

# Subject progression: PSHE

Year & theme	Vocabulary	Objectives Procedural (I can . . .)	Objectives Declarative (I know . . .)
<b>Nursery:</b> <b>Being me in my world.</b>	Kind, Gentle, Friend, Similar, similarity, different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns.	<ul style="list-style-type: none"> <li>• I can identify feelings associated with belonging.</li> <li>• I can identify feelings of happiness and sadness.</li> <li>• I can play cooperatively with others.</li> <li>• I can consider others' feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that I am special and some of the things that make me special.</li> <li>• I know that some people are different to myself.</li> <li>• I know that happiness and sadness are emotions.</li> <li>• I know the difference between kind and unkind behaviour.</li> <li>• I know that being kind is good.</li> </ul>
<b>Nursery:</b> <b>Celebrating difference.</b>	Special, Proud, Same, Similar, Happy, Sad, Frightened, Angry, Family	<ul style="list-style-type: none"> <li>• I can identify feelings associated with being proud.</li> <li>• I can identify things that I am good at.</li> <li>• I can Identify some ways I am different and the same as others.</li> <li>• I can talk about similarities and differences between my family and other families</li> <li>• I can identify and use skills to make a friends</li> <li>• I can identify and use skills to stand up for myself.</li> <li>• I can recognise emotions in others.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what being proud means and that people can be proud of different things.</li> <li>• I know that people can be good at different things.</li> <li>• I know the names of some emotions.</li> <li>• I know different ways to stand up for myself</li> <li>• I know what being unique means.</li> <li>• I know that families can be different and live in different homes.</li> <li>• I know different ways of making friends.</li> <li>• I know that that friends are important.</li> </ul>
<b>Nursery:</b> <b>Dreams and Goals.</b>	Dream, goal, challenge, Job, ambition, perseverance, achievement, encourage.	<ul style="list-style-type: none"> <li>• I can understand that challenges can be difficult</li> <li>• I can recognise some of the feelings linked to perseverance</li> <li>• I can recognise how kind words can encourage people I can feel proud and celebrate my successes</li> </ul>	<ul style="list-style-type: none"> <li>• I know what a challenge is.</li> <li>• I know that it is important to keep trying.</li> <li>• I know which words are kind.</li> <li>• I know some jobs that I might like to do when I am older</li> <li>• I Know when I have achieved a goal</li> </ul>

<p><b>Nursery: Healthy Me</b></p>	<p>Healthy, exercise, head, shoulders, knees, toes, sleep, wash, clean, stranger, scared, trust.</p>	<ul style="list-style-type: none"> <li>• I can recognise how exercise makes me feel</li> <li>• I can recognise how different foods can make me feel</li> <li>• I can give examples of healthy food</li> <li>• I can explain what to do if a stranger approaches me</li> </ul>	<ul style="list-style-type: none"> <li>• I know the names for some parts of my body</li> <li>• I Know what the word 'healthy' means</li> <li>• I know some things that I need to do to keep healthy</li> <li>• I Know how to help myself go to sleep and that sleep is good for me</li> <li>• I Know when and how to wash my hands properly</li> <li>• I know what to do if I get lost</li> <li>• I Know how to say No to strangers</li> </ul>
<p><b>Nursery: Relationships</b></p>	<p>jobs, relationship, , lonely, argue, fall-out, words, upset, Calm me, breathing</p>	<ul style="list-style-type: none"> <li>• I can identify what jobs I do for my family.</li> <li>• I Can suggest ways to make a friend or help someone who is lonely</li> <li>• I can use different ways to mend a friendship</li> <li>• I Can recognise what being angry feels like</li> <li>• I can use Calm Me when angry or upset</li> </ul>	<ul style="list-style-type: none"> <li>• I know what a family is</li> <li>• I know that different people in a family have different responsibilities (jobs)</li> <li>• I know that friends sometimes fall out</li> <li>• I know some ways to mend a friendship</li> <li>• I know that unkind words can never be taken back and they can hurt</li> <li>• I know how to use Jigsaw's Calm Me to help when feeling angry</li> <li>• I know some reasons why others get angry</li> </ul>
<p><b>Nursery: Changing me</b></p>	<p>Eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories.</p>	<ul style="list-style-type: none"> <li>• I can identify how I have changed from a baby</li> <li>• I can say what might change for me as I get older</li> <li>• I can recognise that changing class can illicit happy and/or sad emotions</li> <li>• I can say how I feel about changing class and growing up</li> <li>• I can identify positive memories from the past year in school/ home</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify how I have changed from a baby</li> <li>• I can say what might change for me as I get older</li> <li>• I can recognise that changing class can illicit happy and/or sad emotions</li> <li>• I can say how I feel about changing class and growing up</li> <li>• I can identify positive memories from the past year in school/ home</li> </ul>

<p><b>Reception: Being me in my world.</b></p>	<p>Kind, Gentle, Friend, Similar, similarity, different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns</p>	<ul style="list-style-type: none"> <li>• I can identify feelings associated with belonging.</li> <li>• I can identify feelings of happiness and sadness.</li> <li>• I can play cooperatively with others.</li> <li>• I can consider others' feelings.</li> <li>• I can talk about what it means to be responsible</li> </ul>	<ul style="list-style-type: none"> <li>• I know that I am special and some of the things that make me special.</li> <li>• I know that some people are different to myself.</li> <li>• I know that happiness and sadness are emotions.</li> <li>• I know the difference between kind and unkind behaviour.</li> <li>• I know that being kind is good. <ul style="list-style-type: none"> <li>• I know that I have a right to learn and play in a safe happy environment.</li> </ul> </li> </ul>
<p><b>Reception: Celebrating difference.</b></p>	<p>Special, Proud, Friends, Same, Happy, sad, Frightened, Angry, Family</p>	<ul style="list-style-type: none"> <li>• I can identify feelings associated with being proud.</li> <li>• I can identify things that I am good at.</li> <li>• I can talk about my successes and the successes of others.</li> <li>• I can identify some ways I am different and the same as others.</li> <li>• I can talk about similarities and differences between my family and other families</li> <li>• I can identify and use skills to make a friends</li> <li>• I can identify and use skills to stand up for myself.</li> <li>• I can recognise emotions in others.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what being proud means and that people can be proud of different things.</li> <li>• I know that people can be good at different things.</li> <li>• I know the names of some emotions.</li> <li>• I know different ways to stand up for myself</li> <li>• I know what being unique means.</li> <li>• I know that families can be different and live in different homes.</li> <li>• I know different ways of making friends.</li> <li>• I know that friends are important.</li> <li>• I know some qualities of a positive friendship.</li> </ul>

<p><b>Reception: Dreams and Goals.</b></p>	<p>Dream, goal, challenge, Job, ambition, perseverance, achievement, encourage.</p>	<ul style="list-style-type: none"> <li>• I can understand that challenges can be difficult</li> <li>• I can recognise some of the feelings linked to perseverance</li> <li>• I can talk about a time that they kept on trying and achieved a goal</li> <li>• I can recognise how kind words can encourage people I can feel proud and celebrate my successes</li> </ul>	<ul style="list-style-type: none"> <li>• I know what a challenge is.</li> <li>• I know that it is important to keep trying.</li> <li>• I know what a goal is, how to set goals and work towards them.</li> <li>• I know which words are kind.</li> <li>• I know some jobs that I might like to do when I Am older</li> <li>• I Know that I must work hard now in order to be able to achieve the job I want when I am older</li> <li>• I Know when I have achieved a goal</li> </ul>
<p><b>Reception: Healthy Me</b></p>	<p>Healthy, exercise, head, shoulders, knees, toes, sleep, wash, clean, stranger, scared, trust.</p>	<ul style="list-style-type: none"> <li>• I can recognise how exercise makes me feel</li> <li>• I can recognise how different foods can make me feel</li> <li>• I can an explain what I need to do to stay healthy</li> <li>• I can give examples of healthy food</li> <li>• I can explain how I might feel if I don't get enough sleep</li> <li>• I can explain what to do if a stranger approaches me.</li> </ul>	<ul style="list-style-type: none"> <li>• I know the names for some parts of my body</li> <li>• I Know what the word 'healthy' means</li> <li>• I know some things that I need to do to keep healthy</li> <li>• I Know that I need to exercise to keep healthy</li> <li>• I Know how to help myself go to sleep and that sleep is good for me</li> <li>• I Know when and how to wash my hands properly</li> <li>• I know what to do if I get lost</li> <li>• I Know how to say No to strangers</li> </ul>

<p><b>Reception: Relationships</b></p>	<p>Relationship, friend, lonely, argue, fall-out, , angry, upset, calm me, breathing</p>	<ul style="list-style-type: none"> <li>• I can identify what jobs I do for my family.</li> <li>• I can talk about the jobs my family do and the jobs carried out by parents/carers and siblings</li> <li>• I Can suggest ways to make a friend or help someone who is lonely</li> <li>• I Can use different ways to mend a friendship</li> <li>• I Can recognise what being angry feels like</li> <li>• I can use Calm Me when angry or upset</li> </ul>	<ul style="list-style-type: none"> <li>• I know what a family is</li> <li>• I know that different people in a family have different responsibilities (jobs)</li> <li>• I know some of the characteristics of healthy and safe friendship</li> <li>• I know that friends sometimes fall out</li> <li>• I know some ways to mend a friendship</li> <li>• I know that unkind words can never be taken back and they can hurt</li> <li>• I know how to use Jigsaw's Calm Me to help when feeling angry</li> <li>• know some reasons why others get angry</li> </ul>
<p><b>Reception: Changing me</b></p>	<p>Eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories.</p>	<ul style="list-style-type: none"> <li>• I can identify how I have changed from a baby</li> <li>• I can say what might change for me as I get older</li> <li>• I can recognise that changing class can illicit happy and/or sad emotions</li> <li>• I can say how I feel about changing class and growing up</li> <li>• I can identify positive memories from the past year in school/ home</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify how I have changed from a baby</li> <li>• I can say what might change for me as I get older</li> <li>• I can recognise that changing class can illicit happy and/or sad emotions</li> <li>• I can say how I feel about changing class and growing up</li> <li>• I can identify positive memories from the past year in school/ home</li> </ul>
<p><b>Year 1: Being me in my world.</b></p>	<p>Safe, Special, Calm, belonging, special, rights, responsibilities, learning Charter, jigsaw Charter, rewards, proud, consequences, upset, disappointed.</p>	<ul style="list-style-type: none"> <li>• I can talk about attributes that make me special.</li> <li>• I can identify helpful behaviours to make the class a safe place</li> <li>• I can talk about how it feels to be proud of an achievement.</li> <li>• I can recognise feelings associated with positive and negative consequences.</li> <li>• I can understand that I have choices.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how it feels to belong and that I belong to my class.</li> <li>• I know my views are important.</li> <li>• I know that that my choices have consequences.</li> <li>• I know my own rights and responsibilities with the classroom.</li> </ul>

<p><b>Year 1: Celebrating difference.</b></p>	<p>Similarity, Difference, Bullying, bully, bullied, behaviour, Deliberate, on purpose, Unfair, Included, celebrations, Special, unique.</p>	<ul style="list-style-type: none"> <li>• I can recognise ways in which I am the same as and different to my friends.</li> <li>• I can identify what is bullying and what isn't</li> <li>• I can understand how being bullied might feel</li> <li>• I can talk about ways to help a person who is being bullied.</li> <li>• I can talk about and identify emotions associated with making a new friend</li> <li>• I can verbalise some of the attributes that make me unique and special.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that people have differences and similarities.</li> <li>• I know what bullying means and who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>• I know skills to make friendships I know that people are unique and that it is okay to be different.</li> </ul>
<p><b>Year 1: Dreams and Goals.</b></p>	<p>Proud, success, achievement, goal, treasure, goal, learning, stepping-stones, process, working together, team work, celebrate, stretch, challenge, obstacle, overcome, dreams, goals</p>	<ul style="list-style-type: none"> <li>• I can recognise and talk about things that I do well.</li> <li>• I can explain how I learn best.</li> <li>• I can celebrate an achievement with a friend</li> <li>• I can recognise my own feelings when faced with a challenge or an obstacle.</li> <li>• I can recognise and talk about how I feel when I overcome an obstacle</li> <li>• I can store feelings of success so that they can be used in the future.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to set simple goals.</li> <li>• I know how to achieve a goal</li> <li>• I know how to work well with a partner</li> <li>• I know that tackling a challenge can stretch my learning</li> <li>• I know how to identify obstacles which make achieving my goals difficult and work out how to overcome them</li> <li>• I know when a goal has been achieved</li> <li>•</li> </ul>

<p><b>Year 1: Healthy Me</b></p>	<p>Healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, keeping clean hygiene, safe medicines, trust, safe, safety, green cross code, eyes, ears, look, listen, wait.</p>	<ul style="list-style-type: none"> <li>• I can feel good about myself when I make healthy choices I Can realise that I am special</li> <li>• I can keep myself safe</li> <li>• I can recognise ways to look after themselves if they feel poorly</li> <li>• I can recognise when they feel frightened and know how to ask for help</li> <li>• I can recognise how being healthy helps them to feel happy</li> </ul>	<ul style="list-style-type: none"> <li>• I know the difference between being healthy and unhealthy</li> <li>• I know some ways to keep healthy</li> <li>• I Know how to make healthy lifestyle choices</li> <li>• I know how to keep themselves clean and healthy I know that germs cause disease / illness</li> <li>• I know that all household products, including medicines, can be harmful if not used properly</li> <li>• I Know that medicines can help them if they feel poorly</li> <li>• I Know how to keep safe when crossing the road</li> <li>• I know about people who can keep them safe</li> </ul>
<p><b>Year 1: Changing me</b></p>	<p>Changes, life cycles, baby, adult, adulthood, grown-up, mature, male, female, vagina, penis, testicles, vulva, anus, learn, new, grow, feelings, anxious, worried, excited, coping.</p>	<ul style="list-style-type: none"> <li>• I can understand and accept that change is a natural part of getting older.</li> <li>• I can identify some things that have changed and some things that have stayed the same since being a baby</li> <li>• I can express why I enjoy learning</li> <li>• I can suggest ways to manage change e.g. moving to a new class</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I know that animals including humans have a life cycle</li> <li>• I know that changes happen when we grow up</li> <li>• I know that people grow up at different rates and that is normal</li> <li>• I know the names of male and female private body parts I know that there are correct names for private body parts and nicknames, and when to use them</li> <li>• I know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>• I know who to ask for help if they are worried or frightened I know that learning brings about change</li> </ul>

<p><b>Year 2: Being me in my world.</b></p>	<p>Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, actions, praise, reward, consequence, positive, negative, choices, co-Operate, learning charter, problem-Solving.</p>	<ul style="list-style-type: none"> <li>• I can recognise my own feelings and know when and where to get help</li> <li>• I can talk about how to make my class a safe and fair place.</li> <li>• I can good listening skills <ul style="list-style-type: none"> <li>• I can recognise the feeling of being worried •</li> </ul> </li> <li>• I can work cooperatively.</li> </ul>	<ul style="list-style-type: none"> <li>• I know the rights and responsibilities of class members •</li> <li>• I Know that it is important to listen to other people.</li> <li>• I know that my own views are valuable.</li> <li>• I Know about rewards and consequences and that these stem from choices.</li> <li>• I know that positive choices impact positively on self-learning and the learning of others.</li> </ul>
<p><b>Year 2: Celebrating difference.</b></p>	<p>Similarities, Assumptions, Shield, Stereotypes, Special, Bully, Purpose, Kind, Unkind, Feelings, Lonely, Help, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.</p>	<ul style="list-style-type: none"> <li>• I can understand that boys and girls can be similar and different in lots of ways.</li> <li>• I can understand that it is okay for boys and girls to be different.</li> <li>• I can explain how being bullied can make someone feel.</li> <li>• I can choose to be kind to someone who is being bullied.</li> <li>• I can recognise that I should not judge people because they are different.</li> <li>• I can talk about ways that I can stand up for myself when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• I know there are stereotypes about boys and girls</li> <li>• I know that it is OK not to conform to gender stereotypes</li> <li>• I know it is good to be yourself .</li> <li>• I know that sometimes people get bullied because of difference</li> <li>• I know the difference between right and wrong and the role that choice has to play in this</li> <li>• I know that friends can be different and still be friends</li> <li>• I know where to get help if being bullied</li> <li>• I know the difference between a one-off incident and bullying.</li> <li>• I know everyone's differences make them unique.</li> </ul>

<p><b>Year 2: Dreams and Goals</b></p>	<p>Realistic, proud, success, celebrate, achievement, goal, strength, persevere, challenge, difficult, easy, learning together, partner, team work, Product.</p>	<ul style="list-style-type: none"> <li>• I can talk about my own achievements and the feelings linked to this</li> <li>• I can recognise my own strengths as a learner •</li> <li>• I can recognise how working with others can be helpful</li> <li>• I can work effectively with a partner</li> <li>• I can choose a partner with whom I work well with</li> <li>• I can work as part of a group I can talk about how it feels to be part of a group that succeeds and store this feeling</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to choose a realistic goal and think about how to achieve it.</li> <li>• I know that it is important to persevere.</li> <li>• I Know how to recognise what working together well looks like.</li> <li>• I know what good group working looks like.</li> <li>• I know how to share success with other people</li> </ul>
<p><b>Year 2: Healthy Me</b></p>	<p>Lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, body, balanced diet, proportion, energy, fuel, nutritious</p>	<ul style="list-style-type: none"> <li>• I can make healthy lifestyle choices</li> <li>• I can Identify when a feeling is weak and when a feeling is strong</li> <li>• I can talk about how to take care of my body and how to keep it healthy I can understand the importance of having a healthy relationship with food</li> <li>• I can express how it feels to share healthy food with their friends</li> </ul>	<ul style="list-style-type: none"> <li>• I know what my body needs to stay healthy</li> <li>• I know what relaxed means</li> <li>• I know what makes me feel relaxed and stressed</li> <li>• I know how medicines work in my body</li> <li>• I know that it is important to use medicines safely</li> <li>• I know how to make some healthy snacks</li> <li>• I know why healthy snacks are good for my body</li> <li>• I Know which foods give my body energy</li> <li>•</li> </ul>

## Year 2: Relationships

Important, co-operate, touch, physical contact, communication, acceptable, not acceptable, conflict, point of view, positive problem solving, secret, surprise, good secret, worry secret, telling, adult, trust, frightened, trustworthy, honesty, reliability, compliments, celebrate, appreciate

- I can identify the different roles and responsibilities in my family
- I can recognise the value that families can bring
- I can recognise and talk about the types of physical contact that is acceptable or unacceptable
- I can use positive problem-solving techniques to mend friendships or to resolve a friendship conflict
- I can identify the negative feelings associated with keeping a worry secret
- I can identify the feelings associated with trust
- I can identify who I trust in my own relationships
- I can give and receive compliments
- I can say who I would go to for help if I am worried or scared

- I know that everyone's family is different
- I know that families function well when there is trust, respect, care, love and co-operation
- I know that there are lots of forms of physical contact within a family
- I know how to stay stop if someone is hurting me
- I know some reasons why friends have conflicts
- I know that friendships have ups and downs and sometimes change with time I know how to use the ending Friendships or Solve-it-together problem-solving methods
- I know there are good secrets and worry secrets and why it is important to share worry secrets
- I know what trust is

Year 2:  
Changing me

Change, grow, control, Life cycle, Fully grown, Growing up, old, Young, respect, appearance, Physical, Independent, timeline, freedom, responsibilities, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture, cuddle, squeeze, acceptable, unacceptable, comfortable, uncomfortable, looking forward, excited, nervous, anxious.

- I can appreciate that changes will happen and that some can be controlled and others not
- I can express how I feel about changes
- I can show appreciation for people who are older
- I can recognise the independence and responsibilities they have now compared to being a baby or toddler
- I can say what greater responsibilities and freedoms I may have in the future
- I can say who I would go to for help if worried or scared
- I Can say what types of touch I find comfortable/uncomfortable
- I can confidently ask someone to stop if I am being hurt or frightened
- I can say what I am looking forward to in the next year
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- I know that life cycles exist in nature
- I know that aging is a natural process including old-age
- I know that some changes are out of an individual's control
- I know how my body has changed from when I was a baby
- I know I will continue to change as I age
- I know the physical differences between male and female bodies
- I know the correct names for private body parts
- I know that private body parts are special and that no one has the right to hurt these
- I know who to ask for help if I am worried or frightened
- I Know there are different types of touch and that some are acceptable and some are unacceptable
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Year 3: Being me in my world.

Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities,

**Being Me in my World - Autumn 1**

- I can recognise self-worth
- I can set a personal goal
- I can recognise feelings of happiness, sadness, worry and fear in myself and others
- I can make other people feel valued
- I can develop compassion and empathy for others

**Being Me in my World - Autumn 1**

- I know what a personal goal is
- I know and understand what a challenge is
- I know why rules are needed and how these relate to choices and consequences
- I know that actions can affect others' feelings
- I know that others may hold different views
- I know that the school has a shared set of values

Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.

**Celebrating Differences - Autumn 2**

- I can show appreciation for my families, parents and carers
- I can use the 'Solve it together' technique to calm and resolve conflicts with friends and family
- I can empathise with people who are bullied
- I can employ skills to support someone who is bullied
- I can 'problem-solve' a bullying-situation
- I can recognise feelings associated with receiving a compliment

**Celebrating Differences – Autumn 2**

- I know why families are important
- I know that everybody's family is different
- I know that sometimes family members don't get along and some reasons for this
- I know that conflict is a normal part of relationships
- I know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do
- I know that some words are used in hurtful ways and that this can have consequences

Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient,

**Dreams and Goals – Spring 1**

- Recognise other people's achievements
- I can imagine how it will feel when they achieve their dream / ambition
- I can break down a goal into small steps
- I can manage feelings of frustration linked to facing obstacles
- I can share my success with others

**Dreams and Goals – Spring 1**

- Know about specific people who have overcome difficult challenges to achieve success
- Know what dreams and ambitions are important to me
- I know how I can best overcome learning challenges
- I know that I am responsible for my own learning
- I know what my own strengths are as a learner
- I know what an obstacle is and how I can hinder achievement
- I know how to take steps to overcome obstacles
- I know how to evaluate my own learning progress and identify how it can be better next time
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Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.

### **Healthy Me- Spring 2**

- I can set myself a fitness challenge
- I can recognise what it feels like to make a healthy choice
- I can identify how I feel about drugs
- I can express how being anxious or scared feels
- I can take responsibility for keeping myself and others safe
- I can respect my own body and appreciate what I do

### **Healthy Me – Spring 2**

- I know how exercise affects their bodies
- I know why my heart and lungs are such important organs
- I know that the amount of calories, fat and sugar that I put into my body will affect my health
- I know that there are different types of drugs
- I know that there are things, places and people that can be dangerous
- I know a range of strategies to keep myself safe
- I know when something feels safe or unsafe
- I know that my body is complex and needs taking care of

Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe,

### **Relationships – Summer 1**

- I can use Solve-it-together in a conflict scenario and find a win-win outcome
- I can access help if I am concerned about anything on social media or the internet
- I can empathise with people from other countries who may not have a fair job/ less fortunate
- I can understand that I am connected to the global community in many different ways
- I can identify similarities in children's rights around the world
- I can identify my own wants and needs and how these may be similar or different from other children in school and the global community

### **Relationships – Summer 1**

- I know that different family members carry out different roles or have different responsibilities within the family
- I know that gender stereotypes can be unfair
- I know some of the skills of friendship
- I know some strategies for keeping myself safe online
- I know how some of the actions and work of people around the world help and influence my life
- I know that I and all children have rights (UNCRC)
- I know the lives of children around the world can be different from my own

Changes, Birth, Animals, Babies, Mother, Growing up, Uterus, Womb, Nutrients, Survive, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles,

### **Changing Me – Summer 2**

- I can express how I feel about babies
- I can describe the emotions that a new baby can bring to a family
- I can express how I feel about puberty
- I can say who I can talk to about puberty if I have any worries
- I can identify stereotypical family roles and challenge these ideas
- I can identify changes I am looking forward to in the next year
- I can suggest ways to help manage feelings during changes I am more anxious about

### **Changing Me – Summer 2**

- I know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm
- I know that babies are made by a sperm joining with an ovum
- I know the names of the different internal and external body parts that are needed to make a baby
- I know how the female and male body change at puberty
- I know that personal hygiene is important during puberty and as an adult
- I know that change is a normal part of life and that some cannot be controlled and have to be accepted
- I know that change can bring about a range of different emotions

Included, Excluded, Welcome, Valued, Team, Charter, Job Description, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child

### **Being in my World – Autumn 1**

- I can identify the feelings associated with being included or excluded
- I can make others feel valued and included
- I can take on a role in a group discussion / task and contribute to the overall outcome
- I can make others feel cared for and welcomed
- I can recognise the feelings of being motivated or unmotivated
- I can understand why the school community benefits from a Learning Charter
- I can help friends make positive choices

### **Being Me in my World – Autumn 1**

- I know how to face new challenges positively
- I know how to set personal goals
- I know the rights and responsibilities associated with being a citizen in the wider community and their country
- I know how an individual's behaviour can affect a group and the consequences of this
- I know how democracy and having a voice benefits the school community
- I know how to contribute towards the democratic process.

Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness,

**Celebrating Differences- Autumn 2**

- I can identify my own culture and different cultures within my class community
- I can identify my own attitudes about people from different faith and cultural backgrounds
- I can identify a range of strategies for managing my own feelings in bullying situations
- I can identify some strategies to encourage children who use bullying behaviours to make other choices
- I can support children who are being bullied

**Celebrating Differences – Autumn 2**

- I know what culture means
- I know that differences in culture can sometimes be a source of conflict
- I know what racism is and why it is unacceptable
- I know that rumour spreading is a form of bullying on and offline
- I know external forms of support in regard to bullying e.g. Childline
- I know that bullying can be direct and indirect
- I know how my life is different from the lives of children in the developing world

Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.

**Dreams and Goals – Spring 1**

- I can verbalise what I would like my life to be like when I am grown up
- I can appreciate the contributions made by people in different jobs
- I can appreciate the opportunities learning and education can give me
- I can reflect on the differences between my own learning goals and those of someone from a different culture
- I can appreciate the differences between myself and someone from a different culture

**Dreams and Goals- Spring 1**

- I know that I will need money to help them to achieve some of my dreams
- I know about a range of jobs that are carried out by people I know
- I know that different jobs pay more money than others
- I know the types of job I might like to do when I am older
- I know that young people from different cultures may have different dreams and goals
- I know that communicating with someone from a different culture means that I can learn from them and vice versa
- I know ways that I can support young people in my own culture and abroad

Friendship, Emotions, Healthy, Relationships, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.

**Healthy Me – Spring 2**

- I can identify the feelings that I have about my friends and different friendship groups
- I can recognise how different people and groups I interact with impact on me
- I can identify which people I most want to be friends with
- I can recognise negative feelings in peer pressure situations
- I can identify the feelings of anxiety and fear associated with peer pressure
- I can tap into my inner strength and know how to be assertive

**Healthy Me – Spring 2**

- I know how different friendship groups are formed and how I fit into them
- I know which friends I value most
- I know that there are leaders and followers in group
- I know the facts about smoking and its effects on health
- I know some of the reasons some people start to smoke
- I know the facts about alcohol and its effects on health, particularly the liver
- I know some of the reasons some people drink alcohol
- I know ways to resist when people are putting pressure on me
- I know what I think is right and wrong

Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.

**Relationships – Summer 1**

- I can identify feelings and emotions that accompany jealousy
- I can suggest positive strategies for managing jealousy
- I can identify people who are special to me and express why
- I can identify the feelings and emotions that accompany loss
- I can suggest strategies for managing loss
- I can tell you about someone I no longer see
- I can suggest ways to manage relationship changes including how to negotiate

**Relationships – Summer 1**

- I know some reasons why people feel jealousy
- I know that jealousy can be damaging to relationships
- I know that loss is a normal part of relationships
- I know that negative feelings are a normal part of loss
- I know that memories can support us when we lose a special person or animal
- I know that change is a natural part of relationships/ friendship
- I know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe

Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance,

### **Changing Me – Summer 2**

- I can appreciate my own uniqueness and that of others
- I can express how I feel about having children when I am grown up
- I can express any concerns I have about puberty
- I can say who I can talk to about puberty if I am worried

### **Changing Me – Summer 2**

- I know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm
- I know that babies are made by a sperm joining with an ovum
- I know the names of the different internal and external body parts that are needed to make a baby
- I know how the female and male body change at puberty
- I know that personal hygiene is important during puberty and as an adult
- I know that change is a normal part of life and that some cannot be controlled and have to be accepted
- I know that change can bring about a range of different emotions

Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise,

### **Being Me in my World – Autumn 1**

- I can identify what I value most about school
- I can identify hopes for the school year
- I can show empathy for people whose lives are different from my own
- I can consider my own actions and the effect I have on myself and others
- I can work as part of a group, listening and contributing effectively
- I can understand why the school community benefits from a Learning Charter
- I can help friends make positive choices

### **Being Me in my World – Autumn 1**

- I know how to face new challenges positively
- I know how to set personal goals
- I know the rights and responsibilities associated with being a citizen in the wider community and their country
- I know how an individual's behaviour can affect a group and the consequences of this
- I know how democracy and having a voice benefits the school community
- I know how to contribute towards the democratic process

Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness

**Celebrating Differences- Autumn 2**

- I can identify my own culture and different cultures within my class community
- I can identify my own attitudes about people from different faith and cultural backgrounds
- I can identify a range of strategies for managing my own feelings in bullying situations
- I can identify some strategies to encourage children who use bullying behaviours to make other choices
- I can support children who are being bullied

**Celebrating Differences – Autumn 2**

- I know what culture means
- I know that differences in culture can sometimes be a source of conflict
- I know what racism is and why it is unacceptable
- I know that rumour spreading is a form of bullying on and offline
- I know external forms of support in regard to bullying e.g. Childline
- I know that bullying can be direct and indirect
- I know how my life is different from the lives of children in the developing world

Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.

**Dreams and Goals – Spring 1**

- I can verbalise what I would like my life to be like when I am grown up
- I can appreciate the contributions made by people in different jobs
- I can appreciate the opportunities learning and education can give me
- I can reflect on the differences between my own learning goals and those of someone from a different culture
- I can appreciate the differences between myself and someone from a different culture

**Dreams and Goals- Spring 1**

- I know that I will need money to help them to achieve some of my dreams
- I know about a range of jobs that are carried out by people I know
- I know that different jobs pay more money than others
- I know the types of job I might like to do when I am older
- I know that young people from different cultures may have different dreams and goals
- I know that communicating with someone from a different culture means that I can learn from them and vice versa
- I know ways that I can support young people in my own culture and abroad

Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Levelheaded, Body image, Media, Social media, Celebrity, Altered, Self-respect,

### Healthy Me - Spring 2

- I can make informed decisions about whether or not I choose to smoke when I am older
- I can make informed decisions about whether I choose to drink alcohol when I am older
- I can recognise strategies for resisting pressure
- I can identify ways to keep myself calm in an emergency
- I can reflect on my own body image and know how important it is that this is positive
- I can accept and respect myself for who I am
- I can respect and value my own body

### Healthy Me - Spring 2

- I know the health risks of smoking
- I know how smoking tobacco affects the lungs, liver and heart
- I know some of the risks linked to misusing alcohol, including antisocial behaviour
- I know basic emergency procedures including the recovery position
- I know how to get help in emergency situations
- I know that the media, social media and celebrity culture promotes certain body types
- I know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure
- I know what makes a healthy lifestyle

Personal attributes,  
Qualities,  
Characteristics,  
Self-esteem,  
Unique,  
Comparison,  
Negative self-talk,  
Social media,  
Online,  
Community, Risky,  
Positive, Negative,  
Safe, Unsafe,  
Rights,  
Responsibilities,  
Social network,  
Gaming, Violence,  
Grooming, Troll,  
Gambling, Betting,  
Trustworthy,  
Appropriate,  
Screen time,  
Physical health,  
Mental health, Off-  
line, Social, Peer  
pressure,  
Influences,  
Personal  
information,  
Passwords, Privacy,  
Settings

### **Relationships - Summer 1**

- I can suggest strategies for building my self-esteem
- I can identify when an online community / social media group feels risky, uncomfortable, or unsafe
- I can suggest strategies for staying safe online/ social media
- I can say how to report unsafe online / social network activity
- I can identify when an online game is safe or unsafe
- I can suggest ways to monitor and reduce screen time

### **Relationships – Summer 1**

- I know that a personality is made up of many different characteristics, qualities and attributes
- I know that belonging to an online community can have positive and negative consequences
- I know that there are rights and responsibilities in an online community or social network
- I know that there are rights and responsibilities when playing a game online
- I know that too much screen time isn't healthy
- I know how to stay safe when using technology to communicate with friends

Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene,

### **Changing Me – Summer 2**

- I can celebrate what I like about my own and others' self- image and body- image
- I can suggest ways to boost self-esteem of self and others
- I can recognise that puberty is a natural process that happens to everybody and that it will be OK for me
- I can ask questions about puberty to seek clarification
- I can express how I feel about having children when I am an adult
- I can express how I feel about becoming a teenager
- I can say who I can talk to if concerned about puberty or becoming a teenager/adult

### **Changing Me – Summer 2**

- I know what perception means and that perceptions can be right or wrong
- I know how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally
- I know that sexual intercourse can lead to conception
- I know that some people need help to conceive and might use IVF
- I know that becoming a teenager involves various changes and also brings growing responsibility

Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy

**Being in my World – Autumn 1**

- I can make others feel welcomed and valued
- I can compare my life with the lives of those less fortunate
- I can demonstrate empathy and understanding towards others
- I can demonstrate attributes of a positive role model
- I can take positive action to help others
- I can contribute towards a group task
- I can regulate my emotions

**Being in my World – Autumn 1**

- I know how to set goals for the year ahead
- I know what fears and worries are
- I know about children’s universal rights
- I know about the lives of children in other parts of the world
- I know that personal choices can affect others locally and globally
- I know that my own choices result in different consequences and rewards
- I know how democracy and having a voice benefits the school community
- I know how to contribute towards the democratic process

Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement,

**Celebrating Differences – Autumn 2**

- I can empathise with people who are different and be aware of my own feelings towards them
- I can identify feelings associated with being excluded
- I can use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict
- I can identify different feelings of the bully, bullied and bystanders in a bullying scenario
- I can vocalise my thoughts and feelings about prejudice and discrimination and why it happens
- I can appreciate people for who they are

**Celebrating Differences – Autumn 2**

- I know that there are different perceptions of 'being normal' and where these might come from
- I know that being different could affect someone's life
- I know that power can play a part in a bullying or conflict situation
- I know that people can hold power over others individually or in a group
- I know why some people choose to bully others
- I know that people with disabilities can lead amazing lives
- I know that difference can be a source of celebration as well as conflict

Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.

**Dreams and Goals – Spring 1**

- I can understand why it is important to stretch the boundaries of my current learning
- I can set success criteria so that I know when I have achieved my goal
- I can recognise the emotions I experience when I consider people in the world who are suffering or living in difficult circumstances
- I can empathise with people who are suffering or living in difficult situations

**Dreams and Goals – Spring 1**

- I know my own learning strengths
- I know how to set realistic and challenging goals
- I know what the learning steps I need to take to achieve my goal
- I know a variety of problems that the world is facing
- I know how to work with other people to make the world a better place
- I know some ways in which I could work with others to make the world a better place

Immunisation,  
Prevention, Drugs,  
Effects, Motivation,  
Prescribed,  
Unrestricted, Over-  
the-counter,  
Restricted, Illegal,  
Volatile  
substances, 'Legal  
highs', Exploited,  
Vulnerable,  
Criminal, Gangs,  
Pressure,  
Strategies,  
Reputation, Anti-  
social behaviour,  
Crime, Mental  
health, Emotional  
health, Mental  
illness, Symptoms

### **Healthy Me – Spring 2**

- I can care for my own physical and emotional health
- I can be motivated to find ways to be happy and cope with life's situations without using drugs
- I can identify ways that someone who is being exploited could help themselves
- I can suggest strategies someone could use to avoid being pressured
- I can recognise that people have different attitudes towards mental health / illness

### **Healthy Me – Spring 2**

- I know how to take responsibility for my own health
- I know how to make choices that benefit my own health and well-being
- I know about different types of drugs and their uses
- I know how these different types of drugs can affect people's bodies, especially my liver and heart
- I know that some people can be exploited and made to do things that are against the law
- I know why some people join gangs and the risk that this can involve
- I know what it means to be emotionally well
- I know that stress can be triggered by a range of things
- I know that being stressed can cause drug and alcohol misuse

Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences,

### **Relationships -Summer 1**

- I can recognise that people can get problems with their mental health and that it is nothing to be ashamed of
- I can help myself and others when worried about a mental health problem
- I can recognise when I am feeling grief and have strategies to manage them
- I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
- I can resist pressure to do something online that might hurt myself or others

### **Relationships – Summer 1**

- I know that it is important to take care of my own mental health
- I know ways that I can take care of my own mental health
- I know the stages of grief and that there are different types of loss that cause people to grieve
- I know that sometimes people can try to gain power or control them
- I know some of the dangers of being 'online'
- I know how to use technology safely and positively to communicate with my friends and family

Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Hygiene, Age appropriateness, Legal, Laws, Teenager, Responsibilities, freedoms, responsibilities, attraction, sexting, transition,

### Changing Me – Summer 2

- I can recognise ways I can develop my own self-esteem
- I can express how I feel about the changes that will happen to me during puberty
- I can recognise how I feel when I reflect on the development and birth of a baby
- I can understand that mutual respect is essential in a boyfriend / girlfriend relationship and that I shouldn't feel pressured into doing something that I don't want
- I can celebrate what I like about my own and others' self- image and body- image
- I can use strategies to prepare myself emotionally for the transition (changes) to secondary school

### Changing Me – Summer 2

- I know how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally
- I know how a baby develops from conception through the nine months of pregnancy and how it is born
- I know how being physically attracted to someone changes the nature of the relationship
- I know the importance of self-esteem and what I can do to develop it
- I know what I am looking forward to and what I am worried about when thinking about transition to secondary school / moving to my next class