

Brookside Academy Skills, Knowledge and Vocabulary document
PSHE

Aims

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Sex and relationship education (SRE) is an important part of PSHE education and is statutory in maintained secondary schools.

PSHE Intention Statement

At Brookside Academy we know that PSHE is an important and necessary part of all pupil's education, it helps to educate the whole child and to break down social and emotional barriers to learning. We understand the link between health, wellbeing, and academic attainment. By using a multitude of approaches including Growth Mindset strategies to deliver an accessible and creative PSHE curriculum we will be equipping the children knowledge and skills needed to make safe and informed decisions about relationships, their physical and mental health, develop resilience perseverance.

PSHE curriculum at Brookside encourages children to develop the qualities and attributes of positive mental health, physical and emotional wellbeing so they are active participants in their communities and the wider society. Through building self-confidence, resilience, perseverance, and empathy to raise aspirations and empower the children to use these skills and attributes to overcome challenges they face. Children will be able to openly discuss issues using appropriate vocabulary, manage own physical and mental health, balance their emotions so that are a wellbeing.

Year 6

	Skills and Knowledge	Vocabulary
Me and My Relationships	<p>Demonstrate a collaborative approach to a task</p> <p>Describe and implement the skills needed to do this</p> <p>Explain what is meant by the terms 'negotiation' and 'compromise'</p> <p>Suggest positive strategies for negotiating and compromising within a collaborative task</p> <p>Recognise some of the challenges that arise from friendships</p> <p>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach</p> <p>List some assertive behaviours</p> <p>Recognise peer influence and pressure</p> <p>Describe the consequences of reacting to others in a positive or negative way;</p>	<p>Collaboration teamwork</p> <p>Negotiation compromise</p> <p>respectful</p> <p>Assertive/ness</p> <p>Illegal</p> <p>Appropriate</p> <p>inappropriate</p> <p>Privacy settings</p>
Valuing Difference	<p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences</p> <p>Suggest strategies for dealing with bullying, as a bystander</p> <p>Describe positive attributes of their peers</p> <p>Understand and explain the term prejudice</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</p> <p>Describe qualities of a strong, positive friendship</p> <p>Define what is meant by the term stereotype</p> <p>Recognise how the media can sometimes reinforce gender stereotypes</p>	<p>Witness, bystander</p> <p>Unique, positive feedback</p> <p>Confidence, self-esteem</p> <p>Diversity,</p> <p>Stereotype</p> <p>Respect, disrespect</p> <p>empathy</p> <p>Identity, prejudice</p> <p>Tolerance</p> <p>gender stereotype</p>
Keeping Myself Safe	<p>Identify strategies for keeping personal information safe online</p> <p>Describe safe behaviours when using communication technology</p> <p>Explore the risks of sharing photos and films of themselves with other people directly or online</p> <p>Know how to keep their information private online</p> <p>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour</p> <p>Demonstrate an understanding that drugs can have both medical and non-medical uses</p> <p>Describe some of the effects and risks of drinking alcohol.</p>	<p>Social media</p> <p>parental consent</p> <p>Trolling</p> <p>Privacy</p> <p>Online safety</p> <p>Right to privacy</p> <p>Sharing online</p> <p>Permission</p> <p>Illegal</p> <p>Drug legal/ illegal</p> <p>medical</p> <p>alcohol</p> <p>long / short -term effects</p>

<p>Rights and Responsibilities</p>	<p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them Know the legal age (and reason behind these) for having a social media account Understand why people don't tell the truth and often post only the good bits about themselves, online Recognise that people's lives are much more balanced in real life, with positives and negatives</p> <p>Explain what is meant by living in an environmentally sustainable way Suggest actions that could be taken to live in a more environmentally sustainable way</p> <p>That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment Why and how rules and laws that protect them and others are made and enforced Begin to understand the way in which democracy in Britain works</p>	<p>Biased / unbiased Fact opinion Social media, profile Image, online safety Sharing Environmentally sustainable, composting, recycling/recyclable Energy, materials, waste Transport, shop local, food miles, fair trade, reuse Democracy, Candidate, voting, policies ballot box House of Commons, debate majority House of Lords, Royal assent</p>
<p>Be my Best</p>	<p>Explain what the five ways to wellbeing are Identify aspirational goals Describe the actions needed to set and achieve these Recognise what risk is Explain how a risk can be reduced Understand risks related to growing up and explain the need to be aware of these Assess a risk to help keep themselves safe</p>	<p>Wellbeing, Be active, take notice (mindful) Keep learning (get creative), give Aspirations, goal setting, perseverance Health, accurate Reliable, Assessing risk, dilemma, Choices, influence</p>
<p>Growing and Changing</p>	<p>Recognise some of the changes they have experienced and their emotional responses to those changes Suggest positive strategies for dealing with change Identify people who can support someone who is dealing with a challenging time of change Understand the risks of sharing images online and how these are hard to control, once shared Understand that people can feel pressured to behave in a certain way because of the influence of the peer group</p>	<p>Peer pressure, right to privacy Sharing online, online safety</p>

	<p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it</p> <p>Know where someone could get support if they were concerned about their own or another person's safety</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur</p>	<p>Puberty, physical changes</p> <p>Emotional changes, confidential</p> <p>Egg, ovaries, sperm</p> <p>Testicles, puberty, vagina</p> <p>Penis, embryo</p> <p>Womb, sexual intercourse</p>
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Year 5		
Skills	Knowledge	Vocabulary

<p>Me and My Relationships</p>	<p>Explain, describe and give examples of what collaboration means Explain what is meant by the terms negotiation and compromise Describe strategies for resolving difficult issues or situations. Demonstrate how to respond to a wide range of feelings in others Give examples of some key qualities of friendship and reflect on their own friendships Identify what things make a relationship unhealthy Identify who they could talk to if they needed help Recognise basic emotional needs, understand that they change according to circumstance Understand that online communication can be misinterpreted Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p>	<p>Collaborate Negotiation, compromise Conflict, resolution Insensitive, sensitive verbal abuse Physical abuse Unsafe Emotional needs body language Tone of voice</p>
<p>Valuing Difference</p>	<p>Describe ways of making a friendship last and explain why friendships sometimes end Rehearse active listening skills Demonstrate respectfulness in responding appropriately to others Develop an understanding of discrimination and its injustice. Empathise with people who have been, and currently are, subjected to injustice, including through racism Consider how discriminatory behaviour can be challenged Identify and describe the different groups that make up their school/wider community/other parts of the UK Describe the benefits of living in a diverse society Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this Understand that the information we see online, either text or images, is not always true or accurate Identify the consequences of positive and negative behaviour on themselves and others Give examples of how individual/group actions can impact on others in a positive or negative way</p>	<p>Friendship, talking, Listening skills, respect Excluded, discrimination, prejudice diverse, multicultural society reactions, consequences</p>
<p>Keeping Myself Safe</p>	<p>Explain what a habit is, giving examples Describe why and how a habit can be hard to change Demonstrate strategies to deal with both face-to-face and online bullying Demonstrate strategies and skills for supporting others who are bullied Recognise and describe the difference between online and face-to-face bullying Suggest what someone should do when faced with a risky situation Suggest ways of standing up to someone who gives a dare Reflect on what information they share offline and online Recognise that people aren't always who they say they are online Know how to protect personal information online</p>	<p>Habit, Pros, cons, weigh up risk Bullying, cyberbullying, pressure Personal information, privacy settings perception</p>
<p>Rights and Responsibilities</p>	<p>Identify, write and discuss issues currently in the media concerning health and wellbeing Express their opinions and make recommendations on an issue concerning health and wellbeing Understand the difference between a fact and an opinion Understand what biased reporting is and the need to think critically about things we read Define the differences between responsibilities, rights and duties and discuss what can make them difficult to follow</p>	<p>Responsibility Fact, opinion, biased, unbiased Rights, duties</p>

	Identify the impact on individuals and the wider community if responsibilities are not carried out	Voluntary group, community group
Be my Best	<p>Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health</p> <p>Identify their own strengths and talents</p> <p>State what is meant by community</p> <p>Explain what being part of a school community means to them</p> <p>Suggest ways of improving the school community</p> <p>Identify people who are responsible for helping them stay healthy and safe</p> <p>Describe 'star' qualities of celebrities as portrayed by the media</p> <p>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life</p> <p>Describe 'star' qualities that 'ordinary' people have</p>	<p>Healthy choices</p> <p>Perseverance, commitment</p> <p>Resilience, determination</p> <p>Community, school community responsibility</p> <p>Personal qualities, celebrities</p>
Growing and Changing	<p>Use a range of words and phrases to describe the intensity of different feelings</p> <p>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these</p> <p>Explain strategies they can use to build resilience</p> <p>Identify people who can be trusted</p> <p>Know the correct words for the external sexual organs</p> <p>Discuss some of the myths associated with puberty</p> <p>Identify some products that they may need during puberty and why</p> <p>Know what menstruation is and why it happens</p> <p>Recognise how our body feels when we're relaxed</p> <p>List some of the ways our body feels when it is nervous or sad</p> <p>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you</p> <p>Identify the consequences of positive and negative behaviour on themselves and others</p> <p>Give examples of how individual/group actions can impact on others in a positive or negative way</p> <p>Explain the difference between a safe and an unsafe secret</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe</p>	<p>Trust</p> <p>Separation</p> <p>Pubic hair, vaginal opening</p> <p>Urinary opening, penis</p> <p>Scrotum, testicles, Anus, Puberty</p> <p>Menstruation, period</p> <p>Sanitary towel, tampon</p> <p>Menstruation cup, sanitary protection</p> <p>Hormones mood swings</p>

Year 4

Skills	Knowledge	Vocabulary
<p>Me and My Relationships</p>	<p>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state Explain how different words can express the intensity of feelings</p> <p>Explain what we mean by a 'positive, healthy relationship' Describe some of the qualities that they admire in others</p> <p>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</p> <p>Understand that they have the right to protect their personal body space Recognise how others' non-verbal signals indicate how they feel when people are close to their body space Suggest people they can talk to if they feel uncomfortable with other people's actions towards them</p> <p>Demonstrate strategies for working on a collaborative task Define successful qualities of teamwork and collaboration</p> <p>Define the terms 'negotiation' and 'compromise' Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise</p>	<p>Feelings, Respect, responsibilities Qualities, excluded Assertive, aggressive Negotiate, positive Healthy relationship Rude, consequences compromise, respectful Friendly collaboration, teamwork</p> <p>Facial expressions, body language Unkind, tease, bullying, pressure</p>

	<p>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</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret Recognise how different surprises and secrets might make them feel Know who they could ask for help if a secret made them feel uncomfortable or unsafe</p> <p>Define what is meant by the word 'dare' Identify from given scenarios which are dares and which are not Suggest strategies for managing dares</p>	
Valuing Difference	<p>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances) Give examples of features of these different types of relationships, including how they influence what is shared</p> <p>List some of the ways that people are different to each other (including differences of race, gender, religion) Recognise potential consequences of aggressive behaviour Suggest strategies for dealing with someone who is behaving aggressively</p> <p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals) Define the word respect and demonstrate ways of showing respect to others' differences Understand and identify stereotypes, including those promoted in the media</p>	<p>Negotiation, compromise Sharing, acquaintance Aggressive, apologise Similarities, differences, respect stereotype</p>
Keeping Myself Safe	<p>Identify images that are safe/unsafe to share online Know and explain strategies for safe online sharing Understand and explain the implications of sharing images online without consent</p> <p>Understand that medicines are drugs Explain safety issues for medicine use Suggest alternatives to taking a medicine when unwell Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines)</p> <p>Describe stages of identifying and managing risk Suggest people they can ask for help in managing risk Understand that we can be influenced both positively and negatively Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way</p>	<p>Danger, dangerous, risk, risky Hazard, hazardous Privacy, privacy settings, security Dare, assertive Medicine, Choices, social norm Persevere Influence, consequences</p>
Rights and Responsibilities	<p>Explain how different people in the school and local community help them stay healthy and safe Define what is meant by 'being responsible'</p>	<p>Being responsible, reliable, trustworthy</p>

	<p>Describe the various responsibilities of those who help them stay healthy and safe Suggest ways they can help the people who keep them healthy and safe</p> <p>Understand the reason we have rules Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council) Recognise that everyone can make a difference within a democratic process</p> <p>Define the word influence; Recognise that reports in the media can influence the way they think about an topic Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner</p> <p>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour Recognise that they can play a role in influencing outcomes of situations by their actions Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from</p>	<p>Safe, healthy, rules Laws, rights, responsibility, Influence, opinion Respectful, courteous Anti-social behaviour, witness Environment, conservation</p>
Be my Best	<p>Identify ways in which everyone is unique Appreciate their own uniqueness Recognise that there are times when they will make the same choices as their friends and times when they will choose differently Give examples of choices they make for themselves and choices others make for them Recognise that there are times when they will make the same choices as their friends and times when they will choose differently</p> <p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate) Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs) Suggest ways the Seven Rs recycling methods can be applied to different scenarios</p> <p>Define what is meant by the word 'community' Suggest ways in which different people support the school community Identify qualities and attributes of people who support the school community</p>	<p>Individual, unique Choices Balanced diet, wellbeing Mental health Refuse, reduce Re-use, rot, recycle Repair, rethink Community</p>
Growing and Changing	<p>Describe some of the changes that happen to people during their lives Explain how the Learning Line can be used as a tool to help them manage change more easily Suggest people who may be able to help them deal with change Name some positive and negative feelings</p>	<p>Learning line, practice Compromise, Secret, surprise Uncomfortable feelings</p>

	Suggest reasons why young people sometimes fall out with their parents Take part in a role play practising how to compromise	
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Year 3		
Skills	Knowledge	Vocabulary
Me and My Relationships	<p>Explain why we have rules and our responsibilities</p> <p>Learn to cooperate, collaborate and communicate effectively</p> <p>Learn how to maintain positive relationships</p>	<p>Rules, safety</p> <p>Responsibility, feelings</p> <p>Cooperate, collaborate</p> <p>communicate</p> <p>Friendship, falling out</p> <p>resolve</p> <p>Conflict, point of view</p> <p>opinions</p> <p>Respectful</p> <p>Strategies</p> <p>Calm, apologise</p> <p>Listen</p> <p>relationships</p>
Valuing Difference	<p>Recognise that there are many different types of family</p> <p>Identify and recognise the benefits that come with belonging to a community</p> <p>Recognise and respect the factors that make people similar to and different from each other</p>	<p>Family, adoption</p> <p>Fostering,</p> <p>Community, belonging</p> <p>Respect, cooperation</p> <p>Similarities, differences</p> <p>respect</p>

		Prejudice, disability Gender, race Colour
Keeping Myself Safe	Identify situations and people that are safe or unsafe and who they can help Develop awareness of risks Make safe decisions and understand where to get help	Trust, unsafe Danger Risk, consequence, Decisions Awareness
Rights and Responsibilities	Learn to take responsibility Understand different views of money Learn our responsibilities in caring for the environment	responsible Safe, healthy Environment, waste Income, saving. Spending Earning,
Be my Best	Demonstrate their understanding of health and wellbeing issues that are relevant to them Recognise that people may say kind things to help us feel good about ourselves Recognise their own talents and skills and those of other children in the class	courteous Respectful, ambition Improve. Achieve Collaboration, cooperation, teamwork Talents, skills
Growing and Changing	Recognise that feelings can change over time and range in intensity Understand that we physically change throughout our lifetime	Relationships, positive Feelings, uncomfortable Angry, upset Jealous, worried Excited, scared, talk

Year 2		
Skills	Knowledge	Vocabulary
Me and My Relationships	<p>Suggest actions that will contribute positively to the life of the classroom;</p> <p>Make and undertake pledges based on those actions</p> <p>Take part in creating and agreeing classroom rules</p> <p>Use a range of words to describe feelings</p> <p>Recognise that people have different ways of expressing their feelings</p> <p>Identify helpful ways of responding to other's feelings</p> <p>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two</p> <p>Recognise that there are different types of bullying and unkind behaviour</p> <p>Understand that bullying and unkind behaviour are both unacceptable ways of behaving</p> <p>Identify some of the ways that good friends care for each other</p> <p>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness)</p> <p>Explain where someone could get help if they were being upset by someone else's behaviour.</p>	<p>Happy, safe</p> <p>Caring, friendly</p> <p>Rules</p> <p>Feelings, showing feelings</p> <p>Help</p> <p>Teasing</p> <p>bullying</p> <p>friendly, friendship</p> <p>Feelings</p> <p>help</p>
Valuing Difference	<p>Identify some of the physical and non-physical differences and similarities between people</p> <p>Know and use words and phrases that show respect for other people</p> <p>Identify people who are special to them</p> <p>Explain some of the ways those people are special to them</p> <p>Recognise and explain how a person's behaviour can affect other people</p> <p>Explain how it feels to be part of a group</p> <p>Explain how it feels to be left out from a group</p> <p>Identify groups they are part of</p> <p>Suggest and use strategies for helping someone who is feeling left out</p> <p>Suggest kind words and actions they can show to others</p> <p>Show acts of kindness to others in school</p> <p>Suggest strategies for positive relationships</p>	<p>Unique, respect</p> <p>Feelings behaviour</p> <p>Calm aggressive</p> <p>Solve</p> <p>Special people</p> <p>Help</p> <p>Feelings</p> <p>cooperate</p> <p>Kind/ness</p> <p>Unkind</p> <p>Listening,</p> <p>being listened to</p> <p>Listen</p> <p>problem</p>
Keeping Myself Safe	<p>Understand that medicines can sometimes make people feel better when they're ill</p> <p>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell</p> <p>Explain simple issues of safety and responsibility about medicines and their use</p> <p>Identify situations in which they would feel safe or unsafe</p> <p>Suggest actions for dealing with unsafe situations including who they could ask for help</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable</p> <p>Recognise that some touches are not fun and can hurt or be upsetting</p>	<p>Sleep medicines</p> <p>Safety</p> <p>Safe/unsafe</p> <p>Feelings</p> <p>worried</p> <p>Getting help</p> <p>Touch</p> <p>uncomfortable</p> <p>Hurt</p>

	<p>Know that they can ask someone to stop touching them</p> <p>Recognise the importance of telling someone they trust about a situation which makes them feel unsafe or uncomfortable</p> <p>Identify how inappropriate touch can make someone feel</p> <p>Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop</p>	<p>Surprise</p> <p>secret</p> <p>Tell</p> <p>Private parts</p> <p>Consent</p> <p>permission</p> <p>Someone you trust</p>
Rights and Responsibilities	<p>Describe and record strategies for getting on with others in the classroom</p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour</p> <p>Identify special people in the school and community who can help to keep them safe</p> <p>Know how to ask for help.</p> <p>Recognise that money can be spent on items which are essential or non-essential</p> <p>Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</p>	<p>Responsibility</p> <p>help</p> <p>Share</p> <p>Take turns</p> <p>Listen</p> <p>Feelings control</p> <p>Safe/unsafe</p> <p>ask for help</p> <p>Money</p> <p>Spending/ Saving</p>
Be my Best	<p>Understand and give examples of things they can choose themselves and things that others choose for them</p> <p>Explain things that they like and dislike, and understand that they have choices about these things</p> <p>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health</p> <p>Explain how germs can be spread</p> <p>Describe simple hygiene routines such as hand washing</p> <p>Understand that vaccinations can help to prevent certain illnesses</p> <p>Explain the importance of good dental hygiene</p> <p>Describe simple dental hygiene routines</p> <p>Understand that the body gets energy from food, water and oxygen</p> <p>Recognise that exercise and sleep are important to health</p>	<p>Practice encourage</p> <p>Goal achieve</p> <p>Challenge</p> <p>Choose choices</p> <p>Healthy/unhealthy</p> <p>Vaccination injection</p> <p>Disease hygiene</p> <p>Germs</p> <p>Teeth, dental hygiene</p> <p>Oxygen water</p> <p>Food exercise</p> <p>Rest</p>
Growing and Changing	<p>Demonstrate simple ways of giving positive feedback to others</p> <p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to</p> <p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult)</p> <p>Understand and describe some of the things that people are capable of at these different stages</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person</p> <p>Explain what privacy means</p> <p>Give examples of different types of private information</p>	<p>Help support/ive</p> <p>Change loss</p> <p>Feelings/ emotions</p> <p>Frightened/ nervous</p> <p>Growing food</p> <p>Rest</p> <p>Sleep</p> <p>Care</p>

		learning Unique special Privacy Safe burn emergency
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Year 1		
Skills	Knowledge	Vocabulary
Me and My Relationships	<p>Understand that classroom rules help everyone to learn and be safe</p> <p>Explain their classroom rules and be able to contribute to making these</p> <p>Recognise how others might be feeling by reading body language/facial expressions</p> <p>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p> <p>Identify a range of feelings and how feelings might make us behave</p> <p>Recognise that people's bodies and feelings can be hurt</p> <p>Recognise that they belong to various groups and communities such as their family</p> <p>Identify simple qualities of friendship</p> <p>Suggest simple strategies for making up</p>	<p>Rules safe</p> <p>Responsibility</p> <p>Work together feelings</p> <p>Body language</p> <p>emotions</p> <p>Safe support</p> <p>behaviour</p> <p>Hurt help</p> <p>Family</p> <p>Friendship</p> <p>Listening</p>
Valuing Difference	<p>Identify the differences and similarities between people</p> <p>Empathise with those who are different from them</p> <p>Understand that bullying is usually quite rare</p> <p>Identify some of the people who are special to them</p> <p>Recognise and name some of the qualities that make a person special to them</p> <p>Recognise and explain what is fair and unfair, kind and unkind</p> <p>Suggest ways they can show kindness to others</p>	<p>Same different</p> <p>Difference respect</p> <p>Unkind/ness</p> <p>Tease/ing</p> <p>Behaviour rules</p> <p>Safe fair</p> <p>Special people</p> <p>Feelings fair/unfair</p> <p>Kind/unkind bullying</p>
Keeping Myself Safe	<p>Recognise that exercise and sleep are important parts of a healthy lifestyle</p> <p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle</p> <p>Recognise emotions and physical feelings associated with feeling unsafe</p> <p>Identify people who can help them when they feel unsafe</p> <p>Understand that medicines can sometimes make people feel better when they're ill</p> <p>Understand and learn the PANTS rules</p> <p>Name and know which parts should be private</p> <p>Explain the difference between appropriate and inappropriate touch</p> <p>Understand that they have the right to say "no" to unwanted touch</p> <p>Start thinking about who they trust and who they can ask for help.</p>	<p>Energy food</p> <p>Water air</p> <p>Oxygen exercise</p> <p>Sleep healthy</p> <p>Rest grow</p> <p>Tired worried</p> <p>Nervous scared</p> <p>Support unsafe</p> <p>Emotions</p> <p>safe</p> <p>Trust</p>
Rights and Responsibilities	<p>Recognise the importance of regular hygiene routines</p> <p>Sequence personal hygiene routines into a logical order</p> <p>Demonstrate responsibility in looking after something (e.g. a class pet or plant)</p>	<p>Hygiene routine</p> <p>Clean environment</p> <p>Responsibility</p>

	Explain the importance of looking after things that belong to themselves or to others	responsible accident
Be my Best	<p>Recognise the importance of fruit and vegetables in their daily diet</p> <p>Understand how diseases can spread</p> <p>Recognise and use simple strategies for preventing the spread of diseases</p> <p>Demonstrate attentive listening skills</p>	<p>dairy</p> <p>Protein fruit</p> <p>Vegetables vitamins</p> <p>healthy</p> <p>Meat sugar</p> <p>Salt</p> <p>Germs disease</p> <p>Hygiene spread</p> <p>confidence</p> <p>Praise support</p> <p>encourage</p>
Growing and Changing	<p>Understand and explain the simple bodily processes</p> <p>Understand some of the tasks required to look after a baby</p> <p>Identify things they could do as a baby, a toddler and can do now</p> <p>Explain the difference between a secret and a nice surprise</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep</p> <p>Identify parts of the body that are private</p> <p>Describe ways in which private parts can be kept private</p>	<p>Caring love</p> <p>Attention change</p> <p>Growing</p> <p>Surprise secret</p> <p>Uncomfortable</p> <p>Private hygiene</p>