

**PSHE**  
**Non-Negotiable Knowledge, Skills and Vocabulary**

<b>Year 1</b>			
<b>Me and My Relationships</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	<ul style="list-style-type: none"> <li>Describe different feelings and how they make our bodies feel.</li> <li>To know some strategies of dealing with 'not so good' feelings.</li> <li>To understand how our actions can hurt the feelings of others.</li> <li>To recognise the special qualities in family and friends.</li> <li>To know which special people keep us safe and how.</li> </ul>	<ul style="list-style-type: none"> <li>I can name different feelings and how they make me behave.</li> <li>I can suggest ways of dealing with 'not so good' feelings and how to help others.</li> <li>I can recognise when I need help and who to ask.</li> <li>I can listen to others and wait my turn to speak.</li> <li>I can tell you which trusted adults at home and school keep me safe.</li> </ul>	<ul style="list-style-type: none"> <li>Friends</li> <li>Help</li> <li>Rules</li> <li>Family</li> <li>Hurt</li> <li>Safe</li> <li>Feelings</li> <li>Listen</li> </ul>
<b>Valuing Difference</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	<ul style="list-style-type: none"> <li>To know the key differences between teasing, being unkind and bullying.</li> <li>To recognise that everyone is different and will have different thoughts and ideas.</li> <li>To celebrate and begin to show empathy for those who are different.</li> <li>To identify those who are special to them (and their special qualities).</li> <li>To identify ways in which we can show kindness towards others and how that makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>I can say ways in which people are similar as well as different.</li> <li>I can say why things sometimes seem unfair, even if they are not to me.</li> <li>I can talk about what bullying is.</li> <li>I can say ways to show kindness towards others.</li> </ul>	<ul style="list-style-type: none"> <li>Respect</li> <li>Feelings</li> <li>Different</li> <li>Safe</li> <li>Bully</li> <li>Fair</li> <li>Rules</li> <li>Special People</li> <li>Tease</li> <li>Similar</li> <li>Same</li> <li>Kind</li> </ul>
<b>Keeping myself Safe</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	<ul style="list-style-type: none"> <li>To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)</li> </ul>	<ul style="list-style-type: none"> <li>Sleep</li> <li>Exercise</li> <li>Safe</li> <li>Stop</li> </ul>

	<ul style="list-style-type: none"> <li>To recognise emotions and physical feelings associated with feeling unsafe.</li> <li>To learn the PANTS rule and which parts of my body are private.</li> <li>To understand that medicines can sometimes make people feel better when they're ill.</li> <li>To talk about safety and responsibility around medicines.</li> </ul>	<ul style="list-style-type: none"> <li>I can say what I can do if I have strong, but not so good feelings, to help me stay safe</li> <li>I can say 'no' to unwanted touch and ask for help from a trusted adult.</li> <li>I can say when medicines can be helpful or might be harmful.</li> <li>I can tell you how to stay safe around medicine.</li> </ul>	<ul style="list-style-type: none"> <li>Air</li> <li>Share</li> <li>Nervous</li> <li>Medicine</li> <li>Uncomfortable</li> <li>Private</li> <li>Worried</li> <li>scared</li> </ul>
<b>Rights and Responsibilities</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	<ul style="list-style-type: none"> <li>To identify ways of taking care of their health.</li> <li>To identify how others take care of their environment.</li> <li>To take care of something or someone else.</li> <li>To talk about the importance of looking after money.</li> <li>To learn what to do when someone is injured.</li> </ul>	<ul style="list-style-type: none"> <li>I can wash my hands correctly.</li> <li>I can name ways to look after my home and school.</li> <li>I can look after a special person or thing.</li> <li>I can tell you some things that money is spent on.</li> <li>I can get help if someone has hurt themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Clean</li> <li>Environment</li> <li>Routine</li> <li>First Aid</li> <li>Litter</li> <li>Risk</li> <li>Responsibility</li> <li>Danger</li> </ul>
<b>Being My Best</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	<ul style="list-style-type: none"> <li>To recognise how a healthy variety of food can make us feel great.</li> <li>Recognise that learning a new skill requires practice and the opportunity to fail, safely</li> <li>To identify strategies to resolve conflict.</li> <li>To give and receive praise</li> </ul>	<ul style="list-style-type: none"> <li>I can choose a healthy meal with different food groups.</li> <li>I can be persistent when learning a new skill.</li> <li>I can name a few different ideas of what I can do if I find something difficult.</li> <li>I can help my friends when they fall out.</li> <li>I can explain why praise helps me to keep trying.</li> </ul>	<ul style="list-style-type: none"> <li>Mistakes</li> <li>Hygiene</li> <li>Support</li> <li>Vitamins</li> <li>Vegetables</li> <li>Starchy</li> <li>Fruit</li> <li>energy</li> </ul>
<b>Growing and Changing</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	<ul style="list-style-type: none"> <li>To think of what babies need to stay happy and healthy.</li> <li>To identify the changes they have made since they were a baby.</li> <li>To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you some things that babies need.</li> <li>I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.</li> <li>I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.</li> </ul>	<ul style="list-style-type: none"> <li>Adult</li> <li>Heart</li> <li>Brain</li> <li>Stomach</li> <li>Penis</li> <li>Vulva</li> <li>Lungs</li> <li>Growing</li> </ul>

	<ul style="list-style-type: none"><li>• To identify some internal organs and systems and those body parts which are private.</li><li>• To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.</li></ul>	<ul style="list-style-type: none"><li>• I can name the body parts girls and boys have that are the same and which body parts are different.</li><li>• I can name the adults I can talk to at home and school if I need help.</li></ul>	
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Year 2			
<b>Me and My Relationships</b>	Core Knowledge	Core Skills	Core Vocabulary
	<ul style="list-style-type: none"> <li>Recognise that people have different ways of expressing their feelings</li> <li>To identify different ways to respond to the feelings of others.</li> <li>To recognise the differences between bullying, unkind behaviour or teasing.</li> <li>To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.</li> <li>5. To recognise a healthy friendship and its qualities.</li> </ul>	<ul style="list-style-type: none"> <li>I understand we have different ways to express our feelings.</li> <li>I can express my feelings in a safe, controlled way.</li> <li>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</li> <li>I can tell someone how they are making me feel.</li> <li>I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</li> </ul>	<ul style="list-style-type: none"> <li>feelings</li> <li>happy</li> <li>teasing</li> <li>bullied</li> <li>care</li> <li>repeated bullying</li> <li>friendship</li> <li>help</li> <li>rules</li> <li>friendly</li> <li>safe</li> <li>break</li> </ul>
<b>Valuing Difference</b>	Core Knowledge	Core Skills	Core Vocabulary
	<ul style="list-style-type: none"> <li>To identify differences and similarities between others.</li> <li>Recognise and explain how a person's behaviour can affect other people.</li> <li>To learn and use different ways to show good listening.</li> <li>Explain how it feels to be part of a group and left out of a group.</li> <li>To recognise and talk about acts of kindness and how they can impact others.</li> </ul>	<ul style="list-style-type: none"> <li>I can be respectful of those who are different to me.</li> <li>I can describe how someone can change someone's feelings.</li> <li>I can tell you why it is important to show good listening to people who think differently to me.</li> <li>I can name and suggest strategies to someone who feels left out.</li> <li>I can be kind and use kind words to my friends.</li> </ul>	<ul style="list-style-type: none"> <li>unique</li> <li>point of view</li> <li>behaviour</li> <li>helpful</li> <li>problem</li> <li>unkind</li> <li>respect</li> <li>different</li> <li>arguments</li> <li>special people</li> </ul>
<b>Keeping myself Safe</b>	Core Knowledge	Core Skills	Core Vocabulary
	<ul style="list-style-type: none"> <li>To explain simple issues of safety and responsibility about medicines and their use.</li> <li>To identify situations in which they would feel safe or unsafe</li> <li>To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation</li> <li>To identify safe secrets (including surprises) and</li> </ul>	<ul style="list-style-type: none"> <li>I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.</li> <li>I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.</li> <li>I can say what I do and don't like and who to ask for help.</li> <li>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</li> </ul>	<ul style="list-style-type: none"> <li>Medicines</li> <li>feelings</li> <li>safe</li> <li>touch</li> <li>worried</li> <li>secret</li> <li>surprise</li> <li>unsafe</li> <li>private</li> <li>uncomfortable</li> <li>someone you trust</li> </ul>

	<p>unsafe secrets and recognise the importance of telling someone they trust about a secret.</p> <ul style="list-style-type: none"> <li>To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.</li> </ul>	<ul style="list-style-type: none"> <li>I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</li> </ul>	
<b>Rights and Responsibilities</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	<ul style="list-style-type: none"> <li>To identify strategies in cooperation.</li> <li>To identify strategies in self-regulation.</li> <li>To name ways to stay safe when using the internet.</li> <li>To recognise that they have a responsibility to help care for their immediate and broader environment.</li> <li>To learn about saving and spending money.</li> </ul>	<ul style="list-style-type: none"> <li>I can make choices that help me play and work well with others.</li> <li>I can use some strategies when I feel upset or angry.</li> <li>I can ask for help from a trusted adult.</li> <li>I can name some ways I can look after my environment.</li> <li>I can make choices with money.</li> </ul>	<ul style="list-style-type: none"> <li>share</li> <li>calm</li> <li>erupt</li> <li>control</li> <li>unsettled</li> </ul>
<b>Being My Best</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	<ul style="list-style-type: none"> <li>Explain the stages of the learning line showing an understanding of the learning process</li> <li>To understand the importance of good hand and dental hygiene.</li> <li>To recognise what the body needs to have energy and stay well.</li> <li>To identify parts of the body that process food and create energy.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what happens when I learn something new.</li> <li>I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</li> <li>I can explain how hand hygiene stops virus' and germs from spreading.</li> <li>I can give examples of what I can do and give to my body to stay healthy.</li> <li>I can name different parts of my body that are inside me and help to turn food into energy.</li> </ul>	<ul style="list-style-type: none"> <li>Achieve</li> <li>Germs</li> <li>Injection</li> <li>Brain</li> <li>Vaccination</li> <li>large intestine</li> <li>lungs</li> <li>stomach</li> <li>energy</li> <li>small intestine</li> <li>exercise</li> <li>oxygen</li> </ul>
<b>Growing and Changing</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	<ul style="list-style-type: none"> <li>To give positive feedback to someone.</li> <li>To recognise the range of feelings associated with loss and to discuss things people can do to feel better.</li> <li>To identify the different stages of growth and what people are able to do at these different stages.</li> <li>To identify the human private parts/genitalia and</li> </ul>	<ul style="list-style-type: none"> <li>I can give support to a friend.</li> <li>I can describe feelings of loss and suggest what someone can do if a friend moves away.</li> <li>I can describe the stages of growth I have been through and what I look forward to in my future.</li> <li>I can name the human private parts that are used to make a baby.</li> </ul>	<ul style="list-style-type: none"> <li>Supportive</li> <li>loss</li> <li>nipples</li> <li>penis</li> <li>goodbye</li> <li>vulva</li> </ul>

	<p>explain that they are used to make a baby.</p> <ul style="list-style-type: none"><li>• To explain who can see someone's private part, what consent means and how to protect privacy.</li></ul>	<ul style="list-style-type: none"><li>• I can talk about keeping private parts private.</li></ul>	
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<b>Year 3</b>			
<b>Me and My Relationships</b>	Core Knowledge	Core Skills	Core Vocabulary
	<ul style="list-style-type: none"> <li>To know that feelings and emotions help a person cope with difficult times.</li> <li>To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.</li> <li>To recognise which strategies are appropriate for particular situations.</li> <li>To listen to and debate ideas and opinions with others with respect and courtesy</li> <li>To recognise why friends may fall out and how to resolve issues.</li> </ul>	<ul style="list-style-type: none"> <li>I can communicate my feelings and use this to try to manage my emotions.</li> <li>I can collaborate with a team to achieve a goal.</li> <li>I can accept I may not always agree with others.</li> <li>I can listen and share my opinions respectfully.</li> <li>I can say why friends may fall out and how they can make up.</li> <li>I know how to look after my friends and stay friends.</li> </ul>	<ul style="list-style-type: none"> <li>Apologise</li> <li>Respect</li> <li>Disagree</li> <li>Disputes</li> <li>Persuade</li> <li>opinions</li> </ul>
<b>Valuing Difference</b>	Core Knowledge	Core Skills	Core Vocabulary
	<ul style="list-style-type: none"> <li>Recognise that there are many different types of families.</li> <li>Identify the different communities that they belong to</li> <li>To learn ways of showing respect through language and communication.</li> <li>To identify different origins, national, regional, ethnic and religious backgrounds</li> <li>To recognise and explain why bullying can be caused by prejudice.</li> </ul>	<ul style="list-style-type: none"> <li>I can give examples of different types of family. I respect these differences.</li> <li>I can give examples of different community groups and what is good about having different groups.</li> <li>I can use respectful language and communication skills when discussing with others.</li> <li>I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</li> <li>I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together.</li> <li>I can suggest ways to deal with bullying and prejudice.</li> </ul>	<ul style="list-style-type: none"> <li>prejudice</li> <li>tolerance</li> <li>community</li> <li>strangers</li> <li>belonging</li> <li>identity</li> <li>similarities</li> </ul>
	Core Knowledge	Core Skills	Core Vocabulary

<b>Keeping myself Safe</b>	<ul style="list-style-type: none"> <li>To identify risk factors in given situations</li> <li>To define the words danger and risk and explain the difference between the two.</li> <li>To define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> <li>To recognise potential risks associated with browsing online.</li> <li>To recognise and describe appropriate behaviour online as well as offline.</li> </ul>	<ul style="list-style-type: none"> <li>I can say what I could do to make a situation less risky or not risky at all.</li> <li>I can demonstrate strategies for dealing with a risky situation</li> <li>I can identify some key risks from and effects of cigarettes and alcohol.</li> <li>I can give examples of strategies for safe browsing online.</li> <li>I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.</li> </ul>	<ul style="list-style-type: none"> <li>Alcohol</li> <li>personal details</li> <li>risk (risky)</li> <li>internet safety</li> <li>cigarettes</li> <li>nicotine</li> <li>trust</li> <li>medicines</li> <li>harmful situation</li> <li>e-cigarettes</li> <li>vapes</li> </ul>
	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
<b>Rights and Responsibilities</b>	<ul style="list-style-type: none"> <li>To talk about and identify people who help them in school and the community.</li> <li>To learn differences between 'fact' and 'opinion'</li> <li>To discuss, plan and evaluate ways of helping the environment.</li> <li>To learn about saving, spending and essential purchases.</li> <li>To consider how money is earned and the different factors affecting this.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify people who help me in different ways.</li> <li>I can spot 'facts' and 'opinions' to help me share ideas.</li> <li>I can make a plan.</li> <li>I can choose a method.</li> <li>I can identify different times and reasons to spend money.</li> <li>I can give examples of how people earn money.</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>false</li> <li>fact</li> <li>opinion</li> </ul>
	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
<b>Being My Best</b>	<ul style="list-style-type: none"> <li>To recognise how different food groups work in our body.</li> <li>To explain how some infectious illnesses are spread from one person to another.</li> <li>To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes.</li> </ul>	<ul style="list-style-type: none"> <li>I can choose foods that make a balanced meal.</li> <li>I can explain how washing hands can prevent infections spreading.</li> <li>I can describe how food, water and air get into the body and blood.</li> <li>I can set goals and make a plan to develop a new skill.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>bones</li> <li>goal-setting</li> <li>muscles</li> <li>balanced diet</li> <li>talents</li> <li>proteins</li> <li>starchy</li> <li>carbohydrates</li> </ul>
	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>



	<ul style="list-style-type: none"> <li>• To identify my achievements and skills to work on.</li> <li>• To explain how skills are developed.</li> <li>•</li> </ul>		
<p><b>Growing and Changing</b></p>	<p><b>Core Knowledge</b></p>	<p><b>Core Skills</b></p>	<p><b>Core Vocabulary</b></p>
	<ul style="list-style-type: none"> <li>• To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.</li> <li>• To identify the different types of relationships people have and their different purposes and qualities.</li> <li>• To identify what makes a positive relationship and what makes a negative relationship.</li> <li>• To identify puberty changes.</li> <li>• To explain menstruation cycle as something that happens when a sperm does not meet an egg.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what body space is and how it feels when someone is too close to me.</li> <li>• I can tell you some of the different relationships I have.</li> <li>• I can tell you what qualities a healthy positive relationship has.</li> <li>• I can describe how a girls and boys body will change when it reaches puberty.</li> <li>• I can tell you what happens to a womans body when the sperm does not meet the egg.</li> </ul>	<ul style="list-style-type: none"> <li>• penis</li> <li>• body space</li> <li>• jealous</li> <li>• womb</li> <li>• period/menstruation</li> <li>• pad</li> <li>• breasts</li> <li>• genitals</li> <li>• egg</li> <li>• puberty</li> <li>• testicles</li> </ul>

		Year 4		
<b>Me and My Relationships</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>	
	<ul style="list-style-type: none"> <li>To know that feelings can vary by intensity, person and change over time.</li> <li>To know and understand the qualities of a 'positive, healthy relationship'.</li> <li>To know when it's appropriate to say no and how.</li> <li>To know the strategies and skills needed for collaborative work.</li> <li>To recognise bullying or pressured behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about how feelings change and be different for others.</li> <li>I can read different emotions by a persons body language.</li> <li>I can say 'no' in a calm and controlled way.</li> <li>I can name some qualities or strategies that help team work. I am aware of others and their needs when working together</li> <li>I can say what to do if I am, or a friend is, hurt or bullied by another person.</li> <li>I can recognise the qualities of a healthy relationship.</li> </ul>	<ul style="list-style-type: none"> <li>Compromise</li> <li>Emotions</li> <li>Frightened</li> <li>Excluded</li> <li>Collaborate</li> <li>Pressure</li> <li>Ignored</li> </ul>	
<b>Valuing Difference</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>	
	<ul style="list-style-type: none"> <li>To identify different origins, national, regional, ethnic and religious backgrounds</li> <li>To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> <li>To recognise potential consequences of aggressive behaviour</li> <li>To define the word respect.</li> <li>Understand and identify stereotypes, including those promoted in the media.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>I can say how differences sometimes cause conflict but can also be something to celebrate.</li> <li>I can begin to manage conflict by using negotiation and compromise.</li> <li>I can suggest strategies for dealing with someone who is behaving aggressively.</li> <li>I can demonstrate ways of showing respect to others' differences.</li> <li>I can explain why it's important to challenge stereotypes that might be applied to me or others.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Labelled</li> <li>Confidence</li> <li>Stereotype</li> <li>negotiate</li> <li>unique</li> <li>compromise</li> <li>label</li> <li>prejudice</li> <li>invade</li> </ul>	
<b>Keeping myself Safe</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>	
	<ul style="list-style-type: none"> <li>To define the words danger and risk and explain the difference between the two.</li> <li>To describe the different types of things that may influence a person to take a risk.</li> <li>To understand and explain the risks that cigarettes and</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate strategies for dealing with a risky situation</li> <li>I can give examples of people or things that might influence me to take risks and make decisions.</li> <li>I can give reasons for why most people choose not to</li> </ul>	<ul style="list-style-type: none"> <li>hazard</li> <li>decisions</li> <li>influence</li> <li>alcohol</li> <li>consequences</li> <li>drug</li> </ul>	

	<p>alcohol can have on a person's body.</p> <ul style="list-style-type: none"> <li>To understand that influences can be both positive and negative.</li> <li>To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.</li> </ul>	<p>smoke, or drink too much alcohol.</p> <ul style="list-style-type: none"> <li>I can explain what might happen if people take unsafe or inappropriate risks.</li> <li>I can identify images that are safe or unsafe to share online.</li> </ul>	
<b>Rights and Responsibilities</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	<ul style="list-style-type: none"> <li>To learn about human rights and responsibilities and how they can impact their community.</li> <li>To recognise that they have a part in caring for and supporting their community.</li> <li>To recognise influences, facts and opinions and doing so in a critical manner.</li> <li>To identify the impact of bystander behaviour and how they can make a difference to a situation.</li> <li>To define terms related to finance and explain how society is supported by the income of others.</li> </ul>	<ul style="list-style-type: none"> <li>I can name some responsibilities and rights that I have.</li> <li>I can share ideas and make decisions that effect others.</li> <li>I can give my own opinion based on facts, opinions and other influences.</li> <li>I can give examples of how I can support others as a bystander.</li> <li>I can explain how others have a financial responsibility to their families and community.</li> <li>I can give examples of choices and decisions with money that will affect me.</li> </ul>	<ul style="list-style-type: none"> <li>anti-social behaviour</li> <li>United Nations</li> <li>public services</li> <li>income tax</li> <li>community responsibility</li> <li>volunteer</li> <li>School Council</li> </ul>
<b>Being My Best</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	<ul style="list-style-type: none"> <li>To identify how they and their friends are unique.</li> <li>To recognise that we all make different choices because we are unique.</li> <li>To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.</li> <li>To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)</li> </ul>	<ul style="list-style-type: none"> <li>I can say how being unique makes everyone special, different and valuable.</li> <li>I can give examples of choices I make and the choices others make for me.</li> <li>I can plan a healthy, balanced meal.</li> <li>I can give examples of the ways people can look after their physical and mental wellbeing.</li> <li>I can give different examples of some of the things that I do already to help look after my environment.</li> </ul>	<ul style="list-style-type: none"> <li>balanced diet</li> <li>breathing community</li> <li>give to others</li> <li>injury</li> <li>mental health</li> <li>first aid</li> <li>choking wellbeing</li> <li>be mindful</li> </ul>
<b>Growing and Changing</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	<ul style="list-style-type: none"> <li>To identify the different emotional reactions to</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how change can make a person feel (both negative and positive).</li> </ul>	<ul style="list-style-type: none"> <li>Breasts</li> <li>Testicles</li> <li>womb</li> </ul>

	<p>different types of change and discuss.</p> <ul style="list-style-type: none"> <li>• To understand how the onset of puberty can have emotional as well as physical impact.</li> <li>• To learn what happens to a woman or a mans body during puberty and that this is linked to reproduction.</li> <li>• To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.</li> <li>• To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why young people can have mixed up feelings when they go through puperty.</li> <li>• I can explain why puberty happens.</li> <li>• I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.</li> <li>• I can explain why some people choose to get married, have a civil ceremony or live together.</li> </ul>	<ul style="list-style-type: none"> <li>• civil partnership sperm</li> <li>• pubic hair</li> <li>• civil partnership</li> <li>• menstruation ovaries</li> <li>• wet dreams</li> </ul>
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	Year 5		
<b>Me and My Relationships</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	<ul style="list-style-type: none"> <li>To learn characteristics and skills in assertiveness</li> <li>To apply their collaborative skills to friendships and assertiveness.</li> <li>To learn ways to resolve conflict in an assertive, calm and fair manner.</li> <li>To identify what things make a relationship unhealthy and who to talk to if they needed help.</li> <li>To recognise emotional needs according to circumstance and any risk factors that could affect them.</li> </ul>	<ul style="list-style-type: none"> <li>I can be assertive to keep myself happy, healthy and safe.</li> <li>I can use strategies to resolve arguments or disagreements.</li> <li>I can reflect on my behaviour, attitudes and qualities.</li> <li>I am aware of the warning signs that a relationship could be unhealthy or unsafe.</li> <li>I can manage my emotional needs and any risks to them.</li> <li>I can respond to emotions according to the situation and person.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate</li> <li>Aggressive</li> <li>Resolution</li> <li>Conflict</li> <li>pressure</li> <li>unhealthy relationship</li> </ul>
<b>Valuing Difference</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	•	•	
<b>Keeping myself Safe</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	•	•	
<b>Rights and Responsibilities</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	•	•	
<b>Being My Best</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	•	•	
<b>Growing and Changing</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	•		

	Year 6		
<b>Me and My Relationships</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>

	•	•	
<b>Valuing Difference</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	•	•	
<b>Keeping myself Safe</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	•	•	
<b>Rights and Responsibilities</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	•	•	
<b>Being My Best</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	•	•	
<b>Growing and Changing</b>	<b>Core Knowledge</b>	<b>Core Skills</b>	<b>Core Vocabulary</b>
	•		