

PSHE Knowledge, Skills and Vocabulary

| Aspect | Reception | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
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| Being Me in My World | | | | | | | |
| Knowledge | <p>Know special things about themselves • Know that some people are different from themselves • Know how happiness and sadness can be expressed • Know that hands can be used kindly and unkindly • Know that being kind is good • Know they have a right to learn and play, safely and happily</p> | <p>Understand the rights and responsibilities of a member of a class • Understand that their views are important • Understand that their choices have consequences • Understand their own rights and responsibilities with their classroom</p> | <p>Identifying hopes and fears for the year ahead • Understand the rights and responsibilities of class members • Know that it is important to listen to other people • Understand that their own views are valuable • Know about rewards and consequences and that these stem from choices • Know that positive choices impact positively on self-learning and the learning of others</p> | <p>• Understand that they are important • Know what a personal goal is • Understanding what a challenge is • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Know that the school has a shared set of values</p> | <p>Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know that their own actions affect themselves and others • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community</p> | <p>Know how to face new challenges positively • Understand how to set personal goals • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how an individual's behaviour can affect a group and the consequences of this • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process</p> | <p>Know how to set goals for the year ahead • Understand what fears and worries are • Know about children's universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a voice benefits the school community • Understand how to contribute</p> |

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| | | | | | | | towards the democratic process |
| Skills | <p>Identify feelings associated with belonging • Identify feelings of happiness and sadness • Skills to play cooperatively with others • Be able to consider others' feelings • Be responsible in the setting</p> | <p>Understanding that they are special • Understand that they are safe in their class • Identifying helpful behaviours to make the class a safe place • Identify what it's like to feel proud of an achievement • Recognise feelings associated with positive and negative consequences • Understand that they have choices</p> | <p>Recognise own feelings and know when and where to get help • Know how to make their class a safe and fair place • Show good listening skills • Recognise the feeling of being worried • Be able to work cooperatively</p> | <p>Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively</p> | <p>Identify the feelings associated with being included or excluded • Can make others feel valued and included • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions</p> | <p>Be able to identify what they value most about school • Identify hopes for the school year • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions</p> | <p>Be able to make others feel welcomed and valued • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive rolemodel • Can take positive action to help others • Be able to contribute towards a group task • Know what effective group work is • Know how to regulate my emotions</p> |

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| <p>Vocabulary</p> | <p>Kind, Gentle, Friend, Similar, Different, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.</p> | <p>Safe, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed.</p> | <p>Worries, Hopes, Fears, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving.</p> | <p>Welcome, Valued, Achievements, Proud, Personal Goal, Affirm, Fears, Solutions, Dream, Behaviour, Actions, Fairness, Choices,, Team Work.</p> | <p>Included, Excluded, Job Description, School Community, Democracy, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC).</p> | <p>Challenge, Attitude, Actions, Citizen, Choices, Opinion, Collaboration, Collective Decision.</p> | <p>Choice, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Obstacles, Legal, Illegal, Lawful, Laws, Participation, Motivation,</p> |
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| Celebrating Difference | | | | | | | |
| Knowledge | <p>Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know what being unique means • Know that families can be different • Know that people have different homes and why they are important to them</p> <ul style="list-style-type: none"> • Know different ways of making friends • Know different ways to stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to be a friend • Know why having friends | <p>Know that people have differences and similarities • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know skills to make friendships • Know that people are unique and that it is OK to be different</p> | <p>Know there are stereotypes about boys and girls • Know that it is OK not to conform to gender stereotypes • Know it is good to be yourself • Know that sometimes people get bullied because of difference • Know the difference between right and wrong and the role that choice has to play in this</p> <ul style="list-style-type: none"> • Know that friends can be different and still be friends • Know where to get help if being bullied • Know the difference between a one-off incident and bullying | <p>Know why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this • Know that conflict is a normal part of relationships • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that some words are used in hurtful ways and that this can have consequences</p> | <p>Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation</p> <ul style="list-style-type: none"> • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know what to do if they think bullying is, or might be taking place • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that first impressions can change | <p>Know what culture means • Know that differences in culture can sometimes be a source of conflict</p> <ul style="list-style-type: none"> • Know what racism is and why it is unacceptable • Know that rumour spreading is a form of bullying on and offline • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know how their life is different from the lives of children in the developing world | <p>Know that there are different perceptions of 'being normal' and where these might come from • Know that being different could affect someone's life • Know that power can play a part in a bullying or conflict situation • Know that people can hold power over others individually or in a group • Know why some people choose to bully others • Know that people with disabilities can lead amazing lives • Know that difference can be a source of celebration as well as conflict</p> |

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| | is important • Know some qualities of a positive friendship | | | | | | |
| Skills | <p>Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Identify some ways they can be different and the same as others • Recognise similarities and differences between their family and other families • Identify and use skills to make a friend • Identify and use skills to stand up for themselves • Recognise emotions when they or someone else is upset, frightened or angry</p> | <p>Recognise ways in which they are the same as their friends and ways they are different • Identify what is bullying and what isn't • Understand how being bullied might feel • Know ways to help a person who is being bullied • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique and special</p> | <p>Understand that boys and girls can be similar in lots of ways and that is OK • Understand that boys and girls can be different in lots of ways and that is OK • Explain how being bullied can make someone feel • Can choose to be kind to someone who is being bullied • Know how to stand up for themselves when they need to • Recognise that they shouldn't judge people because they are different • Understand that everyone's differences make them special and unique</p> | <p>Be able to show appreciation for their families, parents and carers • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Empathise with people who are bullied • Employ skills to support someone who is bullied • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary • Be able to recognise, accept and give compliments • Recognise feelings associated with receiving a compliment</p> | <p>Try to accept people for who they are • Identify influences that have made them think or feel positively/negatively about a situation • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the 'Solve it together' technique to practise conflict and bullying scenarios • Identify their own uniqueness • Be comfortable with the way they look • Identify when a first impression they had was right or wrong • Be non-judgemental about others who are different</p> | <p>Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Appreciate the value of happiness regardless of material wealth •</p> | <p>Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Be able to vocalise their thoughts and feelings about prejudice and</p> |

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| | | | | | | Develop respect for cultures different from their own | discrimination and why it happens • Appreciate people for who they are • Show empathy |
| Vocabulary | Different, Special, Proud, Friends, Same, Similar, Sad, Frightened, Family. | Bullying, Behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Unique. | Assumptions, Stereotypes, Special, Purpose, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness. | Safe, Connected, Conflict, Solutions, Resolve, Witness, Bystander, Gay, Unkind, Hurtful, Compliment, | Character, Assumption, Judgement, Accept, Influence, Opinion, Attitude, Problem solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed. | Culture, Conflict, Racism, Race, Discrimination, Rumour, Name-calling, Racist, Homophobic, Indirect, Direct, Developing World, Celebration, Presentation. | Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Transgender, Gender Diversity, Courage, Imbalance, Harassment, Recipient, Accolade, Perseverance, Admiration, Stamina, Conflict. |
| Aspect | Reception | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |

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Dreams and Goals

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| | Dreams and Goals | | | | | | |
| Knowledge | <p>Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal</p> | <p>Know how to set simple goals • Know how to achieve a goal • Know how to work well with a partner • Know that tackling a challenge can stretch their learning • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved</p> | <p>Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group working looks like • Know how to share success with other people</p> | <p>Recognise other people's achievements in overcoming difficulties • Imagine how it will feel when they achieve their dream / ambition • Can break down a goal into small steps • Recognise how other people can help them to achieve their goals • Can manage feelings of frustration linked to facing obstacles • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time</p> | <p>Know what their own hopes and dreams are • Know that hopes and dreams don't always come true • Know that reflecting on positive and happy experiences can help them to counteract disappointment • Know how to make a new plan and set new goals even if they have been disappointed • Know how to work out the steps they need to take to achieve a goal • Know how to work as part of a successful group • Know how to share in the success of a group</p> | <p>Know that they will need money to help them to achieve some of their dreams • Know about a range of jobs that are carried out by people I know • Know that different jobs pay more money than others • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that communicating with someone from a different culture means that they can learn from them and vice versa • Know ways that they can support young people in their</p> | <p>Know their own learning strengths • Know how to set realistic and challenging goals • Know what the learning steps are they need to take to achieve their goal • Know a variety of problems that the world is facing • Know how to work with other people to make the world a better place • Know some ways in which they could work with others to make the world a better place • Know what their classmates like and admire about them</p> |

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| | | | | | | own culture and abroad | |
| Skills | <p>Understand that challenges can be difficult •</p> <p>Recognise some of the feelings linked to perseverance •</p> <p>Talk about a time that they kept on trying and achieved a goal •</p> <p>Be ambitious •</p> <p>Resilience •</p> <p>Recognise how kind words can encourage people •</p> <p>Feel proud •</p> <p>Celebrate success</p> | <p>Recognise things that they do well •</p> <p>Explain how they learn best •</p> <p>Celebrate an achievement with a friend •</p> <p>Recognise their own feelings when faced with a challenge •</p> <p>Recognise their own feelings when they are faced with an obstacle •</p> <p>Recognise how they feel when they overcome an obstacle •</p> <p>Can store feelings of success so that they can be used in the future</p> | <p>Be able to describe their own achievements and the feelings linked to this •</p> <p>Recognise their own strengths as a learner •</p> <p>Recognise how working with others can be helpful •</p> <p>Be able to work effectively with a partner •</p> <p>Be able to choose a partner with whom they work well •</p> <p>Be able to work as part of a group •</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p> | <p>Recognise other people's achievements in overcoming difficulties •</p> <p>Imagine how it will feel when they achieve their dream / ambition •</p> <p>Can break down a goal into small steps •</p> <p>Recognise how other people can help them to achieve their goals •</p> <p>Can manage feelings of frustration linked to facing obstacles •</p> <p>Can share their success with others •</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p> | <p>Can talk about their hopes and dreams and the feelings associated with these •</p> <p>Can identify the feeling of disappointment •</p> <p>Can identify a time when they have felt disappointed •</p> <p>Be able to cope with disappointment •</p> <p>Help others to cope with disappointment •</p> <p>Can identify what resilience is •</p> <p>Have a positive attitude •</p> <p>Enjoy being part of a group challenge •</p> <p>Can share their success with others •</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p> | <p>Verbalise what they would like their life to be like when they are grown up •</p> <p>Appreciate the contributions made by people in different jobs •</p> <p>Appreciate the opportunities learning and education can give them •</p> <p>Reflect on the differences between their own learning goals and those of someone from a different culture •</p> <p>Appreciate the differences between themselves and someone from a different culture •</p> <p>Understand why they are motivated to make a positive contribution to supporting others</p> | <p>Understand why it is important to stretch the boundaries of their current learning •</p> <p>Set success criteria so that they know when they have achieved their goal •</p> <p>Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances •</p> <p>Empathise with people who are suffering or living in difficult situations •</p> <p>Be able to give praise and compliments to other people when they recognise that person's achievements</p> |

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| <p>Vocabulary</p> | <p>Dream, Goal, Challenge, Job, Happy, Kind, Encourage</p> | <p>Proud, Success, Working together, Team work, Celebrate, Learning, Feelings, Obstacle, Overcome.</p> | <p>Realistic, Achievement, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Team work, Product.</p> | <p>Perseverance, Ambitions, Future, Aspirations, Enterprise, Cooperation, Motivated, Enthusiastic, Efficient, Responsible, Frustration, Solutions, Review, Evaluate.</p> | <p>Determination, Resilience, Positive attitude, Disappointment, Positive experiences, Cope, Self-belief, Commitment, Enterprise, Cooperation, Success.</p> | <p>Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Culture, Sponsorship, Communication, Support.</p> | <p>Personal, Realistic, Unrealistic, Global issue, Suffering, Concern, Hardship, Empathy, Motivation, Admire, Respect, Compliment, Contribution, Recognition</p> |
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| Healthy Me | | | | | | | |
| Knowledge | <p>Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know when and how to wash their hands properly • Know what to do if they get lost • Know how to say No to strangers</p> | <p>Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know how to keep themselves clean and healthy • Know that germs cause disease / illness • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly • Know how to keep safe when crossing the road • Know about people who can keep them safe</p> | <p>Know what their body needs to stay healthy • Know what relaxed means • Know what makes them feel relaxed / stressed • Know how medicines work in their bodies • Know that it is important to use medicines safely • Know how to make some healthy snacks • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy</p> | <p>Know how exercise affects their bodies • Know why their hearts and lungs are such important organs • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Know a range of strategies to keep themselves safe • Know when something feels safe or unsafe • Know that their bodies are complex and need taking care of</p> | <p>Know how different friendship groups are formed and how they fit into them • Know which friends they value most • Know that there are leaders and followers in groups • Know that they can take on different roles according to the situation • Know the facts about smoking and its effects on health • Know some of the reasons some people start to smoke • Know the facts about alcohol and its effects on health, particularly the liver • Know some of the reasons some people drink alcohol • Know ways to resist when people are putting pressure on them • Know what they</p> | <p>Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know some of the risks linked to misusing alcohol, including antisocial behaviour • Know basic emergency procedures including the recovery position • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related</p> | <p>Know how to take responsibility for their own health • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people's bodies, especially their liver and heart • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve • Know what it means to be emotionally well • Know that stress can be triggered by a</p> |

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| | | | | | think is right and wrong | to body image pressure • Know what makes a healthy lifestyle | range of things • Know that being stressed can cause drug and alcohol misuse |
| Skills | <p>Recognise how exercise makes them feel • Recognise how different foods can make them feel • Can explain what they need to do to stay healthy • Can give examples of healthy food • Can explain how they might feel if they don't get enough sleep • Can explain what to do if a stranger approaches them</p> | <p>Feel good about themselves when they make healthy choices • Realise that they are special • Keep themselves safe • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help • Recognise how being healthy helps them to feel happy</p> | <p>Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Express how it feels to share healthy food with their friends</p> | <p>Able to set themselves a fitness challenge • Recognise what it feels like to make a healthy choice • Identify how they feel about drugs • Can express how being anxious or scared feels • Can take responsibility for keeping themselves and others safe • Respect their own bodies and appreciate what they do</p> | <p>Can identify the feelings that they have about their friends and different friendship groups • Recognise how different people and groups they interact with impact on them • Identify which people they most want to be friends with • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and knowhow to be assertive</p> | <p>Can make informed decisions about whether or not they choose to smoke when they are older • Can make informed decisions about whether they choose to drink alcohol when they are older • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency • Can reflect on their own body image and know how important it is that this is positive • Accept and respect themselves for who they are • Respect and value</p> | <p>Are motivated to care for their own physical and emotional health • Are motivated to find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves • Suggest strategies someone could use to avoid being pressured • Recognise that people have different attitudes towards mental health / illness • Can use different strategies to manage stress and pressure</p> |

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| | | | | | | their own bodies • Be motivated to keep themselves healthy and happy | |
| Vocabulary | Healthy, Exercise , Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust. | Unhealthy, Balanced , Choices, Body parts, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic , Safe Medicines, Eyes, Ears, Look, Listen, Wait | Lifestyle, Motivation , Relax, Relaxation , Tense, Calm, Dangerous, Medicines, Body, Balanced diet , Portion, Proportion, Energy, Fuel, Nutritious | Oxygen, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Drugs, Anxious , Advice, Harmful, Risk, Complex , Appreciate, Body, Choice. | Healthy, Relationships, Friendship groups, Value , Roles, Leader, Follower, Assertive , Agree, Disagree, Smoking, Pressure, Peers , Guilt, Advice, Alcohol, Liver, Disease, Anxiety , Opinion, | Informed decision, Pressure, Media, Influence , Emergency, Procedure, Recovery position , Calm, Levelheaded, Body image , Media, Social media, Celebrity, Altered, Self-respect , Comparison, Eating problem, Eating disorder, Respect. | Responsibility, Choice, Immunisation , Prevention, Prescribed, Over-the-counter, Restricted, Illegal , 'Legal highs', Exploited, Vulnerable , Criminal, Gangs, Pressure, Reputation, Anti-social behaviour , Crime, Mental health , Emotional health, Symptoms, Stress, Triggers, Managing stress, Pressure |

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| Relationships | | | | | | | |
| Knowledge | <p>Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendship • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry</p> | <p>Know that everyone's family is different • Know that there are lots of different types of families • Know that families are founded on belonging, love and care • Know how to make a friend • Know the characteristics of healthy and safe friends • Know that physical contact can be used as a greeting • Know about the different people in the school community and how they help • Know who to ask for help in the school community</p> | <p>Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know that there are lots of forms of physical contact within a family • Know how to stay stop if someone is hurting them • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time • Know how to use the Mending Friendships or Solve-it-together problem-solving methods • Know there are good</p> | <p>Know that different family members carry out different roles or have different responsibilities within the family • Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know how some of the actions and work of people around the world help and influence my life • Know that they and all children have rights (UNCRC) • Know the lives of</p> | <p>Know some reasons why people feel jealousy • Know that jealousy can be damaging to relationships • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that memories can support us when we lose a special person or animal • Know that change is a natural part of relationships/ friendship • Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</p> | <p>Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends</p> | <p>Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them • Know some of the dangers of being 'online' • Know how to use technology safely and positively to communicate with their friends and family</p> |

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| | | | secrets and worry secrets and why it is important to share worry secrets • Know what trust is | children around the world can be different from their own | | | |
| Skills | Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset | Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can show skills of friendship • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship | Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict • Can identify the negative feelings associated with keeping a worry secret • Can identify the feelings associated with trust • Can identify who they | Can identify the responsibilities they have within their family • Can use Solve-it-together in a conflict scenario and find a win-win outcome • Know how to access help if they are concerned about anything on social media or the internet • Can empathise with people from other countries who may not have a fair job/ less fortunate • Understand that they are connected to the global community in many different ways • Can identify similarities in | Can identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see • Can suggest ways to manage relationship changes including how to negotiate | Can suggest strategies for building self-esteem of themselves and others • Can identify when an online community / social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/ social media • Can say how to report unsafe online / social network activity • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing | Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt |

PSHE Knowledge, Skills and Vocabulary

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| | | | <p>trust in their own relationships • Can give and receive compliments • Can say who they would go to for help if they were worried or scared</p> | <p>children's rights around the world • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</p> | | <p>unhelpful pressures online or in social networks</p> | <p>themselves or others • Can take responsibility for their own safety and well-being</p> |
| Vocabulary | <p>Family, Relationship, Friend, Lonely, Argue, Fall-out, Feelings.</p> | <p>Belong, Qualities, Caring, Sharing, Greeting, Touch, Feel, Texture, Like, Dislike, Community, Confidence, Skills, Self-belief.</p> | <p>Co-operate, Physical contact, Communication, Acceptable, Not acceptable, Point of view, Positive problem solving, Secret, Worry, Adult, Trustworthy, Reliability, Compliments,</p> | <p>Unisex, Stereotype, Career, Respect, Conflict, Problem-solve, Internet, Social media, Private messaging (pm), Direct messaging (dm), Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Needs, Wants, Justice, Equality, Deprivation, Hardship.</p> | <p>Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Appreciation.</p> | <p>Qualities, Characteristics, Self-esteem, Negative self-talk, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Screen time, Off-line, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARTT rules.</p> | <p>Stigma, Stress, Anxiety, Self-harm, Hopelessness, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Influences, Self-control, Real / fake, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse.</p> |

PSHE Knowledge, Skills and Vocabulary

| Aspect | Reception | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
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| Changing Me | | | | | | | |
| Knowledge | <p>Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on</p> | <p>Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates and that is normal • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that learning</p> | <p>Know that life cycles exist in nature • Know that aging is a natural process including old-age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age • Know the physical differences between male and female bodies • Know the correct names for private body parts • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are</p> | <p>Know that in animals and humans lots of changes happen between conception and growing up • Know that in nature it is usually the female that carries the baby • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child • Know that the male and female body needs to change at puberty so their bodies can make babies when they</p> | <p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts that are needed to make a baby • Know how the female and male body change at puberty • Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be controlled and have to be accepted • Know that change can bring about a range of different emotions</p> | <p>Know what perception means and that perceptions can be right or wrong • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility</p> | <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it • Know what they are looking forward to and what they are worried about</p> |

PSHE Knowledge, Skills and Vocabulary

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| | | brings about change | worried or frightened • Know there are different types of touch and that some are acceptable and some are unacceptable | are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty | | | when thinking about transition to secondary school / moving to their next class |
| Skills | Can identify how they have changed from a baby • Can say what might change for them they get older • Recognise that changing class can illicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify positive memories from the past year in school/ home | Understand and accepts that change is a natural part of getting older • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) • Can express why they enjoy learning • Can suggest ways to manage change e.g. moving to a new class | Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future • Can say who they would | Can express how they feel about babies • Can describe the emotions that a new baby can bring to a family • Can express how they feel about puberty • Can say who they can talk to about puberty if they have any worries • Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry • Can identify changes they are looking forward to in the | Can appreciate their own uniqueness and that of others • Can express how they feel about having children when they are grown up • Can express any concerns they have about puberty • Can say who they can talk to about puberty if they are worried • Can apply the circle of change model to themselves to have strategies for managing change • Have strategies for managing the emotions relating to change | Can celebrate what they like about their own and others' self-image and body-image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification • Can express how they feel about having a romantic relationship when they are an adult • Can express how | Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty • Recognise how they feel when they reflect on the development and birth of a baby • Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't |

PSHE Knowledge, Skills and Vocabulary

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| | | | <p>go to for help if worried or scared</p> <ul style="list-style-type: none"> • Can say what types of touch they find comfortable/uncomfortable • <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <ul style="list-style-type: none"> • Can say what they are looking forward to in the next year | <p>next year • Can suggest ways to help them manage feelings during changes they are more anxious about</p> | | <p>they feel about having children when they are an adult • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult</p> | <p>want to • Can celebrate what they like about their own and others' self- image and body-image •</p> <p>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p> |
| Vocabulary | <p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Worry, Excited, Memories.</p> | <p>Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Grow, Anxious, Coping.</p> | <p>Control, Old, Young, Respect, Appearance, Physical, Toddler, Child, Teenager, Independent, Freedom, Responsibilities, Male, Female, Public, Private, Touch, Cuddle, Acceptable, Unacceptable, Comfortable, Uncomfortable, Excited, Nervous, Anxious.</p> | <p>Birth, Animals, Babies, Mother, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Stereotypes, Roles, Challenge, Looking forward,</p> | <p>Personal, Unique, Characteristics, Parents, Sperm, Egg/ovum, Womb/uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Emotions.</p> | <p>Body-image, Self-esteem, Comparison, Oestrogen, Fallopian Tube, Cervix, Puberty, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Semen, Erection, Ejaculation, Urethra, Pubic hair, Hormones, Scrotum, Testosterone, Foreskin, Fertilised, Conception, Embryo, Umbilical</p> | <p>Looks, Personality, Perception, Affirmation, negative body-talk, mental health, Age appropriateness, Legal, Laws, Responsible, Teenager, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey,</p> |

PSHE Knowledge, Skills and Vocabulary

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| | | | | | | cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene. | worries, anxiety, excitement |
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