PSHEE: PROGRESSION OF VOCABULARY

Bredbury Green Primary School | Nursery–Year 6 curriculum companion

Purpose and principles

This document sits alongside the school's Progression of PSHEE documentation. It identifies a carefully selected set of Tier 2 academic vocabulary and Tier 3 PSHEE-specific vocabulary for explicit teaching, use and retrieval. It follows the six curriculum strands: Mental Health, Celebrating Differences, Economic Well-being, Citizenship, Safety and Relationships, and Healthy Lifestyle.

Tier 2 vocabulary comprises high-utility language that helps pupils describe feelings, explain choices, discuss relationships and justify viewpoints (for example, recognise, influence, responsibility and consequence). Tier 3 vocabulary names specific concepts within PSHEE (for example, consent, democracy, debt, prejudice and puberty). Some words can function differently depending on context.

Progression is shown through increasing precision, sensitivity and independence. Nursery vocabulary is WellComm-informed, prioritising functional spoken language, concepts and emotional literacy. Reception builds towards the school's Early Years PSHEE content, and Years 1–6 deepen vocabulary through deliberate retrieval. UNCRC links are included where they are identified in the school's progression document, so rights language is revisited alongside relevant concepts rather than taught as a disconnected list.

Whole-school conceptual vocabulary

Concept	Early language (Nursery–Y2)	Developing language (Y3–6)	Retrieval thread
Feelings and wellbeing	happy, sad, angry, worried, calm	emotion, regulate, wellbeing, mental health, resilience	Move from naming feelings to recognising intensity, triggers, strategies and impact on self and others.

Identity and difference	same, different, special, kind	identity, inclusion, diversity, prejudice, discrimination	Revisit respect and belonging; deepen from noticing difference to challenging unfair treatment.
Rights and responsibilities	fair, safe, rule, choice	right, responsibility, equality, liberty, human rights	Connect classroom fairness to the UNCRC, law, democracy, consent and citizenship.
Relationships and safety	friend, trusted adult, private, help	boundary, permission, consent, confidence, coercion	Progress from safe/unsafe and trusted adults to boundaries, peer influence, consent and reporting concerns.
Money and choices	money, buy, cost, need, want	value, saving, debt, budget, transaction, ethical	Progress from recognising money to informed financial decisions, risk and economic wellbeing.
Healthy living	healthy, clean, exercise, sleep	hygiene, moderation, physical health, medicine, substance	Retrieve routines throughout school and deepen understanding of long-term health and informed choices.

Vocabulary progression by year group and unit

The lists below are suggested priority vocabulary, not exhaustive glossaries. Tier allocation is a teaching aid rather than a fixed label. Sensitive vocabulary should be taught accurately, calmly and in context, with agreed definitions and opportunities for pupils to rehearse language safely. UNCRC article numbers reproduce the links in the school's PSHEE progression; where the Early Years row has been split into Nursery and Reception, the original Early Years links are retained across both stages.

Nursery | Mental Health: Feelings and feeling good

Curriculum strand: Mental Health

UNCRC connection: Article 12 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
feel, notice, tell, calm, help	happy, sad, angry, worried, feeling

Retrieval and progression: WellComm focus: name and match simple feelings through faces, stories and real experiences; practise 'I feel…' and asking a trusted adult for help. Reception retrieves these words and adds recognition of feelings in others.

Nursery | Celebrating Differences: Me, you and being special

Curriculum strand: Celebrating Differences

UNCRC connection: Article 13 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
same, different, special, kind, respect	unique, skill, talent, Makaton, communication

Retrieval and progression: Use play, photographs and stories to describe similarities and differences positively. Retrieve 'same/different' in Reception and later develop into identity, inclusion and protected characteristics.

Nursery | Economic Well-being: Money in everyday life

Curriculum strand: Economic Well-being

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
buy, pay, more, less, choose	money, cash, card, price, shop

Retrieval and progression: Use role play to rehearse buying, paying and choosing. Reception develops need/want and value; Y1 retrieves coin and banknote vocabulary.

Nursery | Citizenship: Rules, kindness and belonging

Curriculum strand: Citizenship

UNCRC connection: Article 15 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
rule, fair, kind, help, share	community, safe, care, respect, included

Retrieval and progression: Use daily routines to connect rules with safety and fairness. Reception retrieves rules and care; later years connect these ideas to responsibility, law, democracy and rights.

Nursery | Safety and Relationships: My body, privacy and trusted adults

Curriculum strand: Safety and Relationships

UNCRC connection: Articles 16, 19 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific

private, safe, unsafe, tell, trusted	private parts, PANTS, trusted adult, stranger, permission

Retrieval and progression: Teach simple body-safety language and who can help. Reception retrieves private/safe/trusted adult; Y1 adds scientific body-part vocabulary and emergency help.

Nursery | Healthy Lifestyle: Keeping my body healthy

Curriculum strand: Healthy Lifestyle

UNCRC connection: Article 24 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
healthy, clean, wash, brush, move	hygiene, exercise, teeth, handwashing, healthy food

Retrieval and progression: Embed vocabulary in routines. Reception adds choice and wellbeing; Y1 retrieves healthy food and physical activity.

Reception | Mental Health: Recognising and talking about feelings

Curriculum strand: Mental Health

UNCRC connection: Article 12 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
recognise, express, support, choice, wellbeing	emotion, facial expression, behaviour, mental health, trusted adult

Retrieval and progression: Retrieve Nursery feeling words; describe how feelings look and feel, and use simple strategies to feel calm. This prepares for Y1 work on different responses to the same situation.

Reception | Celebrating Differences: What makes us unique?

Curriculum strand: Celebrating Differences

UNCRC connection: Article 13 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
similar, different, value, celebrate, include	unique, characteristic, Makaton, communication, inclusion

Retrieval and progression: Retrieve same/different and use richer language to value skills and characteristics. This bridges to Y1 difference and Y2 community.

Reception | Economic Well-being: Paying, price and value

Curriculum strand: Economic Well-being

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
exchange, cost, choose, need, want	goods, services, cash, card, price

Retrieval and progression: Retrieve role-play language from Nursery. Compare prices and distinguish needs/wants in simple contexts; Y1 then introduces British coins and banknotes.

Reception | Citizenship: Rules, fairness and caring

Curriculum strand: Citizenship

UNCRC connection: Article 15 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
responsibility, fairness, respect, listen, cooperate	rule, community, school environment, kindness, care

Retrieval and progression: Retrieve Nursery rules and kindness. Explain why rules help a group work safely; later connect fairness to rights, law and democracy.

Reception | Safety and Relationships: Privacy and safe choices

Curriculum strand: Safety and Relationships

UNCRC connection: Articles 16, 19 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
protect, cautious, respond, danger, support	private parts, PANTS, trusted adult, stranger, safety

Retrieval and progression: Retrieve private/safe/trusted adult. Practise telling, seeking help and safe responses; Y1 develops scientific body vocabulary and emergency procedures.

Reception | Healthy Lifestyle: Healthy choices and hygiene

Curriculum strand: Healthy Lifestyle

UNCRC connection: Article 24 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
choice, routine, prevent, healthy, wellbeing	hygiene, exercise, sugar, teeth, handwashing

Retrieval and progression: Retrieve healthy/clean/move. Explain why routines help the body; Y1 deepens healthy eating and exercise.

Year 1 | Mental Health: Feelings and managing big feelings

Curriculum strand: Mental Health

UNCRC connection: Articles 12, 39 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
understand, respect, manage, strategy, support	emotion, body reaction, trusted adult, breathing, mental health

Retrieval and progression: Retrieve EY feelings vocabulary. Move from naming emotions to explaining that people can feel differently and selecting a strategy for big feelings.

Year 1 | Celebrating Differences: Difference and learning from Bluey

Curriculum strand: Celebrating Differences

UNCRC connection: Article 13 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
similarity, difference, quality, theme, relationship	diversity, age, race, gender, Bluey, characteristic

Retrieval and progression: Retrieve unique/same/different from EY. Use respectful language about difference and identify positive relationship qualities; Y2 broadens this to community and disability.

Year 1 | Economic Well-being: British money and earning

Curriculum strand: Economic Well-being

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
recognise, value, compare, earn, choice	coin, banknote, pence, pound, income

Retrieval and progression: Retrieve cash/card/price from EY. Secure money values and begin to connect money with earning and choices; Y2 adds totals, change and the Royal Mint.

Year 1 | Citizenship: Environment and friendship

Curriculum strand: Citizenship

UNCRC connection: Article 15 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific

responsibility, care, kind, unkind, effect	recycling, environment, friendship, behaviour, community

Retrieval and progression: Retrieve rules, fairness and care. Apply responsibility to the environment and relationships; Y2 develops rules/laws and voting.

Year 1 | Safety and Relationships: Body names and seeking help

Curriculum strand: Safety and Relationships

UNCRC connection: Articles 19, 24 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
scientific, emergency, protect, seek, understanding	external genitalia, fire safety, electrical safety, 999, trusted adult

Retrieval and progression: Retrieve EY privacy language. Add precise body vocabulary and rehearse when/how to seek adult or emergency help.

Year 1 | Healthy Lifestyle: Food and physical activity

Curriculum strand: Healthy Lifestyle

UNCRC connection: Article 24 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
moderation, benefit, activity, maintain, wellbeing	healthy eating, physical activity, exercise, healthy weight, nutrition

Retrieval and progression: Retrieve EY healthy choices and routines. Explain links between food, movement, feelings and physical health; Y2 adds sleep and sun safety.

Year 2 | Mental Health: Vocabulary for feelings and body signals

Curriculum strand: Mental Health

UNCRC connection: Article 12 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
express, appropriate, overwhelming, signal, support	frustrated, excited, anxiety, physical reaction, trusted adult

Retrieval and progression: Retrieve Y1 emotion/strategy language. Increase precision in feeling words and connect emotional states to body signals and help-seeking.

Year 2 | Celebrating Differences: Community and Ellie Simmonds

Curriculum strand: Celebrating Differences

UNCRC connection: Articles 2, 13, 15, 23 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
contribute, cooperate, achievement, influence, inclusion	community, background, role, disability, Ellie Simmonds

Retrieval and progression: Retrieve difference and respect. Move from individual difference to contributions within communities and inclusive attitudes.

Year 2 | Economic Well-being: Money, change and where money comes from

Curriculum strand: Economic Well-being

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
calculate, owe, total, change, informed	Royal Mint, earn, spending, saving, goods and services

Retrieval and progression: Retrieve coins/banknotes and value. Apply addition/subtraction to money and connect earning to spending and saving; Y3 adds accounts, payment methods and debt.

Year 2 | Citizenship: Rules, laws and voting

Curriculum strand: Citizenship

UNCRC connection: Articles 12, 13, 14 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
responsibility, participate, influence, choice, fair	law, Rule of Law, voting, democracy, government

Retrieval and progression: Retrieve rules/fairness from EY/Y1. Distinguish rules and laws and introduce voting as voice; Y3 explicitly studies human rights and the UN Convention.

Year 2 | Safety and Relationships: Screen balance, secrets and surprises

Curriculum strand: Safety and Relationships

UNCRC connection: Articles 16, 17, 19 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
balance, private, temporary, protect, appropriate	screen time, offline, secret, surprise, trusted adult

Retrieval and progression: Retrieve privacy and help-seeking. Apply safety language to online/offline life and distinguish safe surprises from secrets that should be shared.

Year 2 | Healthy Lifestyle: Sleep and sun safety

Curriculum strand: Healthy Lifestyle

UNCRC connection: Article 24 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
recover, routine, exposure, protect, risk	sleep, sunscreen, UV/sunlight, protective clothing, long-term health

Retrieval and progression: Retrieve healthy routines. Explain effects of sleep and sun exposure; Y4 revisits screen balance, dental care and sun risk.

Year 3 | Mental Health: Self-regulation and expressing feelings

Curriculum strand: Mental Health

UNCRC connection: Article 12 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
regulate, strength, goal, impact, respond	self-regulation, body language, tone of voice, facial expression, mental health

Retrieval and progression: Retrieve feeling vocabulary and body signals. Deepen from supported strategies to self-regulation and communication choices.

Year 3 | Celebrating Differences: Prejudice, stereotypes and Nelson Mandela

Curriculum strand: Celebrating Differences

UNCRC connection: Articles 12, 14, 15, 30 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
challenge, influence, attitude, inequality, significant	prejudice, stereotype, civil rights, apartheid, Mutual Respect and Tolerance

Retrieval and progression: Retrieve inclusion/community. Introduce language for unfair assumptions and structural inequality; Y5 develops protected characteristics and Y6 discrimination.

Year 3 | Economic Well-being: Money, accounts, payment and debt

Curriculum strand: Economic Well-being

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
recognise, calculate, borrow, risk, benefit	bank account, debit card, credit card, debt, cash

Retrieval and progression: Retrieve earning/spending/saving. Compare payment methods and introduce borrowing/debt; Y4 deepens financial influences and ethical spending.

Year 3 | Citizenship: Human rights and bullying

Curriculum strand: Citizenship

UNCRC connection: Article 42 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
right, responsibility, protect, intentional, fairness	human rights, UN Convention, Individual Liberty, bullying, law

Retrieval and progression: Retrieve voting, law and voice. Explicitly connect rights to the UNCRC and distinguish rights, responsibilities, rules and laws; revisit in Y5 good citizenship and Y6 government.

Year 3 | Safety and Relationships: Marriage and families

Curriculum strand: Safety and Relationships

UNCRC connection: Articles 2, 15, 20, 21, 22, 23 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
commitment, legal, structure, security, stability	marriage, civil partnership, family structure, relationship, adult

Retrieval and progression: Retrieve care, respect and inclusion. Use neutral, inclusive language about family structures and legal adult relationships; later connect to consent and healthy relationships.

Year 3 | Healthy Lifestyle: Balanced lifestyle, hygiene and medicine

Curriculum strand: Healthy Lifestyle

UNCRC connection: Article 24 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
balanced, routine, contribute, prevent, support	balanced diet, immune system, vaccination, medicine, hygiene

Retrieval and progression: Retrieve food/exercise/sleep/hygiene. Deepen causal explanations about daily choices and health; Y5/Y6 extend to puberty, substances and support.

Year 4 | Mental Health: Mental/physical health, grief and loss

Curriculum strand: Mental Health

UNCRC connection: Articles 12, 13, 14 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
proportionate, similarity, difference, change, loss	mental health, physical health, grief, trusted adult, Winston's Wish

Retrieval and progression: Retrieve self-regulation and support. Distinguish mental and physical health while recognising connections; use sensitive vocabulary for grief, change and loss.

Year 4 | Celebrating Differences: Environmental responsibility and Malala

Curriculum strand: Celebrating Differences

UNCRC connection: Articles 19, 22, 28, 29, 38, 42 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
shared, responsibility, significant, influence, conservation	recycling, conservation, greenhouse gases, Malala Yousafzai, education rights

Retrieval and progression: Retrieve responsibility and citizenship. Connect environmental stewardship and Malala's advocacy to rights, education and influence.

Year 4 | Economic Well-being: Financial influences and ethical spending

Curriculum strand: Economic Well-being

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
priority, circumstance, decision, ethical, consequence	saving, spending, debt, charity, ethical spending

Retrieval and progression: Retrieve debt/payment methods. Explore how circumstances shape decisions and how spending can affect others; Y5 adds gambling/scams and Y6 budgeting/cost of living.

Year 4 | Citizenship: Democracy and careers

Curriculum strand: Citizenship

UNCRC connection: Article 42 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
participate, represent, election, route, aspiration	democracy, MP, councillor, British Values, apprenticeship

Retrieval and progression: Retrieve voting and human rights. Deepen democratic vocabulary and introduce pathways into careers; Y6 compares systems of government and career routes.

Year 4 | Safety and Relationships: Screen time, permission and coercion

Curriculum strand: Safety and Relationships

UNCRC connection: Articles 2, 15, 20, 21, 22, 23 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
permission, balance, implication, react, pressure	screen time, personal information, coercion, online safety, boundary

Retrieval and progression: Retrieve privacy, secrets and screen balance. Develop permission and boundaries, including online contexts; Y6 progresses to explicit consent and peer influence.

Year 4 | Healthy Lifestyle: Dental care and sun exposure

Curriculum strand: Healthy Lifestyle

UNCRC connection: Article 24 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
function, essential, exposure, damage, risk	oral hygiene, dentist, tooth types, skin damage, sun safety

Retrieval and progression: Retrieve hygiene and sun safety. Increase precision about prevention and long-term risk; Y5 revisits exercise/sleep and Y6 medicines/drugs.

Year 5 | Mental Health: Warning signs and seeking support

Curriculum strand: Mental Health

UNCRC connection: Articles 12, 13, 14 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
recognise, symptom, support, identify, manage	mental illness, warning sign, deepfake, medical service, mental health

Retrieval and progression: Retrieve mental/physical health and trusted support. Distinguish a warning sign from a diagnosis and practise appropriate routes to support.

Year 5 | Celebrating Differences: Protected characteristics and Helen Keller

Curriculum strand: Celebrating Differences

UNCRC connection: Articles 2, 6, 23, 28, 29 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
adaptation, barrier, achievement, prejudice, accessible	protected characteristic, disability, accessibility, Helen Keller, inclusion

Retrieval and progression: Retrieve prejudice/stereotype and inclusion. Add protected-characteristic vocabulary and reasonable adaptations; Y6 applies this to discrimination and Alan Turing.

Year 5 | Economic Well-being: Gambling, scams and financial safety

Curriculum strand: Economic Well-being

UNCRC connection: Articles 31, 17, 36 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
inconsistent, transaction, protect, recognise, risk	gambling, scam, financial transaction, Money Sense, financial safety

Retrieval and progression: Retrieve debt/risk and ethical choices. Explore gambling uncertainty and scam awareness; Y6 develops cost of living, debt and budgeting.

Year 5 | Citizenship: Pay, good citizenship and rights

Curriculum strand: Citizenship

UNCRC connection: Articles 12, 28, 29, 42 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
opinion, impact, responsibility, contribution, justify	salary, citizenship, British Values, UNCRC, community

Retrieval and progression: Retrieve democracy, careers and human rights. Use rights/responsibilities language to justify views about work and good citizenship; Y6 compares government structures.

Year 5 | Safety and Relationships: Confidence and Puberty

Curriculum strand: Safety and Relationships

UNCRC connection: Articles 12, 24, 34 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
pressure, confidence, change, influence, routine	abuse, puberty, biological sex, physical change, emotional change

Retrieval and progression: Retrieve secrets/surprises, permission and boundaries. Clarify when a confidence must be broken for safety and introduce accurate puberty vocabulary; Y6 develops consent.

Year 5 | Healthy Lifestyle: Exercise, sleep and wellbeing

Curriculum strand: Healthy Lifestyle

UNCRC connection: Article 24 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
benefit, pattern, quality, self-esteem, function	serotonin, endorphins, brain function, physical activity, sleep

Retrieval and progression: Retrieve exercise/sleep vocabulary from earlier years and explain effects with greater precision. Y6 applies health decision-making to drugs and support.

Year 6 | Mental Health: Independent strategies, transitions and impact

Curriculum strand: Mental Health

UNCRC connection: Articles 12, 13 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
independent, conflicting, intensity, transition, cope	mental ill health, self-regulation, transition, AI/internet use, support network

Retrieval and progression: Retrieve warning signs and support routes. Move towards independent strategy selection while recognising changing feelings and transition to secondary school.

Year 6 | Celebrating Differences: Discrimination and Alan Turing

Curriculum strand: Celebrating Differences

UNCRC connection: Articles 2, 37, 42 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
challenge, moral, structure, contribution, unfair	discrimination, protected characteristic, homosexuality, Alan Turing, Enigma

Retrieval and progression: Retrieve protected characteristics, prejudice and civil rights. Apply vocabulary to discrimination, moral responsibility and historical structures that affected Turing.

Year 6 | Economic Well-being: Cost of living, debt and budgeting

Curriculum strand: Economic Well-being

UNCRC connection: Articles 27, 42 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
impact, manage, avoid, benefit, challenge	cost of living, debt, budget, income, expenditure

Retrieval and progression: Retrieve saving, spending, debt, scams and risk. Apply budgeting language to realistic scenarios and connect financial circumstances to emotions and wellbeing.

Year 6 | Citizenship: Government systems and career routes

Curriculum strand: Citizenship

UNCRC connection: Articles 2, 12, 14, 28, 29 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
compare, structure, represent, route, entry	democracy, tyranny, monarchy, dictatorship, government

Retrieval and progression: Retrieve democracy, voting and British Values. Compare systems of government and use career vocabulary independently; connect rights and voice to democratic structures.

Year 6 | Safety and Relationships: Consent, peer influence and self-respect

Curriculum strand: Safety and Relationships

UNCRC connection: Articles 15, 34 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
consent, approval, influence, uncomfortable, report	peer influence, intimacy, self-respect, personal safety, boundary

Retrieval and progression: Retrieve permission, coercion, puberty and confidence. Make consent explicit as freely given and situation-specific, and rehearse seeking advice/reporting concerns.

Year 6 | Healthy Lifestyle: Drugs, medicines and sources of support

Curriculum strand: Healthy Lifestyle

UNCRC connection: Articles 12, 24, 33, 37, 42 (as linked in the school progression).

Tier 2: academic / transferable	Tier 3: PSHEE / concept-specific
prescribed, effect, risk, legal, support	alcohol, tobacco, illegal drug, medicine, health professional

Retrieval and progression: Retrieve medicine, health risk and support. Distinguish medicines from harmful substance use and identify appropriate help; connect health choices to rights and long-term wellbeing.

Suggested retrieval routines

- **Every lesson: brief oral retrieval:** Revisit 2–3 previously taught words through sentence stems, scenarios or discussion. For sensitive concepts, prioritise accurate use over speed.
- **Beginning of each new unit:** Retrieve relevant language from earlier year groups and explicitly reconnect it to the new concept.
- **Rights retrieval:** Where a UNCRC link is identified, briefly revisit the meaning of the relevant right and ask how the current learning helps pupils understand, exercise or respect it.
- **Within a unit:** Return to key vocabulary after a delay and ask pupils to distinguish related terms, apply them to a scenario or explain why a word matters.
- **End of unit:** Check whether pupils can recognise, explain and use priority vocabulary appropriately, including knowing when and how to use safety/help-seeking language.

What progression should look like

- **Nursery:** Use WellComm-informed spoken language to name feelings, describe simple differences, understand everyday safety concepts and communicate needs, choices and routines.
- **Reception:** Use increasingly precise language to explain feelings, fairness, care, privacy, healthy choices and simple money concepts, creating a bridge into Year 1.
- **Years 1–2:** Recognise and explain core concepts using increasingly precise vocabulary; apply language to familiar situations involving feelings, friendship, rules, money, safety and health.
- **Years 3–4:** Use conceptual vocabulary to discuss rights, prejudice, self-regulation, relationships, financial choices, democracy and health, making links between choices and consequences.
- **Years 5–6:** Use mature, accurate vocabulary independently to discuss mental health, protected characteristics, discrimination, consent, financial risk, government, puberty, substances and routes to support.

Implementation notes

- Prioritise a small number of essential words for secure learning rather than expecting pupils to memorise every term listed.
- Teach sensitive and safeguarding vocabulary accurately and consistently so pupils have the language needed to describe concerns and seek help.
- Explicitly teach meaning, pronunciation, examples and non-examples, and provide structured opportunities to use vocabulary in discussion before independent application.
- Revisit conceptual vocabulary across strands: for example, rights links to difference, citizenship, safety and health; responsibility links to relationships, environment, money and community.
- Use UNCRC links purposefully. Article numbers in this document follow those already identified in the school progression and should support, rather than replace, the substantive PSHEE learning.

- The Nursery and Reception split is an accompanying vocabulary interpretation of the single Early Years row in the supplied progression. It does not replace the school's existing EYFS curriculum.