

Subject Lead Progression Maps

The Subject Progression Maps outline the content that is taught in each subject within our Inspire Curriculum. They provide clear progression and sequencing within individual subjects for each year group. The knowledge and skills have been mapped out to ensure previous learning is built upon progressively each year.

PSHE and RSE Progression Map		
Topic	Year Group	Content
Relationships Families and friendship	Year 1	<ul style="list-style-type: none"> Identify people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers Discuss the role these different people play in children's lives and how they care for them Explore what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. Understand the importance of telling someone and how to tell them if they are worried about something in their family
	Year 2	<ul style="list-style-type: none"> Identify how to be a good friend, e.g. kindness, listening, honesty Understand different ways that people meet and make friends Discuss strategies for positive play with friends, e.g. joining in, including others, etc. Understand what causes arguments between friends Explain how to positively resolve arguments between friends Identify how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
	Year 3	<ul style="list-style-type: none"> Recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents Understand that being part of a family provides support, stability and love Describe positive aspects of being part of a family, such as spending time together and caring for each other Explore the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty Identify if/when something in a family might make someone upset or worried Discuss what to do and whom to tell if family relationships are making them feel unhappy or unsafe
	Year 4	<ul style="list-style-type: none"> Know the features of positive healthy friendships such as mutual respect, trust and sharing interests Develop strategies to build positive friendships Understand how they can seek support with relationships if they feel lonely or excluded Explain how to communicate respectfully with friends when using digital devices Knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know Describe what to do or whom to tell if they are worried about any contact online

	Year 5	<ul style="list-style-type: none"> • Identify what makes a healthy friendship and how they make people feel included • Develop strategies to help someone feel included • Understand peer influence and how it can make people feel or behave • Examine the impact of the need for peer approval in different situations, including online • Develop strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • Understand that it is common for friendships to experience challenges • Use strategies to positively resolve disputes and reconcile differences in friendships • Understand that friendships can change over time and the benefits of having new and different types of friends
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PSHE and RSE Progression Map		
Topic	Year Group	Content
		<ul style="list-style-type: none"> Explore how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable <p>Identify when and how to seek support in relation to friendships</p>
	Year 6	<ul style="list-style-type: none"> Explain what it means to be attracted to someone and different kinds of loving relationships Understand that people who love each other can be of any gender, ethnicity or faith Identify the difference between gender identity and sexual orientation and everyone's right to be loved Explore the qualities of healthy relationships that help individuals flourish Discuss ways in which couples show their love and commitment to one another, including those who are not married or who live apart Explain what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults Know that people have the right to choose whom they marry or whether to get married Know that to force anyone into marriage is illegal Explain how and where to report forced marriage or ask for help if they are worried
Safe Relationships	Year 1	<ul style="list-style-type: none"> Explore situations when someone's body or feelings might be hurt and whom to go to for help Understand what it means to keep something private, including parts of the body that are private Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) Explain how to respond if being touched makes them feel uncomfortable or unsafe Know when it is important to ask for permission to touch others how to ask for and give/not give permission
	Year 2	<ul style="list-style-type: none"> Understand how to recognise hurtful behaviour, including online Understand what to do and whom to tell if they see or experience hurtful behaviour, including online Identify what bullying is and different types of bullying Explain how someone may feel if they are being bullied Identify the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help Recognise how to resist pressure to do something that feels uncomfortable or unsafe Identify how to ask for help if they feel unsafe or worried and what vocabulary to use
	Year 3	<ul style="list-style-type: none"> Identify what is appropriate to share with friends, classmates, family and wider social groups including online Explore what privacy and personal boundaries are, including online Develop basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision Understand that bullying and hurtful behaviour is unacceptable in any situation Identify the effects and consequences of bullying for the people involved Learn about bullying online, and the similarities and differences to face-to-face bullying Explain what to do and whom to tell if they see or experience bullying or hurtful behaviour

PSHE and RSE Progression Map		
Topic	Year Group	Content
	Year 4	<ul style="list-style-type: none"> • Differentiate between playful teasing, hurtful behaviour and bullying, including online • Explain how to respond if they witness or experience hurtful behaviour or bullying, including online • Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • Recognise how to manage pressures associated with dares • Discuss when it is right to keep or break a confidence or share a secret • Learn how to recognise risks online such as harmful content or contact • Explain how people may behave differently online including pretending to be someone they are not • Identify how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
	Year 5	<ul style="list-style-type: none"> • Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • Understand how to ask for, give and not give permission for physical contact • Explain how it feels in a person's mind and body when they are uncomfortable • Know that it is never someone's fault if they have experienced unacceptable contact • Explain how to respond to unwanted or unacceptable physical contact • Understand that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • Identify whom to tell if they are concerned about unwanted physical contact
	Year 6	<ul style="list-style-type: none"> • Compare the features of a healthy and unhealthy friendship • Discuss the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • Develop strategies to respond to pressure from friends including online • Learn how to assess the risk of different online 'challenges' and 'dares' • Identify how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • Understand how to get advice and report concerns about personal safety, including online • Recognise what consent means and how to seek and give/not give permission in different situations
Respecting ourselves and others	Year 1	<ul style="list-style-type: none"> • Identify what kind and unkind behaviour mean in and out school • Explore how kind and unkind behaviour can make people feel • Understand what respect means • Learn about class rules, being polite to others, sharing and taking turns
	Year 2	<ul style="list-style-type: none"> • Identify the things they have in common with their friends, classmate, and other people • Understand how friends can have both similarities and differences • Explore how to play and work co-operatively in different groups and situations

PSHE and RSE Progression Map		
Topic	Year Group	Content
		<ul style="list-style-type: none"> Know how to share their ideas and listen to others, take part in discussions, and give reasons for their views
	Year 3	<ul style="list-style-type: none"> Recognise respectful behaviours e.g. helping or including others, being responsible Learn how to model respectful behaviour in different situations e.g. at home, at school, online Identify the importance of self-respect and their right to be treated respectfully by others Explore what it means to treat others, and be treated, politely Explore the ways in which people show respect and courtesy in different cultures and in wider society
	Year 4	<ul style="list-style-type: none"> Recognise differences between people such as gender, race, faith Recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations Explore the importance of respecting the differences and similarities between people Gain vocabulary to sensitively discuss difference and include everyone
	Year 5	<ul style="list-style-type: none"> Recognise that everyone should be treated equally Explain why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own Describe what discrimination means and different types of discrimination e.g. racism, sexism, homophobia Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment Understand the impact of discrimination on individuals, groups and wider society Explore ways to safely challenge discrimination Recognise how to report discrimination online
	Year 6	<ul style="list-style-type: none"> Recognise the link between value and behaviour and how to be a positive role model Learn how to discuss issues respectfully Learn how to listen to and respect other points of view Explore how to constructively challenge points of view they disagree with Describe ways to participate effectively in discussions online and manage conflict or disagreements
Living in the wider world Belonging to a community	Year 1	<ul style="list-style-type: none"> Identify examples of rules in different situations, e.g. class rules, rules at home, rules outside Describe that different people have different needs Explore how we care for people, animals and other living things in different ways Understand how they can look after the environment, e.g. recycling
	Year 2	<ul style="list-style-type: none"> Recognise being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups Describe different rights and responsibilities that they have in school and the wider community Explain how a community can help people from different groups to feel included Recognise that they are all equal, and ways in which they are the same and different to others in their community
	Year 3	<ul style="list-style-type: none"> Identify the reasons for rules and laws in wider society

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Topic	Year Group	Content
		<ul style="list-style-type: none"> • Explain importance of abiding by the law and what might happen if rules and laws are broken • Understand what human rights are and how they protect people • Identify basic examples of human rights including the rights of children • Recognise how they have rights and also responsibilities • Explain that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn
	Year 4	<ul style="list-style-type: none"> • Understand the meaning and benefits of living in a community • Recognise that they belong to different communities as well as the school community • Explore the different groups that make up and contribute to a community about the individuals and groups that help the local community, including through volunteering and work • Know how to show compassion towards others in need and the shared responsibilities of caring for them
	Year 5	<ul style="list-style-type: none"> • Identify how resources are allocated and the effect this has on individuals, communities and the environment • Understand the importance of protecting the environment and how everyday actions can either support or damage it • Demonstrate how to show compassion for the environment, animals and other living things • Explore the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment
	Year 6	<ul style="list-style-type: none"> • Explain what prejudice means • Differentiate between discrimination and prejudice and how to recognise acts of discrimination • Develop strategies to safely respond to and challenge discrimination • Recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • Explore how stereotypes are perpetuated and how to challenge this
Media literacy and Digital Resilience	Year 1	<ul style="list-style-type: none"> • Explain how and why people use the internet • Describe the benefits of using the internet and digital devices how people find things out and communicate safely with others online
	Year 2	<ul style="list-style-type: none"> • Identify the ways in which people can access the internet e.g. phones, tablets, computers • Recognise the purpose and value of the internet in everyday life • Recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true
	Year 3	<ul style="list-style-type: none"> • Explain how the internet can be used positively for leisure, for school and for work • Recognise that images and information online can be altered or adapted and the reasons for why this happens • Develop strategies to recognise whether something they see online is true or accurate to evaluate whether a game is suitable to play or a website is appropriate for their age-group • Make safe, reliable choices from search results

PSHE and RSE Progression Map		
Topic	Year Group	Content
		<ul style="list-style-type: none"> Understand how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication
	Year 4	<ul style="list-style-type: none"> Understand that everything shared online has a digital footprint Recognise that organisations can use personal information to encourage people to buy things Recognise what online adverts look like Compare content shared for factual purposes and for advertising Explore why people might choose to buy or not buy something online e.g. from seeing an advert Understand that search results are ordered based on the popularity of the website and that this can affect what information people access
	Year 5	<ul style="list-style-type: none"> Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise Develop basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased Understand that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information
	Year 6	<ul style="list-style-type: none"> Identify the benefits of safe internet use e.g. learning, connecting and communicating how and why images online might be manipulated, altered, or faked Understand how to recognise when images might have been altered Explain why people choose to communicate through social media and some of the risks and challenges of doing so Understand that social media sites have age restrictions and regulations for use Recognise the reasons why some media and online content is not appropriate for children Recognise how online content can be designed to manipulate people's emotions and encourage them to read or share things Know about sharing things online, including rules and laws relating to this Understand how to recognise what is appropriate to share online how to report inappropriate online content or contact
Money and Work	Year 1	<ul style="list-style-type: none"> Know that everyone has different strengths, in and out of school Explore how different strengths and interests are needed to do different jobs Know about people whose job it is to help us in the community Explore different jobs and the work people do
	Year 2	<ul style="list-style-type: none"> Identify what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after Learn about getting, keeping and spending money; that people are paid money for the job they do Know how to recognise the difference between needs and wants

PSHE and RSE Progression Map		
Topic	Year Group	Content
		<ul style="list-style-type: none"> Understand how people make choices about spending money, including thinking about needs and wants
	Year 3	<ul style="list-style-type: none"> Learn about jobs that people may have from different sectors e.g. teachers, business people, charity work Understand that people can have more than one job at once or over their lifetime Recognise their interests, skills and achievements and how these might link to future jobs Set goals that they would like to achieve this year e.g. learn a new hobby
	Year 4	<ul style="list-style-type: none"> Explain how people make different spending decisions based on their budget, values and needs Understand how to keep track of money and why it is important to know how much is being spent Identify different ways to pay for things such as cash, cards, e-payment and the reasons for using them Understand how people spend money can have positive or negative effects on others e.g. charities, single use plastics
	Year 5	<ul style="list-style-type: none"> Identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career Identify what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities Describe stereotyping in the workplace, its impact and how to challenge it Understand that there is a variety of routes into work e.g. college, apprenticeships, university, training
	Year 6	<ul style="list-style-type: none"> Explore the role that money plays in people's lives, attitudes towards it and what influences decisions about money Understand value for money and how to judge if something is value for money how companies encourage customers to buy things and why it is important to be a critical consumer Describe how having or not having money can impact on a person's emotions, health and wellbeing Identify common risks associated with money, including debt, fraud and gambling how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk Explain how to get help if they are concerned about gambling or other financial risks
Health and Wellbeing Physical health and mental wellbeing	Year 1	<ul style="list-style-type: none"> Explain what it means to be healthy and why it is important Identify ways to take care of themselves on a daily basis Know about basic hygiene routines, e.g. hand washing Know about healthy and unhealthy foods, including sugar intake Explore physical activity and how it keeps people healthy Explore different types of play, including balancing indoor, outdoor and screen-based play Identify people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors Understand how to keep safe in the sun
	Year 2	<ul style="list-style-type: none"> Identify routines and habits for maintaining good physical and mental health Explain why sleep and rest are important for growing and keeping healthy

PSHE and RSE Progression Map		
Topic	Year Group	Content
		<ul style="list-style-type: none"> • Recognise that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • Recognise the importance of and routines for brushing teeth and visiting the dentist. • Identify ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • Explore how to manage big feelings including those associated with change, loss and bereavement • Describe when and how to ask for help, and how to help others, with their feelings
	Year 3	<ul style="list-style-type: none"> • Understand the choices that people make in daily life that could affect their health • Identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them habits and that sometimes they can be maintained, changed or stopped • Explore the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • Explain what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • Understand that regular exercise such as walking or cycling has positive benefits for their mental and physical health • Identify the things that affect feelings both positively and negatively and strategies to identify and talk about their feelings • Identify some of the different ways people express feelings e.g. words, actions, body language, and how to recognise how feelings can change overtime and become more or less powerful
	Year 4	<ul style="list-style-type: none"> • Identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • Explain what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • Understand how to maintain oral hygiene and dental health, including how to brush and floss correctly • Identify the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health
	Year 5	<ul style="list-style-type: none"> • Explain how sleep contributes to a healthy lifestyle healthy • Develop sleep strategies and how to maintain them • Identify the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heat stroke • Explain how medicines can contribute to health and how allergies can be managed that some diseases can be prevented by vaccinations and immunisations that bacteria and viruses can affect health • Understand how they can prevent the spread of bacteria and viruses with everyday hygiene routines • Recognise the shared responsibility of keeping a clean environment
	Year 6	<ul style="list-style-type: none"> • Understand that mental health is just as important as physical health and that both need looking after • Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • Explore how negative experiences such as being bullied or feeling lonely can affect mental wellbeing

PSHE and RSE Progression Map		
Topic	Year Group	Content
		<ul style="list-style-type: none"> • Develop positive strategies for managing feelings • Understand that there are situations when someone may experience mixed or conflicting feelings • Explain how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • Identify where they and others can ask for help and support with mental wellbeing in and outside school • Understand the importance of asking for support from a trusted adult about the changes that may occur in life including death, and how these can cause conflicting feelings • Explore that changes can mean people experience feelings of loss or grief about the process of grieving and how grief can be expressed • Develop strategies that can help someone cope with the feelings associated with change or loss • Identify how to ask for help and support with loss, grief or other aspects of change how balancing time online with other activities helps to maintain their health and wellbeing • Develop strategies to manage time spent online and foster positive habits e.g. switching phone off at night • Identify what to do and whom to tell if they are frightened or worried about something they have seen online
Growing and changing	Year 1	<ul style="list-style-type: none"> • Recognise what makes them special and unique including their likes, dislikes and what they are good at • Understand how to manage and whom to tell when finding things difficult, or when things go wrong • Identify how they are the same and different to others • Explore different kinds of feelings • Understand how to recognise feelings in themselves and others how feelings can affect how people behave
	Year 2	<ul style="list-style-type: none"> • Explain the human life cycle and how people grow from young to old • Discuss how our needs and bodies change as we grow up • Identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • Discuss change as people grow up, including new opportunities and responsibilities • Preparing to move to a new class and setting goals for next year
	Year 3	<ul style="list-style-type: none"> • Recognise that everyone is an individual and has unique and valuable contributions to make to • Recognise how strengths and interests form part of a person's identity how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • Recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • Develop basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again
	Year 4	<ul style="list-style-type: none"> • Identify external genitalia and reproductive organs • Explore the physical and emotional changes during puberty

PSHE and RSE Progression Map		
Topic	Year Group	Content
		<ul style="list-style-type: none"> Identify key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams Develop strategies to manage the changes during puberty including menstruation Identify the importance of personal hygiene routines during puberty including washing regularly and using deodorant Understand how to discuss the challenges of puberty with a trusted adult Understand how to get information, help and advice about puberty
	Year 5	<ul style="list-style-type: none"> Understand personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes Recognise that for some people their gender identity does not correspond with their biological sex Explore how to recognise, respect and express their individuality and personal qualities ways to boost their mood and improve emotional wellbeing Make links between participating in interests, hobbies and community groups and mental wellbeing
	Year 6	<ul style="list-style-type: none"> Recognise some of the changes as they grow up e.g. increasing independence and what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school Develop practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school Identify the links between love, committed relationships and conception what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults Understand how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb Understand that pregnancy can be prevented with contraception Understand the responsibilities of being a parent or carer and how having a baby changes someone's life
Keeping safe	Year 1	<ul style="list-style-type: none"> Discuss how rules can help to keep us safe Explain why some things have age restrictions, e.g. TV and film, games, toys or play areas Understand basic rules for keeping safe online whom to tell if they see something online that makes them feel unhappy, worried, or scared
	Year 2	<ul style="list-style-type: none"> Learn how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines Identify how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' Identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger Explain how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products

PSHE and RSE Progression Map		
Topic	Year Group	Content
		<ul style="list-style-type: none"> Identify things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel how to respond if there is an accident and someone is hurt Identify whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
	Year 3	<ul style="list-style-type: none"> Learn how to identify typical hazards at home and in school Explore how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen Discuss fire safety at home including the need for smoke alarms Explain the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety
	Year 4	<ul style="list-style-type: none"> Explain the importance of taking medicines correctly and using household products safely to Recognise what is meant by a 'drug' Understand that drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) can affect health and wellbeing Identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects Identify some of the risks associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break how to ask for help or advice
	Year 5	<ul style="list-style-type: none"> Identify when situations are becoming risky, unsafe or an emergency to identify occasions where they can help take responsibility for their own safety to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour Understand how to deal with common injuries using basic first aid techniques Understand how to respond in an emergency, including when and how to contact different emergency services Understand that female genital mutilation (FGM) is against British law and what to do and whom to tell if they think they or someone they know might be at risk of FGM
	Year 6	<ul style="list-style-type: none"> Identify how to protect personal information online to identify potential risks of personal information being misused Develop strategies for dealing with requests for personal information or images of themselves Identify types of images that are appropriate to share with others and those which might not be appropriate that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be Explain what to do if they take, share or come across an image which may upset, hurt or embarrass them or others Identify how to report the misuse of personal information or sharing of upsetting content/ images online Understand the different age rating systems for social media, T.V, films, games and online gaming why age restrictions are important and how they help people make safe decisions about what to watch, use or play Explain the risks and effects of different drugs about the laws relating to drugs common to everyday life and illegal drugs

PSHE and RSE Progression Map		
Topic	Year Group	Content
		<ul style="list-style-type: none"> Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs Identify the organisations where people can get help and support concerning drug use how to ask for help if they have concerns about drug use about mixed messages in the media relating to drug use and how they might influence opinions and decisions

PSHE and RSE Key Vocabulary						
Topic	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships Families and friendship	family, care, relationships, feelings, marriage, support, roles, emotions	friendships, relationships, socialising, agree, disagree, resolve, feelings, help	single, same-sex, blended, adoptive, foster, similar, stability, safe, unsafe, support, encouragement	mutual respect, lonely, exclude, digital, communication, worries, anxiety, mobile, whatsapp, text messaging	peer influence, peer approval, disputes, inclusive, exclusive, influence, reconcile	gender, faith, sexual orientation, gender identity, civil partnership, forced marriage, arranged marriage, marriage, civil partnership, commitment
Safe Relationships	feelings, private, emotions, change, touch, love, uncomfortable, comfortable, unsafe, safe, permission	online, harmful, hurtful, bullying, surprises, secrets, comfortable, uncomfortable, privacy	trust, appropriate, social groups, personal boundaries, passwords, logins, adult supervision, secure, bullying, anti-bullying, consequences	teasing, witness, dares, peer pressure, secret, pretending, content, behaviour	physical contact, permission, acceptable, unacceptable, appropriate, inappropriate	consent, personal safety, peer pressure, healthy/unhealthy friendship
Respecting ourselves and others	respect, kind, unkind, rules, responsibility	common, similarities, differences, cooperation, respect	responsible, model, self-respect, polite, courtesy, social norms, considerate, manners, society	gender, race, faith, religion, diversity, Identity, culture, language disability values aspirations	traditions, beliefs, racism, sexism, homophobia, trolling, discrimination, harassment, lifestyle	role model, conflict, disagreements, values, points of view, constructive

PSHE and RSE Key Vocabulary						
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Living in the wider world Belonging to a community	rules, community, needs, environment, animals, humans.	teams, collaboration, faith, community, inclusion,	laws, rights, human rights, charter, equality, Human Rights Act, Rights of the Child, responsibilities, basic, abiding	benefits, individuals, contribute, give back, donate, volunteering, work, careers, compassion	resources, compassion, environment, damage, support, impact, allocated, opinions	prejudice, discrimination, stereotypes, influence, perpetuate
Media literacy and Digital Resilience	internet, communication, safety, unsafe, aware, respect, privacy	digital, information, entertainment, factual, real, false/ fake news	leisure, work, altered, accurate, photoshop, age-appropriate, search engine, report, content, communication	digital footprint, the cloud, personal, advertising, factual, popularity, social media, online shopping	blogs, unbiased, biased, stereotypes, suspicious content, persuade, fact, opinion	social media, altered, online content, inappropriate content, age restrictions, manipulate, altered
Money and Work	individuality, interests, strengths, help, community, differences, similarities	money, coins, notes, cards, contactless, salary, payment, needs, wants, spending	interests, goals, hobbies, career, part-time, full-time, self-employed, sectors, business, charity, creative arts, education, engineering, environment, healthcare, information, law, law enforcement, marketing, media, construction, retail, science, social care, transport	budget, salary, wage, spreadsheet, cash, credit card, debit card, e-payment, positive spending, negative spending	ambition, working conditions, personal interests, qualities, family values, diversity, inclusion, career opportunities, stereotypes, apprenticeships, university, college, degree, career path	critical consumer, debt, fraud, gambling, scams, financial risk, wealth, value for money, companies, consumer, customer
Health and Wellbeing	healthy, unhealthy, self-care, exercise, hygiene, physical,	physical, mental, habits, self-care,	habits, positive, negative, sugar, sugar-free, balanced	lifestyle, illness, doctor, gp, oral	sleep cycles, bedtime, sun exposure, skin damage, heat stroke,	conflicting feelings, grief, positive habits, mental health,

PSHE and RSE Key Vocabulary						
Topic	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical health and mental wellbeing	people who can help, safe, unsafe.	reflection, mindfulness, feelings,	diet, body language, actions	hygiene, dental health, flossing Dentist, plaque, gums, gingivitis, toothpaste	diseases, vaccinations, immunisations, bacteria, hygiene, routines	loneliness, support, cope, coping
Growing and changing	special, unique, individual, likes, dislikes, same, different, feelings, actions.	life cycle, age, young, old, aging, bodies, body parts, genitalia, penis, vagina, vulva, testicles, nipples, birth, opportunities, responsibilities, transitions, goals, hopes and dreams.	valuable, strengths, interests, identity, challenges, setbacks, strategies, manage, stress, stressors	puberty, menstrual cycle, menstruation, erections, wet dreams, hygiene, deodorant, sweat, body odor, reproduction	race, sex, gender, faith, culture, hobbies, gender identity, biological sex, emotional wellbeing,	sexual intercourse, consenting adults, intimate, sperm, egg, fertilisation, womb, pregnancy, contraception, penis, vagina, ejaculation, wet dream, parent, carer, transition
Keeping safe	safe, Unsafe, restricted, online, feelings,	life long skills, familiar, unfamiliar, safe, unsafe, environment, emergency, accidents	hazards, risks, predict, assess Manage, fire safety, fire alarm, smoke alarm, carbon monoxide, road-, rail-, water-, firework-safety	medicine, drugs, household product, cigarettes, alcohol, side effects, habit, addiction, prescription, legal, illegal	risks, unsafe, emergency, positive risk taking, dangerous behaviour, emergency services, female genital mutilation (FGM)	personal information, appropriate images, inappropriate images, misuse, nicotine, alcohol, medicines, illegal drugs, drug abuse