

PSHE - Exploring My World

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Skills	<p>To explore the similarities and differences between each other.</p> <p>To learn how to manage my Feelings.</p> <p>To say what being kind means and learn to be gentle.</p> <p>To say what our basic rights are and what it means for us.</p> <p>To begin to learn how to be responsible.</p>	<p>To describe why my class is a happy and safe place to learn.</p> <p>To give different examples where I or others make my class happy and safe.</p> <p>To identify what it's like to feel proud of an achievement.</p> <p>To recognise feelings associated with positive and negative consequences.</p> <p>To understand we have choices.</p>	<p>To identify why my behaviour can impact on other people in my class.</p> <p>To recognise when I feel worried and know who to ask for help.</p> <p>To show good listening skills.</p> <p>To compare my own and my friends' choices and can express why some choices are better than others.</p> <p>To work cooperatively.</p>	<p>To recognise self-worth.</p> <p>To identify personal strengths.</p> <p>To explain why it is important to have rules and how that helps me and others in my class learn.</p> <p>To explain why it is important to feel valued.</p> <p>To develop compassion and empathy for others.</p> <p>To work cooperatively in a group.</p>	<p>To explain why being listened to and listening to others is important in my school community.</p> <p>To identify the feelings associated with being included or excluded.</p> <p>To explain why being democratic is important and can help me and others feel valued.</p> <p>To take on a role in a group discussion/task and contribute to the overall outcome.</p> <p>To understand how rewards and consequences motivate people's behaviour.</p> <p>To know how to regulate my emotions.</p>	<p>To compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>To empathise with people in this country whose lives are different to my own.</p> <p>To explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p> <p>To be able to work as part of a group, listening and contributing effectively.</p> <p>To be able to help friends make positive choices.</p>	<p>To demonstrate empathy and understanding towards others in my community and globally and explain how this can influence the choices I make.</p> <p>To justify how my choices can have an impact on people in my immediate community and globally.</p> <p>To demonstrate attributes of a positive role-model.</p> <p>To contribute to the group and understand how we can function best as a whole.</p> <p>To take positive action to help others.</p>
Key Vocabulary	<p>similarities nervous differences friend feelings respect safe gentle responsible fair listen explore kind rights sharing</p>	<p>Safe Special Calm Belonging Special Rights Rewards Proud Consequences Upset Disappointed Responsibilities Learning Charter Illustration</p>	<p>worries hopes fears belonging rights responsibilities responsible actions praise reward consequence positive negative choices co-operate problem-solving</p>	<p>group dynamics dream achievements valued pleased fairness fears goal praise affirm acknowledge emotions proud personal feelings nightmare worries challenge solutions support responsibilities actions nightmare rewards consequences behaviour co-operate</p>	<p>included excluded welcome valued team role rights job description reward school community responsibility choices democracy decisions consequence decisions democratic authority contribution observer UN Convention on Rights of Child</p>	<p>education appreciation opportunities goals hopes motivation vision challenge rights responsibilities citizen denied empathise refugee persecution conflict asylum migrant wealth poverty prejudice privilege deprive consequences cooperation collaboration participation value choices</p>	<p>goals worries fears value choice Ghana West Africa community cocoa plantation legal cocoa pods education Maslow empathy illegal comparison obstacles opportunities rewards consequences lawful cooperation motivation collaboration participation democracy</p>
EYFS							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							

PSHE - Celebrate Differences

Skills	<p>To identify things I'm good at and what others are good at.</p> <p>To know that being different makes us all special.</p> <p>To say why my home is special to me.</p> <p>To identify how to be a kind friend.</p> <p>To identify and use skills to stand up for myself.</p> <p>To recognise emotions when I or someone else is upset, frightened or angry.</p>	<p>To recognise ways in which I am the same as my classmates and how I am different and why this makes us all special.</p> <p>To identify what is bullying and what isn't.</p> <p>To understand how being bullied might feel.</p> <p>To know ways to help a person who is being bullied.</p> <p>To identify emotions associated with making a new friend.</p>	<p>To understand that boys and girls can be similar and different in lots of ways and that is ok.</p> <p>To explain how being bullied can make someone feel.</p> <p>To discuss how it feels to have a friend and be a friend.</p> <p>To know how to stand up for myself when I need to.</p> <p>To recognise that we shouldn't judge people because they are different.</p> <p>To understand that everyone's differences make them special and unique.</p>	<p>To describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>To tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p> <p>To empathise with people who are bullied.</p> <p>To employ skills to support someone who is bullied.</p> <p>To recognize, accept and give compliments and explain how this feels.</p>	<p>To tell you a time when my first impression of someone changed as I got to know them.</p> <p>To explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>To explain why it is good to accept myself and others for who we are.</p> <p>To like and respect the unique features of my physical appearance.</p> <p>To be non-judgmental about others who are different.</p>	<p>To explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>To explain why racism and other forms of discrimination are unkind.</p> <p>To express how I feel about discriminatory behaviour.</p> <p>To become aware of my own culture and my attitude towards people from different races.</p> <p>To appreciate the value of happiness regardless of material wealth.</p> <p>To develop respect for cultures different from my own.</p>	<p>To justify ways in which difference can be a source of conflict or a cause for celebration and show empathy with people in difficult situations.</p> <p>To use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict.</p> <p>To be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens.</p> <p>To appreciate people for who they are.</p> <p>To show empathy.</p>
Key Vocabulary	<p>different same compliments special bully bullied friend celebrate reflect proud sad frightened angry family</p>	<p>similarity/similar same as difference different from similarity bullying bullying behaviour deliberate on purpose unfair included bully bullied celebration unique difference special</p>	<p>similarities assumptions shield stereotypes differences special bully purpose feelings lonely on Purpose male female diversity fairness kindness unkind unique value</p>	<p>family consequences caring loving safe connected difference special conflict solve it together solutions resolve witness bystander bullying gay unique feelings special hurtful compliment difference similarity</p>	<p>character different judgment surprised assumption accept appearance opinion attitude bullying friend bystander deliberate witness on purpose secret cyber bullying troll website special unique different characteristics physical features impression influence</p>	<p>culture conflict belong difference similarity culture wheel racism colour race discrimination bullying celebration rumour name-calling racist homophobic texting cyber bullying indirect direct problem-solving continuum racism developing world artefacts</p>	<p>normal ability disability visual impairment male empathy perception medication vision rights female diversity courage transgender fairness gender diversity struggle responsibilities imbalance power control bullying harassment argument direct indirect recipient Olympian accolade achievement disability perseverance admiration stamina conflict</p>
EYFS							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							

PSHE - Have Dreams & Goals

<p>Skills</p>	<p>To say what a challenge means.</p> <p>To keep trying until I can do something.</p> <p>To set a goal and work towards it.</p> <p>To recognise how kind words can encourage people.</p> <p>To start to think about the jobs I might like to do when I'm older.</p> <p>To feel proud when I achieve a goal.</p>	<p>To say how I feel when I am successful and how this can be celebrated positively.</p> <p>To explain how they learn best.</p> <p>To say why my internal treasure chest is an important place to store positive feelings.</p> <p>To know how I feel when I see obstacles and how I feel when I overcome them.</p> <p>To set a goal and work out how to achieve it.</p>	<p>To be able to work effectively with a partner.</p> <p>To discuss how I played my part in a group and the parts other people played to create an end product.</p> <p>To discuss how our skills complement, each other.</p> <p>To discuss how it feels to be part of a group and identify a range of feelings about group work.</p> <p>To identify and tell you things I have achieved and say how that makes me feel.</p>	<p>To explain the different ways that help me learn and what I need to do to improve.</p> <p>To break down a goal into a number of steps and know how others could help me to achieve it.</p> <p>To become confident and positive when I share my success with others.</p> <p>To explain how these feelings can be stored in my internal treasure chest to be used at another time.</p> <p>To respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</p> <p>To manage the feelings of frustration that may arise when obstacles occur.</p>	<p>To plan and set new goals even after a disappointment.</p> <p>To explain what it means to be resilient and to have a positive attitude.</p> <p>To explain why I enjoy being part of a group challenge.</p> <p>To know how to share in the success of a group and how to store this success experience in my internal treasure chest.</p> <p>To help others to cope with disappointment.</p>	<p>To verbalise what I would like my life to be like when I am grown up.</p> <p>To compare my hopes and dreams with those of young people from different cultures and explain how this makes me feel.</p> <p>To appreciate the opportunities learning and education can give us.</p> <p>To understand why I am motivated to make a positive contribution to supporting others.</p> <p>To explore and understand the contributions made by people in different jobs.</p>	<p>To justify different ways to work with others to help make the world a better place.</p> <p>To justify what motivates me to make the world a better place.</p> <p>To set success criteria so that I will know whether I have reached my goal.</p> <p>To empathise with people who are suffering or who are living in difficult situations.</p> <p>To give praise and compliments to other people when I recognise their contributions and achievements.</p>
<p>Key Vocabulary</p>	<p>resilient goal challenging jobs positive attitude motivated dream achievement success encourage</p>	<p>proud success goal achievement process treasure celebration learning achieve stepping stones garden dreams working together team work celebrate learning stretchy challenge feelings obstacle overcome stepping stones Internal treasure chest</p>	<p>realistic proud success celebrate achievement goal strengths persevere challenge difficult team work product problem-solve complement</p>	<p>perseverance challenges success obstacles dreams goals ambitions future aspirations decoration team work enterprise design cooperation product strengths motivated enthusiastic excited efficient responsible frustration 'Solve it together' technique solution</p>	<p>dream hope goal determination hurt perseverance fears resilience plans cope positive attitude/ experiences self-belief disappointments motivation enterprise commitment design cooperation review strengths celebrate evaluate</p>	<p>feeling achievement money grown up dream hope goal adult lifestyle job career profession money salary society contribution aspiration determination culture perseverance country motivation sponsorship communication support rallying cooperation</p>	<p>learning strengths stretch achievement personal realistic unrealistic learning steps success criteria suffering concern respect hardship sponsorship hardship empathy motivation compliment contribution recognition praise money global</p>
<p>EYFS</p>							
<p>Year 1</p>							
<p>Year 2</p>							
<p>Year 3</p>							
<p>Year 4</p>							
<p>Year 5</p>							
<p>Year 6</p>							

PSHE - Keeping Healthy

<p>Skills</p>	<p>To say why exercise is important to keep me healthy.</p> <p>To begin to understand how moving and resting are good for my body.</p> <p>To learn how to make healthy eating choices.</p> <p>To know the importance of sleep and the ways I can help myself to sleep.</p> <p>To say why it's important to maintain good hygiene – washing hands.</p> <p>To explain what to do if a stranger approaches them.</p>	<p>To say why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>To realise that they are special.</p> <p>To give examples of when being healthy can help me feel happy.</p> <p>To recognise ways to look after myself if I feel poorly.</p> <p>To recognise when I feel frightened and know who to ask for help.</p>	<p>To discuss why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices.</p> <p>To feel positive about caring for our bodies and keeping it healthy.</p> <p>To compare my own and my friends' choices and express how it feels to make healthy and safe choices.</p> <p>To have a healthy relationship with food and know which foods are most nutritious for my body.</p>	<p>To identify things, people and places that I need to keep safe from.</p> <p>To explain some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>To respect my body and appreciate what it does for me.</p> <p>To express how being anxious/scared and unwell feels.</p> <p>To identify how I feel about drugs.</p>	<p>To become aware of how different people and groups impact on me</p> <p>To identify which people I most want to be friends with.</p> <p>To recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>To identify feelings of anxiety and fear associated with peer pressure.</p> <p>To tap into my inner strength and know how to be assertive.</p>	<p>To explain different roles that food and substances can play in people's lives.</p> <p>To explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>To identify strategies for resisting pressure.</p> <p>To summarise different ways that I respect and value my body.</p> <p>To know how to keep myself calm in emergencies.</p> <p>To be motivated to keep themselves healthy and Happy.</p>	<p>To justify when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>To identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p> <p>To suggest ways that someone who is being exploited can help themselves.</p> <p>To suggest strategies someone could use to avoid being pressurised.</p> <p>To recognise that people have different attitudes towards mental health / illness.</p>
<p>Key Vocabulary</p>	<p>exercise healthy choices hygiene germs stranger safe balanced diet physically active relationships scared trust</p>	<p>healthy unhealthy balanced exercise sleep choices clean body parts toiletry items hygienic safe medicines trust safety Green Cross Code listen keeping clean</p>	<p>healthy choices lifestyle motivation relax relaxation tense calm healthy unhealthy dangerous medicines proportion balanced diet portion energy fuel nutritious</p>	<p>oxygen lungs energy calories/ kilojoules heartbeat harmful heart fitness strategy labels sugar drugs fat saturated Fat healthy dangerous attitude safe advice anxious scared risk emergency ambulance coastguard complex</p>	<p>friendships emotions healthy relationships friendship groups value leader assertive smoking advice alcohol disease anxiety pressure believe opinion guilt follower peers liver right wrong</p>	<p>choices pressure healthy behaviour unhealthy behaviour informed decision debate media influence calm emergency procedure recovery position respect level-headed body image social media celebrity comparison self-respect eating problem altered eating disorder healthy lifestyle motivation</p>	<p>responsibility triggers immunisation drugs effects mental illness motivation prescribed unrestricted restricted over-the-counter gangs illegal synthetic highs substances prevention new psychoactive vulnerable criminal reputation pressure anti-social behaviour mental health symptoms emotional health volatile</p>
<p>EYFS</p>							
<p>Year 1</p>							
<p>Year 2</p>							
<p>Year 3</p>							
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<p>Year 5</p>							
<p>Year 6</p>							

PSHE - Forming Relationships

Skills	<p>To say some of the jobs I do in my family.</p> <p>To identify ways, I can stop feeling lonely.</p> <p>To think of ways to solve problems and stay friends.</p> <p>To say what the impact of unkind words are.</p> <p>To recognize ways to manage my feelings.</p> <p>To say what qualities make a good friend.</p>	<p>To say why I have special relationships with some people and how these relationships help me feel safe and good about myself.</p> <p>To say how my qualities, help these relationships.</p> <p>To say what being a good friend means.</p> <p>To give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> <p>To know when I need help and know how to ask for it.</p> <p>To know ways to praise myself.</p>	<p>To discuss which types of physical contact I like and don't like and can talk about this.</p> <p>To discuss why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>To use positive problem-solving techniques to resolve a friendship conflict.</p> <p>To give and receive compliments.</p> <p>To recognise and discuss how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p>	<p>To explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>To explain why my choices might affect my family, friendships and people around the world who I don't know.</p> <p>To learn how to negotiate in conflict situations to try to find a win-win solution.</p> <p>To empathise with children whose lives are different to mine and appreciate what I may learn from them.</p> <p>To know how to access help if they are concerned about anything on social media or the internet.</p>	<p>To recognise how people are feeling when they miss a special person or animal.</p> <p>To explain ways that might help me manage my feelings when missing a special person or animal.</p> <p>To identify feelings associated with Jealousy.</p> <p>To suggest positive strategies for managing jealousy.</p> <p>To how to stand up for myself and how to negotiate and compromise.</p>	<p>To compare different types of friendships and the feelings associated with them.</p> <p>To explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>To apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p> <p>To know how to keep building my own self-Esteem.</p> <p>To suggest ways to monitor and reduce screen time.</p>	<p>To identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>To recognise when I'm feeling grief and have strategies to manage them.</p> <p>To demonstrate ways, I could stand up for myself and my friends in real or online situations.</p> <p>To offer strategies to help me manage these feelings and situations.</p> <p>To help myself and others when worried about a mental health problem.</p> <p>To take responsibility for my own safety and well-being.</p>
Key Vocabulary	belong jobs lonely friendship solutions impact feelings upset hurt qualities relationships respect Calm me breathing argue fall-out	family belong different same friends friendship qualities caring sharing kind greeting texture helpful community confidence praise skills incredible self-belief special proud appreciate	family different similarities special relationship important cooperate touch physical contact hugs communication conflict like dislike acceptable friends not acceptable secret point of view surprise trust trustworthy honesty reliability compliments celebrate appreciate	men women global female unisex role job responsibilities male differences similarities respect stereotype gratitude United Nations conflict solution safe problem solving unsafe friendship equality risky internet gaming social media inequality Private Messaging (PM) communications trade interconnected climate	relationship empathy jealousy emotions problem-solve denial positive negative loss strategy shock guilt disbelief numb anger negotiate acceptance sadness pain despair hopelessness relief depression souvenir memento memorial memories friendships loyalty compromise betrayal attraction	characteristics risky personal qualities rights attributes self-esteem age-limit responsibility social network off line community online violence screen time appropriate grooming trolled trustworthy gambling/ betting devices mental health vulnerable physical health grooming personal information	mental health ashamed stigma stress anxiety support worried warning self-harm emotions loss sadness grief acceptance denial despair guilt shock hopelessness anger power bereavement authority coping strategies control assertive bullying pressures influences self-control real/fake judgement cyberbullying abuse technology communication
EYFS							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							

PSHE - Changes as we Grow

<p>Skills</p>	<p>To know the parts of my body.</p> <p>To say the things, I can do to keep my body healthy.</p> <p>To know that we change from babies into adults.</p> <p>To recognise that changing class can illicit happy and/or sad emotions.</p> <p>To identify and say the things I'm looking forward to in year 1 and what my worries are.</p> <p>To identify positive memories from the past year in school/ home.</p>	<p>To describe how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</p> <p>To use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>To respect my body and understand which parts are private.</p> <p>To say why some changes, I might experience might feel better than others.</p> <p>To suggest ways to manage change e.g. moving to a new class.</p>	<p>To appreciate that changes will happen and that some can be controlled and others not.</p> <p>To identify and say why some types of touches feel OK and others don't.</p> <p>To tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</p> <p>To say what greater responsibilities and freedoms I may have in the future.</p> <p>To start to think about changes I will make when I am in Year 3 and know how to go about this.</p>	<p>To express how I feel about babies and describe the emotions that a new baby can bring to a family.</p> <p>To express how I feel about puberty.</p> <p>To recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p> <p>To identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry.</p> <p>To express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</p>	<p>To appreciate my own uniqueness and that of others.</p> <p>To reflect on the changes, I would like to make next year and can describe how to go about this.</p> <p>To have strategies for managing the emotions relating to change.</p>	<p>To explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p> <p>To express how I feel about the changes that will happen to me during puberty and to accept that these changes might happen at different times to my friends.</p> <p>To start to think about changes I will make next year and know how to go about this.</p>	<p>To understand how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>To recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p> <p>To know how to develop my own self esteem.</p> <p>To express how I feel about my self-image and know how to challenge negative 'body-talk'.</p> <p>To use strategies to prepare myself emotionally for the transition (changes) to secondary school.</p>
<p>Key Vocabulary</p>	<p>eye foot eyebrow forehead ear mouth arm leg chest knee nose tongue finger toe stomach hand baby grown-up adult unique special change transition worries memories nervous favourite excited</p>	<p>changes life cycle adulthood grown up growing up mature male female vagina penis testicles vulva anus anxious worried grow feelings excited coping</p>	<p>change grow baby life cycle control adult fully grown growing up old young anxious respect appearance child physical female toddler freedom squeeze teenager independent timeline acceptable male responsibilities vagina penis testicles vulva anus public private texture cuddle nervous comfortable uncomfortable happy</p>	<p>changes birth animals babies mother growing up baby grow nutrients survive love affection care puberty control male female stereotypes task roles challenge nervous looking forward excited anxious happy</p>	<p>personal unique characteristics parents seasons control acceptance excited nervous anxious looking forward happy change</p>	<p>self-image body image self-esteem perception affirmation puberty vulva menstruation periods sanitary towels tampons sanitary pads hormones facial hair growth spurt hygiene responsibilities rights</p>	<p>self-image self-esteem real self celebrity embryo opportunities freedoms responsibilities pregnancy egg IVF foetus foetus placenta midwife umbilical cord labour contractions cervix love attraction relationship pressure love sexting negative body-talk choice feelings/emotions uterus challenge mental health womb oestrogen scrotum testosterone conception ovaries sexual intercourse (other puberty vocabulary)</p>
<p>EYFS</p>							
<p>Year 1</p>							
<p>Year 2</p>							
<p>Year 3</p>							
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