



Progression Grid: PSHE



Keeping / Staying Safe

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Share their existing ideas about how to stay safe in different environments	Know the reasons to make sure your laces are tied	Recognise a range of warning signs	Share and reflect on their understanding of how to stay safe as they begin to explore more complex safety topics	Identify strategies we can use to keep ourselves and others safe	Identify a range of danger signs
	Begin to recognise situations that may involve risk	Learn how to tie up laces properly	Spot the dangers we may find at home	Recognise situations that may place themselves or others at risk	Understand ways to manage peer pressure	Develop and name strategies that can help keep ourselves and others safe
	Identify safe and unsafe choices in everyday scenarios	Know rules to keep yourself and others safe	Know the importance of listening to our trusted adults	Identify trusted people and support that can help them stay safe	Explain the potential outcomes that may happen when we take risks	Recognise the impact and possible consequences of an accident or incident
	Suggest simple strategies that can help keep themselves and others safe	Understand the differences between safe and risky choices	Understand ways we can keep ourselves and others safe at home	Suggest and explain safe actions in a range of everyday situations	Recognise the impact and possible consequences of an accident or incident	Confidently apply and justify strategies that help keep themselves and others safe in different environments
	Understand why it is important to stay safe when crossing the road	Know ways to keep yourself and others safe	Know the differences between safe and risky choices	Identify strategies we can use to keep ourselves and others safe	Listen to and observe a range of views from adults and children about how to stay safe and ask for help	Evaluate situations and respond responsibly when they or others may be at risk
	Recognise a range of safe places to cross the road	Recognise risky situations	Confidently demonstrate how to keep themselves and others safe in different environments	Recognise the impact and possible consequences of an accident or incident	Identify key ideas and strategies shared by others that help people manage risks and stay safe	Clearly explain and justify the difference between safe and risky choices

	Understand the differences between safe and risky choices	Identify trusted adults around you	Recognise and respond appropriately to situations that may place themselves or others at risk	Identify what is a risky choice	Reflect on and build their own understanding of safety using information gathered from discussions and observations	Take increasing responsibility for making safe decisions at home, at school and in the community
	Know different ways to help us stay safe	Understand the differences between safe and risky choices	Apply strategies to stay safe at home, at school and in the community	Create a set of rules for and identify ways of keeping safe	Share their ideas and learning with peers, contributing thoughtfully to discussions about staying safe	
			Clearly explain the difference between safe and risky choices			

Keeping / Staying Healthy

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Share their existing ideas about what helps people stay healthy	Know the reasons to make sure your laces are tied	Recognise a range of warning signs	Share and reflect on their understanding of how to keep their bodies healthy as they begin to explore more complex health topics	Explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.	Identify what is a risky choice
	Begin to recognise choices that help keep their bodies healthy	Learn how to tie up laces properly	Spot the dangers we may find at home	Recognise choices and behaviours that can affect their health and wellbeing	Describe how smoking can affect your immediate and future health and wellbeing	Explain the risks associated with alcohol
	Identify healthy and less healthy choices in everyday situations	Recognise rules to keep yourself and others safe	Know the importance of listening to our trusted adults	Identify people and support who can help them stay healthy and make positive choices	Give reasons why someone might start and continue to smoke	Describe how alcohol can affect your immediate and future health develop and recognise skills and strategies to keep safe
	Suggest simple habits that help keep themselves and others healthy	Understand the differences between safe and risky choices	Understand ways we can keep ourselves and others safe at home	Suggest and explain healthy habits that support physical and personal wellbeing in everyday life	Identify and use skills and strategies to resist any pressure to smoke	Confidently apply and justify healthy choices that support their own health and wellbeing

	Understand why it is important to stay safe when crossing the road	Know ways to keep yourself and others safe	Identify the differences between safe and risky choices	Explain what is meant by a balanced diet and plan a balanced meal	Listen to and observe a range of views from adults and children about ways to stay healthy and maintain wellbeing	Evaluate situations and influences that may affect their health and respond responsibly
	Identify a range of safe places to cross the road	Recognise risky situations	Confidently explain ways to help keep their bodies healthy	Recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older	Identify key ideas and healthy habits shared by others that support physical and personal health	Clearly explain and justify the difference between healthy and unhealthy choices
	Recognise the differences between safe and risky choices	Identify trusted adults around you	Recognise and make healthy choices in everyday situations	Understand nutritional information on packaged food and explain what it means	Reflect on and build their understanding of healthy choices using information gathered from discussions and observations	Take increasing responsibility for maintaining healthy habits and supporting the wellbeing of themselves and others
	Know different ways to help us stay safe	Understand the differences between safe and risky choices	Apply simple routines that support good health, such as washing hands and brushing teeth	Describe different ways to maintain a healthy lifestyle	Share their ideas and learning with peers, contributing thoughtfully to discussions about maintaining a healthy lifestyle	
			Clearly explain the difference between healthy and less healthy choices			

Relationships

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Share their existing ideas about how people can treat others kindly and respectfully	Name a range of feelings	Recognise the difference between appropriate and inappropriate touch	Share and reflect on their understanding of positive relationships as they begin to explore more complex relationship topics	Explain what puberty means	Explain the terms 'conception' and 'reproduction'

	Begin to recognise behaviours that help build positive relationships	Understand why we should care about other people's feelings	Know why it is important to care about other people's feelings	Recognise behaviours and situations that may affect relationships or cause others to feel upset	Describe the changes that boys and girls may go through during puberty	Describe the function of the female and male reproductive systems
	Identify kind and unkind behaviours in everyday situations	Be able to see and understand bullying behaviours	Understand personal boundaries	Identify trusted people and support who can help them manage relationship difficulties or worries	Identify why our bodies go through puberty	Identify the various ways adults can have a child
	Suggest simple ways they can show kindness and respect to others	Know how to cope with these bullying behaviours	Know who and how to ask for help	Suggest and explain ways to show respect, kindness and consideration in everyday relationships	Develop coping strategies to help with the different stages of puberty	Explore various different stages of pregnancy
	Explain how to be a good friend	Recognise and name a range of feelings	Name human body parts	Recognise the different types of relationships we can have and describe how these can change as we grow	Identify who and what can help us during puberty	Understand the laws around consent
	Recognise kind and thoughtful behaviours	Understand that feelings can be shown without words	Confidently demonstrate behaviours that help build positive and respectful relationships with others	Explain how our families support us and how we can support our families	Listen to and observe a range of views from adults and children about positive relationships and how to seek support when needed	Confidently demonstrate and justify behaviours that support positive, respectful and healthy relationships
	Understand the importance of caring about other people's feelings	Be able to see a situation from another person's point of view	Recognise and respond appropriately to behaviours that may hurt or upset others	Identify how relationships can be healthy or unhealthy	Identify key ideas and strategies shared by others that help people build and maintain healthy relationships	Evaluate situations and respond responsibly when relationships or interactions may cause upset, discomfort or harm
	Be able to see a situation from another person's point of view	Explain why it is important to care about other people's feelings	Apply strategies to maintain positive relationships at home, at school and in the wider community	Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable	Reflect on and build their own understanding of relationships using information gathered from discussions and observations	Clearly explain and justify the difference between healthy and unhealthy relationship behaviours

			Clearly explain the difference between kind, respectful and unkind behaviours		Share their ideas and learning with peers, contributing thoughtfully to discussions about respectful and healthy relationships	Take increasing responsibility for maintaining respectful relationships and supporting the wellbeing of themselves and others
Being responsible						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Share their existing ideas about what they can do for themselves and what they are responsible for	Name ways you can improve in an activity or sport	Understand the differences between borrowing and stealing	Share and reflect on their understanding of what it means to be responsible as they begin to explore more complex aspects of responsibility	Recognise why we should take action when someone is being unkind	Explain what consent means
	Begin to recognise responsibilities they have at home and at school	Understand the importance of trying hard and not giving up	Describe how you might feel if something of yours is borrowed and not returned	Recognise situations where responsible choices and actions are needed and consider the positive impact these actions can have	Describe caring and considerate behaviour, including the importance of looking out for others	Recognise the importance of being honest and not stealing
	Identify ways their responsibilities may change as they grow and become more independent	Recognise the benefits of practising an activity or sport	Know why it is wrong to steal	Identify people and support who can help guide them in making responsible decisions	Demonstrate why it is important to behave in an appropriate and responsible way	Understand why it is important to have a trusting relationship between friends and family
	Suggest who can help and support them when they need guidance or assistance	Learn how to set goals and work to reach them	Explain the differences between being responsible and irresponsible	Suggest and explain ways they can act responsibly in a range of everyday situations and how these actions can benefit others	Identify how making some choices can impact others' lives in a negative way	Identify how making some choices can impact others' lives in a negative way
	Explain how you can help people around you	Know how you can help other people	Confidently demonstrate responsible behaviours that support themselves and others in different environments	Recognise the importance of behaving in a responsible manner in a range of situations	Listen to and observe a range of views from adults and children about what it means to act responsibly in different situations	Confidently demonstrate and justify responsible behaviours that support themselves and others in different environments

	Understand the types of things you are responsible for	Recognise kind and thoughtful behaviours and actions	Recognise and respond appropriately to situations where responsible choices are needed	Describe a range of situations where being on time is important	Identify key ideas and strategies shared by others that help people make responsible choices and support those around them	Evaluate situations and respond appropriately when responsible choices are needed
	Know how and understand the importance of preventing accidents	Understand the risks of talking to people you don't know very well in the community	Apply strategies to show responsibility at home, at school and in the wider community	Explain the importance of having rules in the home	Reflect on and build their own understanding of responsibility using information gathered from discussions and observations	Clearly explain and justify the difference between responsible and irresponsible choices
	Recognise the differences between being responsible and being irresponsible	Identify the differences between being responsible and being irresponsible	Clearly explain the difference between responsible and irresponsible choices	Describe ways that behaviour can be seen to be sensible and responsible	Share their ideas and learning with peers, contributing thoughtfully to discussions about acting responsibly and supporting others	Take increasing responsibility for their actions and decisions at home, at school and in the community

Feelings and emotions

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Share their existing ideas about different feelings and emotions they may experience	Identify and name feelings of worry and describe some physical signs they may experience	Identify and name feelings linked to loss and grief and describe some physical signs of sadness or upset	Share and reflect on their understanding of feelings and emotions as they begin to explore more complex emotional experiences	Recognise triggers that may lead to feelings of anger and describe how anger can affect thoughts, behaviour and physical reactions	Recognise situations that may cause feelings of worry, including changes and new experiences such as moving to secondary school
	Begin to recognise situations that may cause different feelings	Understand that worry is a normal emotion and identify situations that may cause someone to feel worried	Understand that grief is a natural response to loss and identify situations that may cause these feelings	Recognise situations that may cause different emotions for themselves or others	Explain how anger can influence actions and relationships and evaluate helpful and unhelpful ways of responding	Explain how worry can affect thoughts, behaviour and physical responses and why it is a normal emotion during times of change

	Identify a range of feelings in everyday situations	Learn and practise strategies to manage feelings of worry in positive ways	Learn and practise strategies to cope with feelings related to loss and grief in healthy ways	Identify people and support who can help them manage difficult or uncomfortable emotions	Apply a range of strategies to manage feelings of anger in positive and responsible ways	Apply a range of strategies to manage feelings of worry in positive and responsible ways during challenging or unfamiliar situations
	Suggest simple ways they and others can express and manage their emotions	Explain that feelings of worry can be communicated through words, actions and body language	Explain that feelings of loss and grief can be communicated through words, actions and body language	Suggest and explain strategies that can help them express and manage their feelings in positive ways	Reflect on how anger can be communicated and managed through words, actions and self-control	Reflect on ways to communicate worries and seek support from trusted people when preparing for new experiences such as secondary school
	Identify and name difficult feelings, such as jealousy, and describe some physical signs they may notice	Identify and name feelings of anger and describe some physical signs they may experience	Confidently recognise and describe a range of emotions and how they may affect thoughts, behaviour and physical feelings	Identify and name difficult emotions, such as jealousy, and describe some physical signs they may experience	Listen to and observe a range of views from adults and children about managing feelings and emotions in different situations	Confidently apply and justify strategies that help them manage and express their emotions in positive and responsible ways
	Know that these feelings are normal and begin to recognise helpful and unhelpful ways of showing them	Understand that anger is a normal emotion and distinguish between helpful and unhelpful ways of expressing it	Recognise and respond appropriately to situations that may cause different emotions for themselves or others	Understand that difficult emotions are a normal part of life and distinguish between helpful and unhelpful ways of expressing them	Identify key ideas and strategies shared by others that help people understand and manage their emotions	Evaluate situations and respond appropriately when emotions may affect their behaviour or relationships
	Learn and practise simple strategies to manage difficult feelings in positive ways	Learn and practise strategies to manage feelings of anger in positive ways	Apply strategies to help manage and express their feelings in positive ways at home and at school	Learn and practise strategies to manage challenging emotions in positive ways	Reflect on and build their own understanding of emotions using information gathered from discussions and observations	Clearly explain and justify the difference between helpful and unhelpful ways of expressing emotions
	Recognise that feelings can be shown through words, actions and body language	Explain that anger can be communicated through words, actions and body language	Clearly explain the difference between pleasant and unpleasant emotions and how they can be managed	Explain that emotions can be communicated through words, actions and body language	Share their ideas and learning with peers, contributing thoughtfully to discussions about feelings and emotions	Take increasing responsibility for managing their feelings and supporting the emotional wellbeing of themselves and others

Computer safety / being responsible						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Share their ideas about using computers and the internet	Identify the positives and negatives of using technology	Identify possible dangers and consequences of talking to strangers online	Share and reflect on their understanding of how to stay safe when using technology as they begin to explore more complex online safety topics	List reasons for sharing images online	List the key applications that we may use now, and in the future
	Begin to recognise when something online may not be safe	Know who and how to ask for help	Know how to keep safe in online chatrooms	Recognise situations that may place themselves or others at risk when using technology or communicating online	Identify rules to follow when sharing images online	Know and understand why some applications have age restrictions
	Identify safe and unsafe choices when using technology	List rules for keeping and staying safe	Name the positives and negatives of using technology	Identify trusted people and support who can help them if something online or on a device worries them	Describe the positive and negative consequences of sharing images online	Identify ways to keep yourself and others safe in a range of situations online and offline
	Suggest ways to stay safe online and ask an adult for help	Understand how your online activity can affect others	Understand the difference between safe and risky choices online	Suggest and explain safe actions that help them use technology responsibly in everyday situations	Recognise possible influences and pressures to share images online	Recognise that people may not always be who they say they are online
	Understand how your online actions can affect others	Recognise that we should not share personal information online	Confidently demonstrate how to use technology safely and responsibly in different environments	Recognise the key values that are important in positive online relationships	Listen to and observe a range of views from adults and children about staying safe when using technology and the internet	Confidently apply and justify strategies that help them use technology safely and responsibly in different environments
	Identify the positives and negatives of using technology	Understand that we should be kind and respectful when using technology	Recognise and respond appropriately to situations that may make themselves or others feel unsafe when using technology	Explain the feelings and emotions that may arise from online bullying	Identify key ideas and strategies shared by others that help people use technology safely and responsibly	Evaluate online situations and respond appropriately when they or others may be at risk or feel pressured to share information or images

	Know who and how to ask for help	Identify when it is important to ask a trusted adult before downloading apps or sharing images	Apply strategies to stay safe when using devices at home and at school	Develop coping strategies to use if we or someone we know is being bullied online	Reflect on and build their own understanding of online safety using information gathered from discussions and observations	Clearly explain and justify the difference between safe and risky choices when using technology and communicating online
	Recognise kind and unkind comments	Explain that people online may not always be who they say they are	Clearly explain the difference between safe and unsafe choices when using technology	Identify how and who to ask for help	Share their ideas and learning with peers, contributing thoughtfully to discussions about safe and responsible use of technology	Take increasing responsibility for making safe and respectful decisions when using devices at home, at school and in the wider community

Our world / the working world

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Share their existing ideas about what lives and grows in our world	Understand why we should look after living things	Explain the meaning of reduce, reuse, and recycle	Share and reflect on their understanding of how people support their families, communities and wider society	Understand and explain why people might want to save money	Know and understand various money-related terms
	Begin to recognise that people, animals and plants need care to grow and stay healthy	Identify how we can look after living things both inside and outside of the home	Recognise how we can help look after our planet	Recognise responsibilities they may have at home and how helping with everyday tasks contributes to family life	Identify ways in which you can help out at home	Recognise some of the ways in which we can spend money via technology
	Identify who helped to look after them when they were babies	Recognise why it is important to keep our communities and countryside clean	Identify how to reduce the amount of water and electricity we use	Identify skills and qualities that may be useful in different jobs and roles people do	Budget for items you would like to buy	Describe the potential impact of spending money without permission
	Suggest simple ways they are learning to look after themselves as they grow	Encourage others to help keep their communities and countryside clean	Understand how we can reduce our carbon footprint	Suggest and explain simple ways money is used, earned and saved in everyday life	Recognise ways to make money and the early stages of enterprise	Identify strategies to save money

	Understand the needs of a baby	Understand different ways we can receive money	Confidently demonstrate ways to care for living things and the world around them in different environments	Recognise ways in which we can help those who look after us	Listen to and observe a range of views from adults and children about how people work, support their families and contribute to society	Confidently apply and justify responsible decisions when managing money and considering spending choices in everyday and online situations
	Explain what you can do for yourself now you are older	Know how to keep money safe	Recognise and respond appropriately to situations where people, animals or the environment may need care or protection	Explain the positive impact of our actions	Identify key ideas and skills shared by others that help people succeed in different jobs and roles	Evaluate situations and respond appropriately when spending, saving or making purchases that may affect themselves or their household
	Describe the common features of family life	Describe the skills you may need in a future job or career	Apply strategies to help look after their surroundings at home, at school and in their community	Describe the ways in which we can contribute to our home, school, and community	Reflect on and build their own understanding of how money is earned, spent and looked after using information gathered from discussions and observations	Clearly explain and justify the difference between responsible and irresponsible choices when using money, including online and in-app purchases
	Recognise the ways in which your family is special and unique	Recognise the differences between wants and needs	Clearly explain how people grow, live and work in the world, and why it is important to care for living things and the environment	Identify the skills we may need in our future job roles	Share their ideas and learning with peers, contributing thoughtfully to discussions about future jobs, responsibilities and the role money plays in everyday life	Take increasing responsibility for understanding how work, earning, saving and spending money can affect individuals, families and communities

A world without judgement (British values)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Share their existing ideas about rules, fairness and how we treat others kindly	Understand that people can make their own choices and that these choices may be different from others	Understand that people may have different beliefs, opinions and ways of living	Share and reflect on their understanding of how communities work together as they begin to explore ideas about judgement and fairness	Identify some of the ways in which we are different and unique	Understand that there are a wide range of religions and beliefs in the UK

	Begin to recognise why rules help keep classrooms and communities fair and safe	Explain why it is important that everyone can make safe choices	Explain why it is important to respect and tolerate differences between people	Recognise situations where unfair judgement or discrimination may affect individuals or groups	Explain some of the elements which help us to have a diverse community	Describe each of the British values
	Identify ways they can show kindness, respect and fairness to others	Recognise ways to respect the choices of others while making responsible choices themselves	Identify ways to show kindness and respect towards people whose views or backgrounds may be different from their own	Identify people and groups that help support fairness and respect within communities	Describe strategies to overcome barriers and promote diversity and inclusion	Create a range of values for your educational setting
	Suggest simple ways they can make positive choices and help everyone feel included	Identify their own strengths, interests and goals, understanding that these may be different from those around them	Recognise how respectful behaviour helps create a fair and inclusive community	Suggest and explain ways they can show respect for themselves and others and help create inclusive communities	Recognise the importance of inclusion and acceptance and identify ways we can help others feel valued and respected	Explain how all religions can live in cohesion
	Understand what a democracy is	Explain how rules help groups work and learn together at home, at school and in the community	Confidently demonstrate respectful behaviour towards people with different beliefs, opinions or backgrounds	Recognise positive attributes in others	Listen to and observe a range of views from adults and children about respect, equality and inclusion in communities	Confidently demonstrate and justify respectful behaviours that support fairness, equality and inclusion in different environments
	Spot times when people vote or choose things together	Understand why rules are important in helping people stay safe and treat others fairly	Recognise and respond appropriately when fairness, respect and tolerance are important	Explain why being different is okay	Identify key ideas and actions shared by others that help challenge judgement and support fairness	Evaluate situations and respond responsibly when people's beliefs, values or backgrounds may be treated unfairly
	Know that people can think differently	Identify examples of rules that people follow in everyday life	Apply strategies that help create inclusive environments at home, at school and in the community	Explore your own strengths and goals, and understand that these may be different from those around you	Reflect on and build their own understanding of acceptance and inclusion using information gathered from discussions and observations	Clearly explain and justify the importance of British values, including respect for different religions and beliefs

	Talk about ways to make fair choices when we do not agree	Recognise that rules apply to everyone and help people make fair and responsible choices	Clearly explain why respect, tolerance and fairness help people live and work together positively	Identify some of the ways we can overcome barriers and promote equality	Share their ideas and learning with peers, contributing thoughtfully to discussions about respecting differences and supporting others	Take increasing responsibility for promoting respect, tolerance and cohesion within their school and wider community
Fire safety / first aid						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Share their existing ideas about how people stay safe and who helps keep us safe in our community	Understand the importance of being responsible and how our actions/choices can affect others	Understand how our actions and choices can affect others	Share and reflect on their understanding of how people can help in medical emergencies as they begin to explore first aid topics	Complete a primary survey for first aid	Identify a range of situations that may require first aid
	Begin to recognise situations that may be emergencies or unsafe	Practise simple ways of staying safe and finding help	Recognise how drivers can be distracted	Recognise situations where someone may need help due to illness, injury or breathing difficulties	Demonstrate the recovery position for an unresponsive breathing casualty	Recognise how to support someone with a minor burn or scald
	Identify emergency services, such as the Fire Service, and understand how they help people	Know that even small fires can be very dangerous	Know how to help others stay safe	Identify trusted adults and emergency services who can provide help and support in an emergency	Know when to deliver CPR	Explain how to support someone who is having a heart attack
	Suggest simple actions that help keep themselves and others safe in everyday situations	Identify the differences between safe and risky choices	Describe the differences between safe and risky choices	Suggest and explain simple actions that can help keep someone safe until help arrives	Demonstrate how to do CPR	Understand how to support someone with a fractured bone
	Understand the importance of being responsible and how our actions/ choices can affect others	Explain the importance of being responsible and how our actions/ choice can affect others	Confidently demonstrate ways to help keep themselves and others safe in different situations	Identify and name situations that may require first aid	Understand when to call for emergency help	Know when to call for medical help
	Know what a 'hoax call' is and why it can be risky	Show my knowledge of fire safety to others	Recognise and respond appropriately to situations where actions may place themselves or others at risk	List reasons why someone may struggle to breathe	Identify a range of situations that may require first aid	Confidently apply and justify first aid strategies that help keep themselves and others safe in a

						range of emergency situations
	Explain why our emergency services are an important part of our community	Understand the importance of being responsible and how our actions/ choices can affect others	Apply strategies that help keep people safe at home, at school and in the community, including around roads and vehicles	Recognise the signs of an asthma attack or choking	Explain how to support someone with a minor or serious head injury	Evaluate situations and respond appropriately when someone may require first aid or urgent medical support
	Show my knowledge of fire safety to others	Practise simple ways of staying safe and finding help	Clearly explain the difference between safe and risky choices and how these choices can affect others	Identify the signs of an allergic reaction and anaphylactic shock	Recognise how to support someone who is having a seizure	Clearly explain and justify appropriate first aid responses for injuries or illnesses such as burns, fractures or suspected heart attacks
				Understand the correct steps for seeking immediate emergency help	Understand how to support someone with a severe bleed	Take increasing responsibility for recognising when to seek medical help and supporting others safely until help arrives
				Provide first aid treatment to someone who is struggling to breathe	Know when to call for medical help	