Pent) H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made – natural method); how babies need to be cared for H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, menstrual wellbeing, erections) H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H34. about where to get more information, help and advice about growing and changing, especially about puberty 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 (5 Adv, Pent) R26. about seeking and giving permission (consent) in different situations	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 R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (4 Pent)	L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results 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 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
Skills	H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (3 Adv)	L30. about some of the skills that will help them in their future careers (Teamwork, communication and negotiation)		R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are				

		L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes				different to their own (Y4 Adv)			
	Vocab								
			H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk – Teachers aware.						