



PSHE Knowledge, Skills and Vocabulary  
Key Stage 2



	Year 3	Year 4	Year 5	Year 6
Skills	<ul style="list-style-type: none"> <li>• Can participate in making and changing rules.</li> <li>• Can judge what kind of physical contact is acceptable or unacceptable.</li> <li>• Can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity.</li> <li>• Can make choices about how money should be spent</li> <li>• Can begin to make comparisons between prices when deciding what is the best 'value for money'.</li> <li>• Can listen to and show respect for the views of others</li> <li>• Can see my mistakes, make amends and set personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Can begin to respond to, or challenge, negative behaviours such as stereotyping and aggression.</li> <li>• Can recognise aggressive and anti-social behaviours and their effects on individuals and communities.</li> <li>• Can take responsibility for my own behaviour and safety and realise that actions have consequences.</li> <li>• Can have some strategies to cope with peer influence and peer pressure.</li> <li>• Can demonstrate how to look after and save money.</li> <li>• Can make informed choices about healthy eating and exercising.</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk and write about my opinions.</li> <li>• Can explain what Fair Trade is and what it means.</li> <li>• Can recognise and challenge stereotypes.</li> <li>• Can recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings.</li> <li>• Can make decisions and show assertiveness in situations relating to drug use.</li> <li>• Can make informed choices about charities, through</li> </ul>	<ul style="list-style-type: none"> <li>• Can realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities.</li> <li>• Can research, discuss and debate topical issues, problems and events.</li> <li>• Can recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact</li> </ul>

	<ul style="list-style-type: none"> <li>• Can empathise with other people and situations through topical issues, problems and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Can respond appropriately to other people's feelings.</li> <li>• Can acknowledge that others have different points of view.</li> <li>• Can express my views confidently,</li> </ul>	<p>prioritising, and in relation to my own values.</p> <ul style="list-style-type: none"> <li>• Can express my views confidently and listen to and show respect for the views of others.</li> <li>• Can resolve differences, looking at alternatives, making decisions and explaining choices.</li> </ul>	<p>is acceptable and unacceptable.</p> <ul style="list-style-type: none"> <li>• Can manage my time to include regular exercise.</li> <li>• Can recognise the difference between aggressive and assertive behaviour.</li> <li>• Can deal positively with my feelings and recognise a range of emotions of others.</li> </ul>
<p>Me and My Relationships</p>	<ul style="list-style-type: none"> <li>• Explain why we have rules.</li> <li>• Explore why rules are different for different age groups, in particular for internet-based activities.</li> <li>• Suggest appropriate rules for a range of settings.</li> <li>• Consider the possible consequences of breaking the rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate strategies for working on a collaborative task;</li> <li>• Define successful qualities of teamwork and collaboration.</li> <li>• Explain what we mean by a 'positive, healthy relationship';</li> <li>• Describe some of the qualities that they admire in others.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>• Understand and rehearse assertiveness skills.</li> <li>• Recognise basic emotional needs, understand that they change according to circumstance.</li> <li>• Identify risk factors in a given situation, and</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a collaborative approach to a task.</li> <li>• Describe and implement the skills needed to do this.</li> <li>• Recognise some of the challenges that arise from friendships.</li> <li>• Suggest strategies for dealing with such challenges</li> </ul>

- Identify people who they have a special relationship with.
- Suggest strategies for maintaining a positive relationship with their special people.
- Rehearse and demonstrate simple strategies for resolving given conflict situations.
- Identify qualities of friendship.
- Suggest reasons why friends sometimes fall out.
- Rehearse and use, now or in the future, skills for making up again.
- Express opinions and listen to those of others.
- Consider others' points of view.
- Practise explaining the thinking behind their ideas and opinions.

- Recognise that there are times when they might need to say 'no' to a friend;
- Describe appropriate assertive strategies for saying 'no' to a friend.
- Give examples of strategies to respond to being bullied, including what people can do and say;
- Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.
- Identify a wide range of feelings;
- Recognise that different people can have different feelings in the same situation;
- Explain how feelings can be linked to physical state.

- consider outcomes of risk taking in this situation, including emotional risks.
- Identify what things make a relationship unhealthy.
  - Identify who they can talk to if they need help.
  - Demonstrate how to respond to a wide range of feelings in others.
  - Give examples of some key qualities in friendship.
  - Reflect on their own friendship qualities.
  - Explain what is meant by the terms negotiation and compromise.
  - Describe strategies for resolving difficult issues or situations.
  - Explain what collaboration means.
  - Give examples of how they have worked collaboratively.

- demonstrating the need for respect and an assertive approach.
- Recognise and empathise with patterns of behaviour in peer-group dynamics.
  - Recognise basic emotional needs and understand that they change according to circumstance.
  - Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
  - List some assertive behaviours.
  - Recognise peer influence and pressure.
  - Demonstrate using some assertive behaviours.

			<ul style="list-style-type: none"> <li>• Describe the attribute needs to work collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe ways in which people show their commitment to each other.</li> <li>• Know the ages at which a person can marry, depending on whether their parents agree.</li> <li>• Understand that everyone has the right to be free to choose who and whether to marry.</li> <li>• Recognise that some types of physical contact can produce strong negative feelings.</li> <li>• Know that some inappropriate touch is also illegal.</li> </ul>
	<p>Rules, safety, misinformation, friendship, falling out, making up, compromise, conflict, point of view, collaborate, cooperate, strategies, apologise, listen, dare, persuade.</p>	<p>Collaboration, teamwork, assertive, negotiate, face-to-face, compromise, respectful, wide range, physical state, feelings, tease, bully, pressure.</p>	<p>Collaborate, negotiation, conflict, resolution, sensitive, insensitive, unhealthy relationship, abuse, uncomfortable, safety, emotions, assertive, aggressive, passive.</p>	<p>Collaboration, teamwork, balanced friendship, respectful, assertive, resolution, peer pressure, civil partnership, forced marriage, illegal, appropriate, inappropriate, illegal.</p>

<p>Valuing Difference</p>	<ul style="list-style-type: none"> <li>• Reflect on listening skills;</li> <li>• Give examples of respectful language;</li> <li>• Give examples of how to challenge another's viewpoint, respectfully.</li> <li>• Understand and explain some of the reasons why different people are bullied;</li> <li>• Explore why people have prejudiced views and understand and explain some of the reasons why different people are bullied;</li> <li>• Recognise that there are many different types of family.</li> <li>• Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships'.</li> <li>• Define the term 'community'.</li> <li>• Identify the different communities that they belong to.</li> <li>• Recognise the benefits that come with belonging to a community, in particular the benefit</li> </ul>	<ul style="list-style-type: none"> <li>• Define the terms 'negotiation' and 'compromise';</li> <li>• Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> <li>• List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>• Recognise potential consequences of aggressive behaviour;</li> <li>• Suggest strategies for dealing with someone who is behaving aggressively.</li> <li>• List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>• Define the word respect and demonstrate ways of</li> </ul>	<ul style="list-style-type: none"> <li>• Define some key qualities of friendship.</li> <li>• Describe ways of making a friendship last.</li> <li>• Explain why friendships sometimes end.</li> <li>• Rehearse active listening skills.</li> <li>• Demonstrate respect in responding to others.</li> <li>• Respond appropriately to others.</li> <li>• Develop an understanding of discrimination and its injustice, and describe this using examples.</li> <li>• Empathise with people who have been, and currently are, subjected to injustice, including through racism.</li> <li>• Consider how discriminatory behaviour can be challenged.</li> <li>• Identify and describe the different groups that make up the wide school community and other parts of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>• Suggest strategies for dealing with bullying, as a bystander;</li> <li>• Describe positive attributes of their peers</li> <li>• Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>• Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>• Demonstrate ways of offering support to someone who has been bullied .</li> <li>• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> <li>• Understand and explain the term prejudice;</li> </ul>
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	<p>to mental health and wellbeing.</p> <ul style="list-style-type: none"> <li>• Explain that people living in the UK have different origins.</li> <li>• Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds.</li> <li>• Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</li> </ul>	<p>showing respect to others' differences.</p> <ul style="list-style-type: none"> <li>• Understand and identify stereotypes, including those promoted in the media.</li> <li>• Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>• Give examples of features of these different types of relationships, including how they influence what is shared.</li> <li>• Understand that they have the right to protect their personal body space;</li> <li>• Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>• Suggest people they can talk to if they feel uncomfortable with</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the benefits of living in a diverse society.</li> <li>• Explain the importance of mutual respect for different faiths and how we demonstrate this.</li> <li>• Understand that the information we see online, either text or images, is that not always true or accurate.</li> <li>• Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them.</li> <li>• Understand and explain the difference between sex, gender identify, gender expression and sexual orientation.</li> <li>• Recognise that some people can get bullied because of the way they express their gender.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>• Explain the difference between a friend and an acquaintance;</li> <li>• Describe qualities of a strong, positive friendship;</li> <li>• Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> <li>• Define what is meant by the term stereotype;</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>• Recognise that people fall into a wide range</li> </ul>
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		other people's actions towards them.	<ul style="list-style-type: none"> <li>Give examples of how bullying behaviours can be stopped.</li> </ul>	<p>of what is seen as normal;</p> <ul style="list-style-type: none"> <li>Challenge stereotypical gender portrayals of people.</li> </ul>
	Respect, cooperation, listening skills, courtesy, family, adoption, fostering, same sex couple, blended family, belonging, community, similarities, differences, identity, bullying, bystander, upstander, prejudice, disability, race, gender, sexuality, cyberbullying.	Negotiation, compromise, aggressive, apologise, similarities, responsibilities, , sharing, differences, consequences, respect, stereotypes, relationships, body space, non verbal.	Listening skills, respect, friendship, listening, excluded, discrimination, prejudice, diverse, metaphor, multi-cultural society, self esteem, fake news, misinformation, online bullying, prejudice, biological sex, sexual orientation, gender identity, gender expression, abuse.	Witness, bystander, unique, positive feedback, confidence, self-esteem, diversity, biological sex, sexual orientation, gender expression, gender identity, stereotype, point of view, cultural norms, respect, body language, prejudice, tolerance, relationships, stereotype, assumption.
Keeping Safe	<ul style="list-style-type: none"> <li>Identify situations which are safe or unsafe</li> <li>Identify people who can help if a situation is unsafe</li> <li>Suggest strategies for keeping safe.</li> <li>Define the words danger and risk and explain the difference</li> </ul>	<ul style="list-style-type: none"> <li>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>Identify situations which are either dangerous, risky or hazardous;</li> <li>Suggest simple strategies for managing risk.</li> <li>Define what is meant by the word 'dare';</li> <li>Identify from given scenarios which are</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate strategies to deal with both face-to-face and online bullying;</li> <li>Demonstrate strategies and skills for supporting others who are bullied;</li> <li>Recognise and describe the difference between online and face-to-face bullying.</li> <li>Consider what information is safe/unsafe to share offline and online, and</li> </ul>	<ul style="list-style-type: none"> <li>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>Understand and describe the ease with which something posted online can spread.</li> <li>Know that it is illegal to create and share sexual images of</li> </ul>

	<p>between the two.</p> <ul style="list-style-type: none"> <li>• Demonstrate strategies for dealing with a risky situation.</li> <li>• Identify risk factors in given situations.</li> <li>• Suggest ways of reducing or managing those risks.</li> <li>• Evaluate the validity of statements relating to online safety.</li> <li>• Recognise potential risks associated with browsing online.</li> <li>• Give examples of strategies for safe browsing online.</li> <li>• Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul>	<p>dares and which are not;</p> <ul style="list-style-type: none"> <li>• Suggest strategies for managing dares.</li> <li>• Describe stages of identifying and managing risk;</li> <li>• Suggest people they can ask for help in managing risk.</li> <li>• Understand that we can be influenced both positively and negatively;</li> <li>• Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> <li>• Identify images that are safe/unsafe to share online;</li> <li>• Know and explain strategies for safe online sharing;</li> <li>• Understand and explain the implications of sharing images online without consent.</li> <li>• Understand that medicines are drugs;</li> <li>• Explain safety issues for medicine use;</li> </ul>	<p>reflect on the consequences of not keeping personal information private;</p> <ul style="list-style-type: none"> <li>• Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;</li> <li>• Know how to protect personal information online;</li> <li>• Recognise disrespectful behaviour online and know how to respond to it.</li> <li>• Recognise which situations are risky;</li> <li>• Explore and share their views about decision making when faced with a risky situation;</li> <li>• Suggest what someone should do when faced with a risky situation.</li> <li>• Define what is meant by a dare;</li> <li>• Explain why someone might give a dare;</li> </ul>	<p>children under 18 years old;</p> <ul style="list-style-type: none"> <li>• Explore the risks of sharing photos and films of themselves with other people directly or online;</li> <li>• Know how to keep their information private online.</li> <li>• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> <li>• Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> <li>• Demonstrate an understanding that drugs can have both medical and non-medical uses;</li> </ul>
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- Identify key risks from and effects of cigarettes and alcohol.
- Know that most people choose not to smoke cigarettes.
- Define the word 'drug' and understand that nicotine and alcohol are both drugs.

- Suggest alternatives to taking a medicine when unwell;
- Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).

- Suggest ways of standing up to someone who gives a dare.
- Describe some of the health risks caused by vaping;
- Understand that there are potential health risks of vaping that are not yet fully known;
- Use critical thinking skills when reading information/media;
- Understand that companies selling vaping products do so to make money;
- Describe some of the possible outcomes of taking a risk.
- Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;
- Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.

- Explain in simple terms some of the laws that control drugs in this country.
- Understand some of the basic laws in relation to drugs;
- Explain why there are laws relating to drugs in this country.
- Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
- Describe some of the effects and risks of drinking alcohol.

	Trust, safe, unsafe, risk, strategies, consequence, internet safety, search engine, phishing, fake news, harmful, drugs, alcohol.	Danger, risk, assertive, , persevere, hazard, dare, positive, negative, unsafe, safe, medicine, infectious diseases, influence, online bullying, privacy, Artificial Intelligence (AI), medicine.	Bullying, cyberbullying, bystander, upstander, aggressor, target, online bullying, personal information, privacy, assessing risk, pressure, influence, risk training, dare, pressure, resist, substance, stimulant, risk taking, assertive.	Social media, parental consent, trolling, online safety, sharing, digital footprint, right to privacy, sharing online, permission, illegal, sexual images, habit, addiction, emotional needs, legal, medical, age restrictions, possess, supply, produce, alcohol, short-term effects, long-term effects, risks.
Rights and Respect	<ul style="list-style-type: none"> <li>• Understand and explain some of the reasons why different people are bullied.</li> <li>• Explore why people have prejudiced views and understand what this is.</li> <li>• Identify key people who are responsible for them to say safe and unhealthy.</li> <li>• Suggest ways they can help these people.</li> <li>• Understand the difference between 'fact' and 'opinion'.</li> <li>• Understand how an event can be perceived from different viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how different people in the school and local community help them stay healthy and safe;</li> <li>• Define what is meant by 'being responsible';</li> <li>• Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>• Suggest ways they can help the people who keep them healthy and safe.</li> <li>• Understand that humans have rights and also responsibilities;</li> <li>• Identify some rights and also</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, write and discuss issues currently in the media concerning health and wellbeing;</li> <li>• Express their opinions on an issue concerning health and wellbeing;</li> <li>• Make recommendations on an issue concerning health and wellbeing.</li> <li>• Understand the difference between a fact and an opinion;</li> <li>• Understand what biased reporting is and the need to think critically about things we read.</li> <li>• Explain what we mean by the terms voluntary,</li> </ul>	<ul style="list-style-type: none"> <li>• Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>• Describe the language and techniques that make up a biased report;</li> <li>• Analyse a report also extract the facts from it.</li> <li>• Know the legal age (and reason behind these) for having a social media account;</li> <li>• Understand why people don't tell the truth and often post only the</li> </ul>

	<ul style="list-style-type: none"> <li>• Plan, draft and publish a recount using the appropriate language.</li> <li>• Define what a volunteer is.</li> <li>• Identify people who are volunteers in the school community.</li> <li>• Recognise some of the reasons why people volunteer including mental health and wellbeing benefits to those who volunteer.</li> <li>• Understand the terms 'income', 'saving' and 'spending'</li> <li>• Recognise that there are times we can buy items we want and times when we need to save for items.</li> <li>• Suggest items and services around the home that need to be paid for.</li> <li>• Explain that people earn their income through their jobs.</li> <li>• Understand that the amount people get paid is due to a range of factors.</li> </ul>	<p>responsibilities that come with these</p> <ul style="list-style-type: none"> <li>• Understand the reason we have rules;</li> <li>• Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</li> <li>• Recognise that everyone can make a difference within a democratic process</li> <li>• Define the word influence;</li> <li>• Recognise that reports in the media can influence the way they think about a topic;</li> <li>• Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> <li>• Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>• Recognise that they can play a role in</li> </ul>	<p>community and pressure (action) group;</p> <ul style="list-style-type: none"> <li>• Give examples of voluntary groups, the kind of work they do and its value.</li> <li>• Define the differences between responsibilities, rights and duties;</li> <li>• Discuss what can make them difficult to follow;</li> <li>• Identify the impact on individuals and the wider community if responsibilities are not carried out.</li> <li>• State the costs involved in producing and selling an item;</li> <li>• Suggest questions a consumer should ask before buying a product.</li> <li>• Define the terms loan, credit, debt and interest;</li> <li>• Suggest advice for a range of situations involving personal finance.</li> </ul>	<p>good bits about themselves, online;</p> <ul style="list-style-type: none"> <li>• Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> <li>• Explain some benefits of saving money;</li> <li>• Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>• Describe the costs that go into producing an item;</li> <li>• Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>• Explain what is meant by the term interest.</li> <li>• Explain what is meant by living in an environmentally sustainable way;</li> <li>• Suggest actions that could be taken to live in a more environmentally sustainable way.</li> <li>• Recognise reasons for rules and laws;</li> </ul>
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	<ul style="list-style-type: none"> <li>Define what is meant by the environment.</li> <li>Evaluate and explain different methods of looking after the school environment.</li> <li>Devise methods of promoting their priority method.</li> </ul>	<p>influencing outcomes of situations by their actions.</p> <ul style="list-style-type: none"> <li>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>Understand how a payslip is laid out showing both pay and deductions;</li> <li>Prioritise public services from most essential to least essential.</li> </ul>		<p>consequences of not adhering to rules and laws.</p>
	<p>Helper, responsible, safe, healthy, fact, opinion, fake news, volunteer, wellbeing, income, saving, spending, earning, income, environment, waste.</p>	<p>Being responsible, trustworthy, reliable, safe, healthy, rules, laws, rights, influence, opinion, courteous, influencer, anti-social behaviour, witness, democracy, rules, phishing, trolling, scams.</p>	<p>Responsibility, misinformation, Artificial Intelligence (AI), fact, opinion, biased, voluntary group, community group, rights, duties, costs, wages, salaries, rent, Fairtrade, borrow, loan, credit, debit, interest.</p>	<p>Biased, unbiased, fact, opinion, stereotype, social media, online safety, profile, sharing, saving, ISA, bank, value, sustainable, recycling, materials, energy, transport, Fairtrade, elections, manifesto, voting, debate, enforcement, penalties.</p>
<p>Being My Best</p>	<ul style="list-style-type: none"> <li>Explain how each of the food groups on the Eatwell Guide benefits the body.</li> <li>Explain what is meant by the term 'balanced diet'.</li> <li>Give examples what foods might make up a healthy balanced meal.</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways in which everyone is unique;</li> <li>Appreciate their own uniqueness;</li> <li>Recognise that there are times when they will make the same choices as their friends and times when</li> </ul>	<ul style="list-style-type: none"> <li>Know the basic functions of the four systems covered and know they are inter-related.</li> <li>Explain the function of at least one internal organ.</li> <li>Understand the importance of food,</li> </ul>	<ul style="list-style-type: none"> <li>Identify aspirational goals;</li> <li>Describe the actions needed to set and achieve these.</li> <li>Present information they researched on a health and wellbeing issues outlining the key</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain how some infectious illnesses are spread from one person to another.</li> <li>• Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses.</li> <li>• Suggest medical and non-medical ways of treating an illness.</li> <li>• Name major internal body parts.</li> <li>• Describe how food, water and air get into the body and blood.</li> <li>• Develop skills in discussion and debating an issue;</li> <li>• Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>• Empathise with different view points;</li> <li>• Make recommendations, based on their research.</li> <li>• Identify their achievements and areas of development.</li> </ul>	<p>they will choose differently.</p> <ul style="list-style-type: none"> <li>• Give examples of choices they make for themselves and choices others make for them;</li> <li>• Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>• Give examples of choices they make for themselves and choices others make for them;</li> <li>• Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>• Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>• Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> </ul>	<p>water and oxygen, sleep and exercise for the human body and its health.</p> <ul style="list-style-type: none"> <li>• Identify their own strengths and talents;</li> <li>• Identify areas that need improvement and describe strategies for achieving those improvements.</li> <li>• State what is meant by community;</li> <li>• Explain what being part of a school community means to them;</li> <li>• Suggest ways of improving the school community.</li> <li>• Identify people who are responsible for helping them stay healthy and safe;</li> <li>• Identify ways that they can help these people.</li> <li>• Describe 'star' qualities of celebrities as portrayed by the media;</li> <li>• Recognise that the way people are portrayed in the media isn't always</li> </ul>	<p>issues and making suggestions for any improvements concerning those issues.</p> <ul style="list-style-type: none"> <li>• Identify risk factors in a given situation;</li> <li>• Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</li> <li>• Recognise what risk is;</li> <li>• Explain how a risk can be reduced;</li> <li>• Understand risks related to growing up and explain the need to be aware of these;</li> <li>• Assess a risk to help keep themselves safe.</li> <li>• Recognize basic first aid.</li> <li>• Understand the causes and symptoms of sepsis.</li> <li>• Explain what the five ways to wellbeing are;</li> </ul>
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	<ul style="list-style-type: none"> <li>• Recognise that people may say kind things to help us feel good about ourselves.</li> <li>• Explain why some groups of people are not represented as much on television/ in the media.</li> <li>• Explain some of the different talents and skills that people have and how skills are developed.</li> <li>• Recognise their own skills and those of other children in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Define what is meant by the word 'community';</li> <li>• Suggest ways in which different people support the school community;</li> <li>• Identify qualities and attributes of people who support the school community.</li> </ul>	<p>an accurate reflection of them in real life;</p> <ul style="list-style-type: none"> <li>• Describe 'star' qualities that 'ordinary' people have.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> </ul>
	Balanced diet, proteins, muscles, dairy, teeth, bones, energy, healthy, infection, cleanliness, hygiene, rest, medicine, dose, instructions, intestine, vessels, arteries, lungs, liver, debate, justify, goals, improve, achieve, goal setting.	Unique, individual, choices, mental health, wellbeing, balanced diet, refuse, reduce, re-use, recycle, community, environment, first aid.	Organs, body systems, perseverance, commitment, resilience, determination, patience, community, independence, responsibility, personal qualities, celebrities, sepsis, life skill.	Aspirations, wellbeing, health, reliable, accurate, sources, assessing risk, weigh up, dilemma, choices, influence, Red Cross, connect, mindful.
Growing and Changing	<ul style="list-style-type: none"> <li>• Identify different types of relationships.</li> <li>• Recognise who they have positive healthy relationships with.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some of the changes that happen to people during their lives;</li> <li>• Explain how the Learning Line can be</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of words and phrases to describe the intensity of different feelings</li> <li>• Distinguish between good and not so good</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that fame can be short-lived;</li> <li>• Recognise that photos can be changed to match society's view of perfect;</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand what is meant by the term body space.</li> <li>• Identify when it is appropriate or inappropriate to allow someone into their body space.</li> <li>• Rehearse strategies for when someone is inappropriately in their body space.</li> <li>• Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens.</li> <li>• Recognise and describe appropriate behaviour online as well of offline.</li> <li>• Identify what constitutes personal information and when it is not appropriate or safe to share this.</li> <li>• Understand and explain how to get help in a situation where requests for images or information of</li> </ul>	<p>used as a tool to help them manage change more easily;</p> <ul style="list-style-type: none"> <li>• Suggest people who may be able to help them deal with change.</li> <li>• Name some positive and negative feelings;</li> <li>• Understand how the onset of puberty can have emotional as well as physical impact</li> <li>• Suggest reasons why young people sometimes fall out with their parents;</li> <li>• Identify parts of the body that males and females have in common and those that are different;</li> <li>• Know the correct terminology for their genitalia;</li> <li>• Understand and explain why puberty happens.</li> <li>• Know the key facts of the menstrual cycle;</li> <li>• Understand that periods are a normal part of puberty for girls;</li> </ul>	<p>feelings, using appropriate vocabulary to describe these;</p> <ul style="list-style-type: none"> <li>• Explain strategies they can use to build resilience.</li> <li>• Identify people who can be trusted;</li> <li>• Understand what kinds of touch are acceptable or unacceptable;</li> <li>• Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</li> <li>• Explain the difference between a safe and an unsafe secret;</li> <li>• Identify situations where someone might need to break a confidence in order to keep someone safe.</li> <li>• Identify some products that they may need during puberty and why;</li> <li>• Know what menstruation is and why it happen.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify qualities that people have, as well as their looks.</li> <li>• Define what is meant by the term stereotype;</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>• Recognise that people fall into a wide range of what is seen as normal;</li> <li>• Challenge stereotypical gender portrayals of people.</li> <li>• Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>• Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>• Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> </ul>
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	<p>themselves of or others occurs.</p> <ul style="list-style-type: none"> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and unsafe secret.</li> <li>• Recognise how different surprises and secrets might make them feel.</li> <li>• Know who they could ask for help if a secret made them uncomfortable or unsafe.</li> <li>• Recognise that babies come from the joining of an egg and sperm.</li> <li>• Explain what happens when an egg doesn't meet a sperm.</li> <li>• Understand that for girls, periods are a normal part of puberty.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the ways to cope better with periods.</li> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>• Understand that marriage is a commitment to be entered into freely and not against someone's will;</li> <li>• Recognise that marriage includes same sex and opposite sex partners;</li> <li>• Know the legal age for marriage in England or Scotland;</li> <li>• Discuss the reasons why a person would want to be married, or</li> </ul>	<ul style="list-style-type: none"> <li>• Know the correct words for the external sexual organs;</li> <li>• Discuss some of the myths associated with puberty.</li> <li>• Recognise how our body feels when we're relaxed;</li> <li>• List some of the ways our body feels when it is nervous or sad;</li> <li>• Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>• Suggest positive strategies for dealing with change;</li> <li>• Identify people who can support someone who is dealing with a challenging time of change.</li> <li>• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>• Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>• Understand what FGM is and that it is an illegal practice in this country;</li> <li>• Know where someone could get support if they were concerned about their own or another person's safety.</li> </ul>
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		live together, or have a civil ceremony.		<ul style="list-style-type: none"> <li>• Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>• Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>• Know the legal age of consent and what it means.</li> </ul>
	Positive, relationships, healthy, trust, caring, online relationships, misinterpretation, personal space, invade, uncomfortable, respect, internet safety, public, private, secret, surprise, egg, sperm, periods, puberty, first aid, hazard, risk, accident, emergency.	Learning line, practice, compromise, hormones, puberty, feelings, independence, conflict, puberty, consent, vagina, vulva, penis, menstrual cycle, secret, surprise, uncomfortable, feelings, marriage, civil partnership, forced marriage.	Wellbeing, resilience, trust, unwanted attention, unwanted touch, in confidence, confidential, puberty, genitalia, menstruation, managing feelings, period, myths, sexual organs, wet dreams, hormones, compromise, respect, mood swings.	Body image, self esteem, manipulation, deepfake, media manipulation, stereotype, peer pressure, right to privacy, sharing online, online safety, change, support, conversation, discuss, puberty, emotional changes, physical changes, FGM, illegal, sexual reproduction, fertilise, egg, sperm, legal consent.