



PSHE Overview – EYFS, Key Stage 1 and Key Stage 2

At Moseley CofE Primary School, the PSHE curriculum is taught through Jigsaw. Each half term, across the school, we focus on a particular topic and cover certain areas of this topic at age appropriate levels. The topics are covered in the order they are in across the top of the table (left to right).

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	<ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals 	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 7-8	<ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives 	<ul style="list-style-type: none"> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments 	<ul style="list-style-type: none"> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting 	<ul style="list-style-type: none"> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices 	<ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Ages 8-9	<ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour 	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	<ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	<ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures 	<ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	<ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules 	<ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	<ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

SEND Provision in PSHE

Relationships and sex education is statutory from September 2020 for all pupils, including those with SEND.

At Moseley CE Primary School, this means we are committed to an RSE curriculum which is accessible to all, and demonstrates inclusivity across all areas of learning. Some of our most vulnerable pupils and those with additional needs will require carefully considered planning and resources, and with this in mind we have adopted the curriculum framework provided by the PSHE Association.

This planning document covers all aspects of statutory requirements and ensures that lessons and resources are delivered in a way that pupils with additional learning needs can understand, and yet still covers the content that would be appropriate for their age and bodies; for instance where a specific learning need means that a pupil may be physically developing at a different rate to their mental capacity.

RSE can also be weaved into other areas of the curriculum so planned repetition of areas of learning can aim to embed knowledge more securely for pupils with the most need.

Overall, we aim to deliver a curriculum where outcomes promote safeguarding for all of our pupils, and one which delivers learning that contributes to independent living outcomes for the future.

The PSHE Association's Planning Framework for pupils with SEND is organised into six sections:

1. Self-Awareness (me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of relationships and Sex Education)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

Each of the six sections is subdivided into topic areas, as shown in the table below. Links to areas of our 'Jigsaw' PSHE themes have been made but class teachers can decide on the order of coverage to focus on the needs of each individual pupil with SEND.

Section	Key Stage 1 and 2 Topic Areas	Coverage (Jigsaw theme and half term)
Self-Awareness	<ul style="list-style-type: none"> - Things we are good at - Kind and unkind behaviours - Playing and working together - People who are special to us - Getting on with others 	Being Me In My World (Autumn 1)
Self-care, Support and Safety	<ul style="list-style-type: none"> - Taking care of ourselves - Keeping safe - Trust - Keeping safe online - Public and Private 	Relationships (Summer 1/ Changing Me Summer 2)
Managing Feelings	<ul style="list-style-type: none"> - Identifying and expression feelings 	

	<ul style="list-style-type: none"> - Managing strong feelings 	Celebrating Difference (Autumn 2)
Changing and Growing	<ul style="list-style-type: none"> - Baby to adult - Changes at puberty - Dealing with touch - Different types of relationships 	Relationships (Summer 1/ Changing Me Summer 2)
Healthy Lifestyles	<ul style="list-style-type: none"> - Healthy Eating - Taking care of physical health - Keeping well 	Healthy Me (Spring 2)
The World I Live In	<ul style="list-style-type: none"> - Respecting differences between people - Jobs people do - Rules and laws - Taking care of the environment - Belonging to a community - Money 	Dreams and Goals (Spring 1)



Early Years Foundation Stage - PSHE

Personal Social and Emotional Development

Physical Development

Making Relationships Early Learning Goal

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-Confidence and Self-Awareness Early Learning Goal

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour Early Learning Goal.

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Health and Self-Care Early Learning Goal.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p>I understand how it feels to belong and that we are similar and different</p> <p>I can start to recognise and manage my feelings</p> <p>I enjoy working with others to make school a good place to be</p>	<p>I can identify something I am good at and understand everyone is good at different things</p> <p>I understand that being different makes us all special</p> <p>I know we are all different but the same in some ways</p>	<p>I understand that if I persevere I can tackle challenges</p> <p>I can tell you about a time I didn't give up until I achieved my goal</p> <p>I can set a goal and work towards it</p> <p>I can use kind words to encourage people</p> <p>I understand the link between what I learn now</p>	<p>I understand that I need to exercise to keep my body healthy</p> <p>I understand how moving and resting are good for my body</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>I know how to help myself go to sleep and</p>	<p>I can identify some of the jobs I do in my family and how I feel like I belong</p> <p>I know how to make friends to stop myself from feeling lonely</p> <p>I can think of ways to solve problems and stay friends</p>	<p>I can name parts of the body</p> <p>I can tell you some things I can do and foods I can eat to be healthy</p> <p>I understand that we all grow from babies to adults</p> <p>I can express how I feel about moving to Year 1</p> <p>I can talk about my worries and/or the things I</p>

	<p>I understand why it is good to be kind and use gentle hands</p> <p>I am starting to understand children's rights and their means we should all be allowed to learn and play</p> <p>I am learning what being responsible means.</p>	<p>I can tell you why I think my home is special to me</p> <p>I can tell you how to be a kind friend</p> <p>I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>and the job I might like to do when I'm older</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>understand why sleep is good for me</p> <p>I can wash my hands thoroughly and understand why this is important before I eat and after I go to the toilet</p> <p>I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>I am starting to understand the impact of unkind words</p> <p>I can use Calm Me time to manage my feelings</p> <p>I know how to be a good friend.</p>	<p>am looking forward to about being in Year 1</p> <p>I can share my memories of the best bits of this year in Reception.</p>
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PSHE Curriculum

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

National Curriculum - Key stage 1 / 2

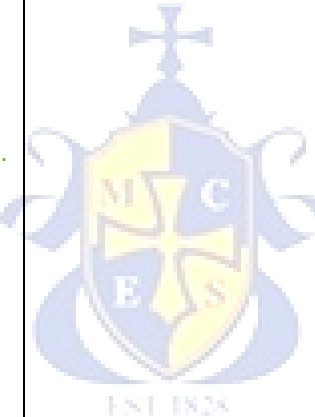
During Key Stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

CORE THEME 1: HEALTH AND WELLBEING	CORE THEME 2: RELATIONSHIPS	CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)
<p>This core theme focuses on:</p> <ol style="list-style-type: none"> 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing 	<p>This core theme focuses on:</p> <ol style="list-style-type: none"> 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships 	<p>This core theme focuses on:</p> <ol style="list-style-type: none"> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect diversity and equality and how to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. the part that money plays in people's lives 8. a basic understanding of enterprise


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>I know how to use my Jigsaw Journal</p> <p>I feel special and safe in my class</p> <p>I understand the rights and responsibilities as a member of my class</p> <p>I know that I belong to my class</p> <p>I know how to make my class a safe place for everybody to learn</p>	<p>I can identify similarities between people in my class</p> <p>I can tell you some ways in which I am the same as my friends</p> <p>I can identify differences between people in my class</p> <p>I can tell you some ways I am different from my friends</p>	<p>I can set simple goals</p> <p>I can tell you about a thing I do well.</p> <p>I can set a goal and work out how to achieve it</p> <p>I can tell you how I learn best</p> <p>I understand how to work well with a partner</p>	<p>I understand the difference between healthy and unhealthy and know some ways to keep myself healthy</p> <p>I feel good about myself when I make healthy choices</p> <p>I know how to make healthy lifestyle choices</p> <p>I feel good about myself when I make healthy choices</p>	<p>I can identify the members of my family and understand that there are lots of different types of families</p> <p>I know how it feels to belong to a family and care about the people who are important to me</p> <p>I can identify what being a good friend means to me</p>	<p>I am starting to understand the life cycles of animals and humans</p> <p>I understand that changes happen as we grow and that this is OK</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same</p>

	<p>I know my views are valued and can contribute to the Learning Charter I recognise the range of feelings when I face certain consequences</p> <p>I understand my rights and responsibilities within our Learning Charter I understands my choices in following the Learning Charter.</p>	<p>I can tell you what bullying is I understand how being bullied might feel</p> <p>I know some people who I could talk to if I was feeling unhappy or being bullied I can be kind to children who are being bullied</p> <p>I know how to make new friends I know how it feels to make a new friend</p> <p>I can tell you some ways I am different from my friends I understand that differences make us all special and unique.</p>	<p>I can celebrate achievement with my partner</p> <p>I can take a new challenge and understand this might stretch my learning I can identify how I feel when I am faced with a new challenge</p> <p>I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them I know how I feel when I see obstacles and how I feel when I overcome them</p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrate it I know how to store the feelings of success in my internal treasure chest.</p>	<p>I know how to keep myself clean and healthy, and understand how germs cause disease/ illness I know that all household products including medicines can be harmful if not used properly I am special so I keep myself safe</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely I know some ways to help myself when I am poorly</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe I can recognise when I feel frightened and know who to ask for help</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p>	<p>I know how to make a new friend I know appropriate ways of physical contact to greet my friends and know which ways I prefer I can recognise which forms of physical contact are acceptable and unacceptable to me</p> <p>I know who can help me in my school community I know when I need help and know how to ask for it</p> <p>I can recognise my qualities as a person and a friend I know ways to praise myself</p> <p>I can tell you why I appreciate someone who is special to me I can express how I feel about them.</p>	<p>I know that changes are OK and that sometimes they will happen whether I want them to or not</p> <p>I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these. I respect my body and understand which body parts are private</p> <p>I can understand that every time I learn something new I change a little bit I enjoy learning new things</p> <p>I can tell you about changes that have happened in my life I know some ways to cope with changes.</p>
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<p>Year 2</p>	<p>I can identify some of my hopes and fears for this year I recognise when I feel worried and know who to ask for help</p> <p>I understand the rights and responsibilities for being a member of my class and school I recognise when I feel worried and know who to ask for help</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences I can help make my class a safe and fair place</p> <p>I understand how following the Learning Charter will help me and others learn I can work cooperatively</p> <p>I can recognise the choices I make and</p>	<p>I am starting to understand that sometimes people make assumptions about boys and girls I understand some ways in which boys and girls are similar and feel good about this</p> <p>I understand some ways in which boys and girls are different and accept that this is OK</p> <p>I understand that bullying is sometimes about difference I can tell you how someone who is bullied feels</p> <p>I can recognise what is right and wrong and know how to look after myself I know when and how to stand up for myself and others I know how to get help if I am being bullied</p>	<p>I can choose a realistic goal and think about how to achieve it I can tell you things I have achieved and say how that makes me feel</p> <p>I carry on trying (persevering) even when I find things difficult I can tell you some of my stretch as a learner</p> <p>I can recognise who I work well with and who it is more difficult for me to work with I can tell you how working with other people helps me learn</p> <p>I can work well in a group I can work with others in a group to solve problems</p> <p>I can tell you some ways I worked well with my group</p>	<p>I know what I need to keep my body healthy I am motivated to make healthy lifestyle choices</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed I can tell you when a feeling is weak and when a feeling is strong</p> <p>I understand how medicines work in my body and how important it is to use them safely I feel positive about caring for my body and keeping it healthy</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate I accept that everyone's family is different and understand that most people value their family</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I know when types of physical contact I like and don't like and can talk about this</p> <p>I can identify some of the things that cause conflict with my friends I can demonstrate how to use the positive problem-</p>	<p>I can recognise cycles of life in nature I understand there are some changes that are outside my control and can recognise how I feel about this</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control I can identify people I respect who are older than me</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I feel proud about becoming more independent</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate</p>

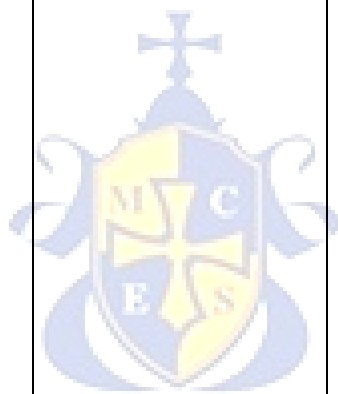
	<p>understand the consequences I am choosing to follow the Learning Charter.</p>	<p>I understand that it is OK to be different from other people and to be friends with them I understand we shouldn't judge people if they are different I know how it feels to be a friend and have a friend</p> <p>I can tell you some ways I am different from my friends I understand these differences make us all special and unique.</p>	<p>I can tell you how I felt about working in my group</p> <p>I know how to share success with other people I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest..</p> 	<p>I have a healthy relationship with food and know which foods I enjoy the most</p> <p>I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends</p> <p>I can decide which foods to eat to give my body energy I have a healthy relationship with food and I know which foods are most nutritious for my body.</p>	<p>solving technique to resolve conflicts with my friends</p> <p>I understand that sometimes it is good to keep a secret and sometimes it isn't I know how it feels to be asked to keep a secret I don't not want to keep and know who to talk to about it</p> <p>I recognise and appreciate people who can help me in my family, my school and my community I understand how it feels to trust someone</p> <p>I can express my appreciation for the people in my special relationships I am comfortable accepting appreciation from others.</p>	<p>that some parts of my body are private I can tell you what I like/ don't like about being a boy/girl</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like I am confident to say what I like and don't like and can ask for help</p> <p>I can identify what I am looking forward to when I move to my next class I can start to think about changes I will make when I am in Year 3 and know how to go about this.</p>
<p>Year 3</p>	<p>I can recognise my worth and can identify positive things about myself and my achievements. I value myself and n=know how to make someone else feel welcome and valued</p>	<p>I understand that everybody's family is different and important to them I appreciate my family/ the people who care for me</p> <p>I understand that differences and</p>	<p>I can tell you about a person who has faced difficult challenges and achieved success I respect and admire people who overcome obstacles and achieve their dreams and</p>	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs I can set myself a fitness challenge</p>	<p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can describe how taking some</p>	<p>I understand that in animals and humans lots of changes happen between conception and growing up. I can express how I feel when I see</p>

	<p>I can face new challenges positively, make responsible choices and ask for help when I need it I can recognise how it feels to be happy, sad or scared and am able to identify if other people are feelings these emotions</p> <p>I understand why rules are needed and how they relate to rights and responsibilities I know how to make others feel valued</p> <p>I understand that my actions affect myself and others and I care about others' feelings I understand that my behaviour brings rewards/ consequences</p> <p>I can make responsible choices and take action I can work cooperatively in a group</p> <p>I understand my actions affect others and try to see things</p>	<p>conflicts sometimes happen among family members I know how to calm myself down and can use the 'solve it together' technique</p> <p>I know what it means to be a witness to bullying I know some ways of helping to make someone who is bullied feel better</p> <p>I know that witnesses can make the situation better or worse by what they do I can problem-solve a bullying situation with others</p> <p>I recognise that some words are used in hurtful ways I try hard not to use hurtful words</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels.</p>	<p>goals (e.g. through disability)</p> <p>I can identify a dream/ambition that is important to me I can imagine how I will feel when I achieve my dream</p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them I can break down a goal into a number of step and know how others could help me achieve it</p> <p>I am motivated and enthusiastic about achieving our new challenge I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</p> <p>I can recognise obstacles which might hinder my achievement and can take steps to overcome them I can manage the feelings of frustration</p>	<p>I know that the amount of calories, fat and sugar I put into my body will affect my health I know why it feels like to make a healthy choice</p> <p>I can tell you my knowledge ad attitude towards drugs I can identify how I feel towards drugs</p> <p>I can identify things, people and places that I need to keep safe from. I know some strategies for keeping myself safe, who to go to for help and how to call emergency services I express how being anxious or scared feels</p> <p>I can identify when something feels safe or unsafe I can take responsibility for keeping myself and others safe</p> <p>I understand how complex my body is</p>	<p>responsibility in my family makes me feel</p> <p>I can identify and put into practice some of the skills of friendship I know how to negotiate in conflict situations to try to find a win-win solution</p> <p>I know and can use some strategies for keeping myself safe online I know who to ask for help if I am worried or concerned about anything online</p> <p>I can explain how some of the actions and work of people around the world help and influence my life I can show an awareness of how this could affect my choices</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different I am empathise with children whose lives are different to mine</p>	<p>babies or baby animals</p> <p>I understand how babies grow and develop in their mother's uterus I understand what a baby needs to live and grow I recognise how I feel about these changes happening to me and know how to cope with those feelings</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how bodies change during this growing up process I recognise how I feel about these changes happening to me and know how to cope with these feelings I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make</p>
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	<p>from their points of view I am choosing to follow the learning charter.</p>		<p>that may arise when obstacles occur I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and can store my feelings in my internal treasure chest.</p> 	<p>and how important it is to take care of it I respect my body and appreciate what it does for me.</p>	<p>and appreciate what I may learn from them I know how to express my appreciation to my friends and family I enjoy being part of a family and friendship groups.</p>	<p>babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings I can start to recognise stereotypical ideas I might have about parenting and family roles I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes I can identify what I am looking forward to when I move to my next class I can start to think about changes I will make next year and know how to go about this.</p>
<p>Year 4</p>	<p>I know my attitudes and actions make a difference to the class team I know how good it feels to be included in a group and understand how it feels to be excluded</p>	<p>I understand that, sometimes, we make assumptions based on what people look like I try to accept people for who they are I understand what influences me to</p>	<p>I can tell you about some of my hopes and dreams I know how it feels to have hopes and dreams I understand that sometimes hopes and dreams do not come</p>	<p>I recognise how different friendship groups are formed, how I fit into them and the friends I value the most I can identify the feelings I have about my friends and my</p>	<p>I can recognise situations which can cause jealousy in relationships I can identify feelings associated with jealousy and suggest strategies to problem-</p>	<p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p>

	<p>I understand who is in my school community, the roles they play and how I fit in I can take on a role in a group and contribute to the overall outcome</p> <p>I understand how democracy works through the School Council I recognise my contribution to making a Learning Charter or the whole school</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I understand how rewards and consequences motivate people's behaviour</p> <p>I understand how groups come together to make decisions I can take on a role in a group and contribute to the overall outcome</p> <p>I understand how democracy and</p>	<p>make assumptions based on how people look I can question why I think what I do about other people</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure I know how it might feel to be a witness to and a target of bullying</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell I can problem-solve a bullying situation with others</p> <p>I can identify what is special about me and value the ways in which I am unique I like and respect the unique features of my physical appearance</p> <p>I can tell you a time when my first impression of someone changed</p>	<p>true and that this can hurt I know how disappointment feels and can identify when I have felt that way</p> <p>I know that reflecting on positive and happy experiences can help me counteract disappointment I know what it means to be resilient and to have a positive attitude</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group I can enjoy being part of a group challenge</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group I can enjoy being part of a group challenge</p> <p>I can identify the contributions made by myself and others to the group's achievement</p>	<p>different friendship groups</p> <p>I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke I can recognise negative feelings in peer pressure situations and know how to act assertively to resist pressure from myself and others</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p>	<p>solve when this happens</p> <p>I can identify someone I love and can express why they are special to me I know how most people feel when they lose someone or something they love</p> <p>I can tell you about someone I know that I no longer see I understand that we can remember people even if we no longer see them</p> <p>I can recognise how friendships change, how to make new friendships and how to manage when I fall out with my friends I know how to stand up for myself and how to negotiate and compromise</p> <p>I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older I understand that boyfriend/girlfriend</p>	<p>I appreciate that I am a truly unique human being</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation is a natural part of this I have strategies to help me cope with physical and emotional changes I will experience during puberty</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life I am confident enough to try to make</p>
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	<p>having a voice benefits the school community</p> <p>I understand why our school community benefits from a Learning Charter and can help others follow it.</p>	<p>when I got to know them</p> <p>I can explain why it is good to accept people for who they are.</p>	<p>I know how to share in the success of a group and how to store this success experience in my internal treasure chest.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p> <p>I can tap into my inner strengths and know how to be assertive.</p>	<p>relationships are personal and special, and there is no need to feel pressurised into have a boyfriend/girlfriend</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p> <p>I can love and be loved.</p>	<p>changes when I think they will benefit me</p> <p>I can identify changes that have been and may continue to be outside of my control that I have learnt to accept</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p> <p>I can identify what I am looking forward to when I move to a new class</p> <p>I can reflect on the changes I would like to make next year and can describe how to go about this.</p>
<p>Year 5</p>	<p>I can face new challenges positively and know how to set personal goals</p> <p>I know what I value most about my school and can identify my hopes for this school year</p> <p>I understand my rights and responsibilities as a citizen of my country</p>	<p>I understand that cultural differences sometimes cause conflict</p> <p>I am aware of my own culture</p> <p>I understand what racism is</p> <p>I am aware of my attitude towards people from different races</p>	<p>I understand that I will need money to help me achieve some of my dreams</p> <p>I can identify what I would like my life to be like when I am grown up</p> <p>I know about a range of jobs carried out by people I know and have explored how</p>	<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>I can make an informed decision about whether or not I chose to smoke and know how to resist pressure</p> <p>I know some of the risks with misusing</p>	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I know how to keep building my own self-esteem</p> <p>I understand that belonging to an online community can have positive and negative consequences</p>	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I know how to develop my own self esteem</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself</p>



	<p>I can empathise with people in this country whose lives are different to my own</p> <p>I understand my rights and responsibilities as a citizen of my country and as a member of my school</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand that my actions affect me and others</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I can contribute to the group and understand how we can function best as a whole</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p> <p>I understand why our school community benefits from a Learning Charter and</p>	<p>I understand how rumour-spreading and name-calling can be bullying behaviours</p> <p>I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p>I can explain the difference between direct and indirect types of bullying</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> <p>I can compare my life with people in the developing world</p> <p>I can appreciate the value of happiness regardless of material wealth</p> <p>I can understand a different culture from my own</p> <p>I respect my own and other people's cultures.</p>	<p>much people earn in different jobs</p> <p>I appreciate the contributions made my people in different jobs</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p> <p>I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p> <p>I can describe the dreams and goals of young people in a culture different to mine</p> <p>I can reflect on how these relate to my own</p> <p>I can understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</p>	<p>alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p> <p>I know and can put into practise basic emergency aid procedures and know how to get help in emergency situations</p> <p>I know how to keep myself calm in emergencies</p> <p>I understand how the media, social media and celebrity culture promotes certain body types</p> <p>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating</p>	<p>I can recognise when an online community feels unsafe or uncomfortable</p> <p>I understand there are rights and responsibilities in an online community or social network</p> <p>I can recognise when an online community is helpful or unhelpful to me</p> <p>I know there are rights and responsibilities when playing a game online</p> <p>I can recognise when an online game is becoming unhelpful or unsafe</p> <p>I can recognise when I am spending too much time using devices (screen time)</p> <p>I can identify things I can do to reduce screen time, so my healthy isn't affected</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to</p>	<p>physically and emotionally</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be OK for me</p> <p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings</p>
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	<p>can help others to follow it.</p>		<p>I appreciate the similarities and differences in aspirations between myself and young people in a different culture</p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations and suggest ways we might do this</p> <p>I understand why I am motivated to make a positive contribution to supporting others.</p>	<p>problems relating to body image pressures</p> <p>I respect and value my body</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p> <p>I am motivated to keep myself healthy and happy..</p>	<p>use technology in ways that may be risky or may cause harm to myself or others.</p>	<p>growing responsibilities</p> <p>I am confident that I can cope with the changes that growing up will bring</p> <p>I can identify what I am looking forward to when I move to my next class</p> <p>I can start to think about changes I will make next year and know how to go about this..</p>
<p>Year 6</p>	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I feel welcome and valued and know how to make others feel the same</p> <p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand my own wants and needs and can compare these</p>	<p>I understand there are different perceptions about what normal means</p> <p>I can empathise with people who are different</p> <p>I understand how being different could affect someone's life</p> <p>I am aware of my attitude towards people who are different</p> <p>I can explain some of the ways in which one person or a group can</p>	<p>I know my learning strengths and can set challenging but realistic goals for myself</p> <p>I understand why it is important to stretch the boundaries of my current learning</p> <p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>I can set success criteria so that I will</p>	<p>I can take responsibility for my health and make choices that benefit my health and well-being.</p> <p>I am motivated to care for my physical and emotional health</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the live and heart</p> <p>I am motivated to find ways to be happy and cope with life's</p>	<p>I know that is it important to take care of my mental health</p> <p>I understand that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>I know how to take care of my mental health</p> <p>I can help myself and others when worried about a mental health problem</p> <p>I understand that there are different</p>	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I know how to develop my own self esteem</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourselves physically and emotionally</p> <p>I can express how I feel about the changes that will</p>

	<p>with children in different communities</p> <p>I understand that my actions affect other people locally and globally</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p>I understand how an individual's behaviour can impact on a group I can contribute to the group and understand how we can function best as a whole</p> <p>I understand how democracy and having a voice benefits the school community</p> <p>I understand why our school community</p>	<p>have power over another</p> <p>I know how it can feel to be excluded or treated badly by being different in some way</p> <p>I know some of the reasons why people use bullying behaviours</p> <p>I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p>I can give examples of people with disabilities who lead amazing lives</p> <p>I appreciate people for who they are</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration</p> <p>I can show empathy with people in either situation.</p>	<p>know whether I have reached my goal</p> <p>I can identify problems in the world that concern me and talk to other people about them</p> <p>I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</p> <p>I can work with other people to help make the world a better place</p> <p>I can empathise with people who are suffering or who are living in difficult situations</p> <p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this</p> <p>I know what some people in my class like or admire about me and can accept their praise</p>	<p>situations without using drugs</p> <p>I understand that some people can be exploited and made to do things that are against the law</p> <p>I can suggest ways that someone who is being exploited can help themselves</p> <p>I know why some people join gangs and the risks this involves</p> <p>I can suggest strategies someone could use to avoid being pressurised</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/ illness</p> <p>I know how to help myself feel emotionally healthy and can recognise when I need help with this</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause</p>	<p>stages of grief and that there are different types of loss that cause people to grieve</p> <p>I can recognise when I am feeling those emotions and have strategies to manage them</p> <p>I can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> <p>I can judge whether something online is safe and helpful for me</p> <p>I can resist pressure to do something online that might hurt myself or others</p> <p>I can use technology positively and safely to communicate with my friends and family</p> <p>I can take responsibility for my own safety and well-being.</p>	<p>happen to me during puberty</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>I can recognise how I feel when I reflect on the development and birth of a baby</p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p> <p>I understand that respect for one another is essential in a boyfriend/ girlfriends relationship, and that I should not feel pressured into doing something I don't want to</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>I can express how I feel about my self-image and know how</p>
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	<p>benefits from a Learning Charter and how I can help others to follow it by modelling it myself.</p>		<p>I can give praise and compliments to other people when I recognise their contributions and achievements.</p>	<p>drugs and alcohol misuse I can use different strategies to manage stress and pressure.</p>		<p>to challenge negative 'body-talk' I can identify what I am looking forward to and what worries me about the transition to secondary school/ or moving to my next class I know how to prepare myself emotionally for the changes next year..</p>
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PSHE

Subject Specific Vocabulary Children should be explicitly taught to confidently understand and use

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Reception	A range of words to describe feelings (e.g. happy, sad, angry, excited and worried), kind hands, kind feet, kind words, safe, special, rights and responsibilities.	A range of nouns for family members, bungalow, house, flat, caravan, tent, same, different and unique.	Challenge, goals, obstacle, never giving up, perseverance, jobs, names of a variety of occupations, help and future.	Exercise, sleep, rest, health, unhealthy, body, names of familiar external body parts and main organs, clean, hands, soap, water, stranger danger, safety, police officer and safe person.	Friends, friendship, bully, bullying, falling out, making up, getting along, working together, team, solving problems, kind and unkind words calm and breathe.	Familiar external body parts, healthy, unhealthy, baby, toddler, child, teenager, adult, old, young, change, excited, worried nervous, memories and favourite.
Key Stage 1	Year 1	Calm, belonging, Learning Charter, rewards, proud, consequences, upset and disappointed.	Similarity/ similar, difference, bullied, bullying behaviour, deliberate, on purpose, unfair, included, celebration and special.	Proud, success, achievement/ achieve, learning, stepping stones, process, working together, team work, celebrate, feelings, overcome and success.	Balanced, choices, scientific names of various body parts, toiletry items, hygienic, medicines, trust and the Green Cross Code.	Family, belong, different, same, qualities, caring, sharing, kind, greeting, touch, texture, like, dislike, help, helpful, community, confidence, praise, skills, self-belief, proud, relationships, appreciate and celebrate.	Life cycle, grown up, mature, male, female, vagina, penis, testicles, anus, grow, anxious, and coping.

	Year 2	Worries, hopes, fears, belonging, actions, praise, negative, positive, cooperate, problem-solving and choices.	Assumptions, stereotypes, lonely, stand up for, male, female, diversity, fairness, kindness and value.	Realistic, celebrate, strengths, difficult, easy and problem-solve.	Healthy choices, lifestyle, motivation, relax/relaxation, tense, calm, dangerous, portion, proportion, energy, fuel and nutritious.	Cooperate, physical contact, communication, acceptable, not acceptable, conflict, point of view, positive, problem solving, good secret, worry secret, trust/trustworthy, honesty, reliability and compliments.	Life cycle, fully grown, respect, appearance, physical, independent, public, private, touch, acceptable and unacceptable.
Lower Key Stage 2	Year 3	Valued, achievements, personal goal, acknowledge, affirm, emotions, nightmare, solutions, support, fairness, co-operate, group dynamics, view point and belong.	Connected, conflict, solve it together, solutions, resolve, witness, bystander, gay, consequences and compliment.	Obstacles, ambitions, future, aspirations, enterprise, design, cooperation, product, efficient, responsible, self-review and evaluate.	Oxygen, energy/kilojoules, calories, heartbeat, lungs, heart, fitness, sugar, fat, saturated fat, drugs, advice, emergency, ambulance, fire engine, police, coastguard, harmful and risk.	Male, female, unisex, role, respect, stereotype, win-win, safe, unsafe, risky, internet, social media, private messaging (PM), gaming, global, interconnected, communications, inequality, deprivation, United Nations, equality and justice.	Birth, uterus, womb, nutrients, survive, puberty, sperm, ovaries, egg and ovum/ova.
	Year 4	Included, excluded, welcome, role, job description, school community, democracy, democratic, decisions, voting, authority, contribution, observer and UN Convention of Rights of Child.	Character, judgement, appearance, accept, influence, opinion, attitude, deliberate, cyber bullying, troll, characteristics, physical features, impression and accept.	Determination, resilience, fears, disappointment, positive experiences, plans, cope, self-belief, motivation and commitment.	Emotions, friendship groups, value, leader, follower, assertive, smoking, pressure, guilt, advice, alcohol, liver, disease and anxiety.	Jealousy, loss, strategy, numb, denial, despair, hopelessness, relief, acceptance, depression, memorial, memories, negotiate, compromise, loyalty, betrayal, boyfriend, girlfriend, attraction and appreciation.	Personal, making love, having sex, sexual intercourse, fertilise, conception, menstruation, periods and vocabulary for a range of emotions.

Upper Key Stage 2

Year 5

Appreciation, opportunities, motivation, vision, citizen, denied, refugee, persecution, conflict, asylum, migrant, poverty, privilege, deprive, collaboration and participation.

Culture, racism, race, discrimination, rumour, racist, homophobic, direct bullying and indirect bullying.

Lifestyle, career, profession, salary, society, support and contribution. Influence, emergency, procedure, recovery position, level-headed, body image,

Healthy behaviour, unhealthy behaviour, informed decision, media, social media, altered, self-respect, comparison, body image and eating disorder.

Characteristics, personal qualities, attributes, self-esteem, age-limit, social network, online, off line, violence, grooming, appropriate, trolled, gambling, devices, screen time, mental health, physical health, vulnerable and personal information.

Self-image, perception, names of items related to periods, oestrogen, semen, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, fallopian tubes, fertilisation, pregnancy, embryo, umbilical cord, contraception and fertility treatment (IVF).

Year 6

Legal, illegal and lawful.

Ability, disability, visual impairment, perception, medication, vision, blind, transgender, gender diversity, harassment, recipient, para Olympian, accolade and stamina.

Success criteria, unrealistic, global issue, suffering, hardship and recognition.

Immunisation, prevention, prescribed, unrestricted, over-the-counter, restricted, illegal, volatile substances, synthetic highs, new psychoactive substances, exploited, vulnerable, criminal, gangs, reputation, anti-social behaviour, mental illness, symptoms and triggers.

Stigma, anxiety, support, self-harm, grief, bereavement, coping strategies, control, authority, assertive, self-control, judgement, cyberbullying and abuse.

Self-esteem, freedoms, puberty vocabulary, foetus, placenta, labour, contractions, cervix, midwife, sexting, negative body-talk, transition and secondary school.