Progression Grid
Personal, Social, Health and Economic
2023-2024

EYFS		
Nursery	**Reception**	**ELG**

• 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.
• Play with one or more other children.
• Develop their sense of responsibility and membership of a community.
• Become more outgoing with unfamiliar people, in the safe context of their setting.
• Show more confidence in new social situations.
• Play with one or more other children, extending and elaborating play ideas.
• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
• Increasingly follow rules, understanding why they are important.
• Remember rules without needing an adult to remind them.
• Talk about their feelings using words like 'happy', 'sad'
• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
• Develop appropriate ways of being assertive.
• Talk with others to solve conflicts.
• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
• Understand gradually how others might be feeling.
• Make healthy choices about food, drink, activity and toothbrushing.
	• See themselves as a valuable individual.
	• Build constructive and respectful relationships.
	• Express their feelings and consider the feelings of others.
	• Show resilience and perseverance in the face of challenge.
	• Identify and moderate their own feelings socially and emotionally.
	• Think about the perspectives of others.
	• Manage their own needs.
	    - personal hygiene
	• Know and talk about the different factors that support their overall health and wellbeing;
	    - regular physical activity
	    - healthy eating
	    - toothbrushing
	    - sensible amounts of 'screen time'
	    - having a good sleep routine
	    - being a safe pedestrian
		Self-Regulation ELG
		• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
		• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
		• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		
		Managing Self ELG
		• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
		• Explain the reasons for rules, know right from wrong and try to behave accordingly.
		• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		
		Building Relationships ELG
		• Work and play cooperatively and take turns with others.
		• Form positive attachments to adults and friendships

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National Curriculum Area: Caring Relationships

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried L4. about the different groups they belong to	R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely 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	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships L2. to recognise there are human rights that are there to protect everyone L3. about the relationship	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) 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 R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) L11. recognise ways in which the internet and social media can be used both positively and negatively L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
Statutory RSE NC *That families are important for children growing up because they can give love, security and stability.* *The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.* *That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up*	*Statutory RSE NC* *The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.* *That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.* *That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.* *How to recognise who to trust and who not to trust, how to judge*	*Statutory RSE NC* *How important friendships are in making us feel happy and secure, and how people choose and make friends* *The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and*		*Statutory RSE NC* *The importance of permission-seeking and giving in relationships with friends, peers and adults* *The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.*	*Statutory RSE NC* *That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and*

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How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	*when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.* *Practical steps they can take in a range of different contexts to improve or support respectful relationship.*	*support with problems and difficulties* *That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.* *How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.*	between rights and responsibilities L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced **Statutory RSE NC** *The conventions of courtesy and manners.* *The importance of permission-seeking and giving in relationships with friends, peers and adults* *What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)* *About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.*	*How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.* *How to recognise and report feelings of being unsafe or feeling bad about any adult.* *How to ask for advice or help for themselves or others, and to keep trying until they are heard.*	*know that other children's families are also characterised by love and care.* *That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.* *That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.* *Practical steps they can take in a range of different contexts to improve or support respectful relationships*

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Progression Grid
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National Curriculum Area: Healthy Relationships					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought **Statutory RSE NC** *The importance of permission-seeking and giving in relationships with friends, peers and adults* *What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)* *About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.* *That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.*	R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. that sometimes people may behave differently online, including by pretending to be someone they are not R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard **Statutory RSE NC** *About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.* *About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.*	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 R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice **Statutory RSE NC** *That families are important for children growing up because they can give love, security and stability.* *The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.* *That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other*	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) **Statutory RSE NC** *About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.* *That people sometimes behave differently online, including by pretending to be someone they are not.*	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) **Statutory RSE NC** *The importance of permission-seeking and giving in relationships with friends, peers and adults* *The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.* *How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.* *How to recognise and report feelings of being unsafe or feeling bad about any adult.*	R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws **Statutory RSE NC** *How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.*

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	How to ask for advice or help for themselves or others, and to keep trying until they are heard.	*children's families are also characterised by love and care* *That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.* *How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed*			*That people sometimes behave differently online, including by pretending to be someone they are not.* *How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.* *How to recognise and report feelings of being unsafe or feeling bad about any adult.* *How to ask for advice or help for themselves or others, and to keep trying until they are heard.* *How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources*

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Progression Grid
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2023-2024

National Curriculum Area: Digital Resilience and Media Literacy					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H34. the importance of telling a trusted adult if they come across something that scares them L1. about what rules are, why they are needed, and why different rules are needed for different situations	H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life **Statutory RSE NC** *That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.* *That for most people the internet is an integral part of life and has many benefits* *That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative health.*	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 L11. recognise ways in which the internet and social media can be used both positively and negatively **Statutory RSE NC** *The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.* *That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.*	L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results H18. about everyday things that affect feelings and the importance of expressing feelings H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations L1. to recognise reasons for rules and laws; L2. to recognise there are human rights, that are there to protect everyone **Statutory RSE NC** *About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.* *Why social media, some computer games and online gaming, for example, are age restricted.* *the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.*	L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images **Statutory RSE NC** *The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.* *How information and data is shared and used online.* *That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.*	L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results 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 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 R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with **Statutory RSE NC** *How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.*

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					How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

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National Curriculum Area: Money and Work					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs	L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this L15. that jobs help people to earn money to pay for things	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes 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) L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older	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' L20. to recognise that people make spending decisions based on priorities, needs and wants L24. to identify the ways that money can impact on people's feelings and emotions L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life 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 L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation 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)	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' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions

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National Curriculum Area: Healthy Body					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H31. that household products (including medicines) can be harmful if not used correctly H37. about things that people can put into their body or on their skin; how these can affect how people feel	H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H10. about the people who help us to stay physically healthy H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)	H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle 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 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	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 H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene 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); how babies need to be cared for H34. about where to get more information, help and advice about growing and changing, especially about puberty H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages	H2. about the elements of a balanced, healthy lifestyle H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

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