



The Glebe Primary School

Curriculum Document for PSHE

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Curriculum Intent for PSHE:

At the Glebe Primary School, we believe that our PSHE curriculum should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help build their confidence, resilience and self-esteem, and ability to identify and manage risk, make informed choices and understand what influences their decisions.

As a result of this children will:

- know and understand what constitutes a healthy lifestyle, including through healthy eating and physical activity.
- understand and manage their emotions
- understand that mental health is just as important as physical health;
- learn to recognise and talk about their emotions and how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- make the right choices and develop healthy behaviours with the aim of reducing health inequalities later in life and promoting social inclusion;
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- be aware of safety issues, including online safety;
- understand what makes for good relationships with others including family, friends and wider community.
- have respect for themselves and others;
- be independent and responsible members of the school and the local community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem and make informed choices regarding social and personal issues;
- have opportunities to consider issues which may affect their own lives and/or the lives of others.
- learn how to keep themselves safe including online safety
- recognise changes of an adolescent body
- recognise that some medicines help us and some medicines are harmful and illegal.

The Glebe Primary School
EYFS Progression in PSHE

PSHE
EYFS

EYFS	
Three and Four-Year-Olds	Children in Reception
<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. <ul style="list-style-type: none"> - I am beginning to be more independent in my play. - I am beginning to think about my play. - I am learning to use equipment. I am beginning to feel confident in my play. • Develop their sense of responsibility and membership of a community. <ul style="list-style-type: none"> - I am beginning to help the adult in the setting. - I am beginning to tidy up. • Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. <ul style="list-style-type: none"> - I am beginning to gain confidence with visitors. - I can leave my main carer. - I am beginning to show self-confidence. • Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. <ul style="list-style-type: none"> - I am beginning to play with others. - I am beginning to extend my play through talk. - I am beginning to elaborate my play ideas through talk. - I am beginning to extend my play through additional resources. - I am beginning to elaborate my play through additional resources. - I am beginning to understand how to respond to my friends wishes. • Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. <ul style="list-style-type: none"> - I am beginning to make the right choice in my behaviour. 	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • See themselves as a valuable individual. <ul style="list-style-type: none"> - I am beginning to initiate a conversation. - I can tell you what I like. - I can tell you about my family. - I have a sense of pride in myself. • Build constructive and respectful relationships. <ul style="list-style-type: none"> - I am beginning to listen to an adult. - I am beginning to listen to my friend. - I am beginning to be kind to others. - I am beginning to have regular friends that are good for me. - I can make the right choice most of the time. • Express their feelings and consider the feelings of others. <ul style="list-style-type: none"> - I am beginning to model the right choice during times when the whole class are together. - I am beginning to gain more praise for my right choices. - I am beginning to understand the class rewards system. • Show resilience and perseverance in the face of challenge. <ul style="list-style-type: none"> - I am beginning to observe other children's work. - I am beginning to compliment my friends good work. - I am learning how to review my friend's model and make suggestions for improvement. • Identify and moderate their own feelings socially and emotionally. <ul style="list-style-type: none"> - I am beginning to be able to calm myself down after I become upset. • Think about the perspectives of others. <ul style="list-style-type: none"> - I can listen to a story and think about the feelings of the characters - I can think about challenges within our circle times. • Manage their own needs. <ul style="list-style-type: none"> - I am beginning to understand the need for hygiene with adult support.

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| <ul style="list-style-type: none">- I am beginning to understand why I need to make right choices.• Develop appropriate ways of being assertive. Talk with others to solve conflicts.<ul style="list-style-type: none">- I am beginning to have self-confidence.- I am beginning to express my needs appropriately.- I am beginning to learn ways to calm myself down when I feel upset.• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.<ul style="list-style-type: none">- I am beginning to understand I have feelings.• Begin to understand how others might be feeling.<ul style="list-style-type: none">- I am beginning to understand other people have feelings too. | |
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The Glebe Primary
National Curriculum Progression in PSHE

Key Stage 1	Key Stage 2
<p>To learn that they belong to different groups and communities such as family and school.</p> <p>To learn how they can contribute to the life of the classroom and school.</p> <p>To recognise that choices can have negative and positive consequences.</p> <p>To learn what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these.</p> <p>To learn to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>To learn to identify and respect the differences and similarities between people.</p> <p>To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices.</p> <p>To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p>To identify and respect the differences between people.</p> <p>To identify their special people, what makes them special and how special people should care for one another.</p> <p>To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these.</p> <p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To recognise ways in which we are the same as all other people; what we have in common with everyone else.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>To recognise that their behaviour can affect other people.</p> <p>To know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>To know how they can contribute to the life of the classroom and school.</p>	<p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>To understand that differences and similarities between people arise from a number of factors.</p> <p>To know what democracy is and the basic institutions that support it.</p> <p>To know why and how rules and laws that protect themselves and others are made and enforced.</p> <p>To understand why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To research, discuss and debate topical issues, problems and events. To consider the lives of people living in other places, and people with different values and customs</p> <p>To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices.</p> <p>To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p>To consider the lives of people living in other places and people with different values and customs.</p> <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.</p> <p>To recognise and challenge stereotype.</p> <p>To understand that they have different kinds of responsibilities, rights and duties at home and at school; to continue to develop the skills to exercise these responsibilities.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p>

Protected Characteristics

- Age (A)
- Disability (D)
- Gender reassignment (GR)
- Race (R)
- Religion or belief (RB)
- Marriage or civil partnership (MCP)
- Sex (S)
- Sexual orientation (SO)
- Pregnancy and maternity (PM)

British Values

- Rule of Law – School rules – be safe, be respectful, be ready
- Mutual Respect and Tolerance of those with different faiths and beliefs – Show Racism the red card.
- Individual Liberty – Digital Leader applications and interviews
- Democracy – Change Maker Elections. Parliament Week.

Topic	Relationships	Keeping Safe and managing risk	Ourselves, growing and changing	Mental and physical Wellbeing	Zones of regulation	Healthy life styles	Belonging, our community and the wider world
Knowledge	<p>(Families and people who care for us and close positive relationships, caring friendships and respectful relationships, managing hurtful behaviour, safe relationships, respecting self and others)</p> <p>Pupils should learn:</p> <ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries • Become more outgoing with unfamiliar people, in the safe context of their setting. • Begin to understand how others might be feeling. • I am beginning to understand other people have feelings too. 	<p>(First aid, emergency services)</p> <p>Pupils should learn:</p> <ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. - I am beginning to make the right choice in my behavior. - I am beginning to understand why I need to make right 	<p>(SRE, transition)</p> <p>Pupils should learn:</p> <ul style="list-style-type: none"> • Show more confidence in new social situations. • I can manage my transitions between home and school 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • I am beginning to understand I have feelings. 	<p>(emotion regulation)</p> <p>Pupils should learn:</p> <ul style="list-style-type: none"> • I am beginning to have self-confidence. • I am beginning to express my needs appropriately. • I am beginning to learn ways to calm myself down when I feel upset. 	<p>(Drugs, Alcohol and Tobacco, Healthy Eating, health and prevention)</p> <p>Pupils should learn:</p> <ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. 	<p>(shared responsibilities, communities, economic wellbeing: money, aspirations, work and career)</p> <p>Pupils should learn:</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. - I am beginning to help the adult in the setting.

		choices.					
<p>Vocabulary of the previous year plus...</p> <p>This vocabulary list gives an indication of the words/ phrases that we want children to become familiar with during each year/ key stage. They are not intended as a test list but show the kind of language staff will use and explain in lessons to broaden pupils' PSHE/ LfL vocabulary and understanding.</p>	<p>friends, relationship, sharing, problems, special, adult, brother, dad, mum, sister, family, same, falling out, love, loved/ loving,</p>	<p>safe, help, rules, voice, instruction, winning, losing, taking part,</p>	<p>like, don't like, happy, good</p>	<p>health, exercise, confidence, angry, gentle,</p>	<p>internet, screen, computer</p>	<p>healthy, tooth brushing, care, washing, drying, food, drink</p>	<p>community, home, adults,</p>

The Glebe Primary School
Knowledge and Vocabulary

PSHE

Reception

Topic	Relationships	Keeping Safe and managing risk	Ourselves, growing and changing	Mental and physical Wellbeing	Zones of regulation	Digital literacy and resilience	Healthy life styles	Belonging, our community and the wider world
Knowledge	<p>Pupils should learn: Build constructive and respectful relationships.</p> <ul style="list-style-type: none"> - I am beginning to listen to an adult. - I am beginning to listen to my friend. - I am beginning to be kind to others. - I am beginning to have regular friends that are good for me. - I can make the right choice most of the time. <p>Think about the perspectives of others.</p> <ul style="list-style-type: none"> - I can listen to a story and think about the feelings of the characters 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • I know who to ask for help in school. • I know how to use equipment safely in school. 	<p>Pupils should learn: See themselves as a valuable individual.</p> <ul style="list-style-type: none"> • I am beginning to initiate a conversation. • I can tell you what I like. • I can tell you about my family. • I have a sense of pride in myself. • Express their feelings and consider the feelings of others. 	<p>Pupils should learn: Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating 	<p>Pupils should learn: Show resilience and perseverance in the face of challenge.</p> <ul style="list-style-type: none"> - I am beginning to observe other children's work. - I am beginning to compliment my friends good work. - I am learning how to review my friend's model and make suggestions 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • I can talk about why it's important to be kind and polite. • I can tell a trusted adult what I want to use a device for • I know that the internet may contain things that make me feel uncomfortable as well as things that are enjoyable for me. 	<p>Pupils should learn: Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • I am beginning to understand the need for hygiene with 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • I know the different people who help me in my world. • I know who to ask for help in school. • I know the jobs people in my community do and why. • I know the different jobs people in my school do.

	- I can think about challenges within our circle times.		- I am beginning to model the right choice during times when the whole class are together. - I am beginning to gain more praise for my right choices. -		for improvement. • Identify and moderate their own feelings socially and emotionally. • I am beginning to be able to calm myself down after I become upset.	• I can tell an adult if something upsets me when using technology	adult support.	
<p>Vocabulary of the previous year plus...</p> <p>This vocabulary list gives an indication of the words/ phrases that we want children to become familiar with during each year/ key stage. They are not intended as a test list but show the kind of language staff will use and explain in lessons to broaden pupils' PSHE/ LfL vocabulary and understanding.</p>	relationships, problems, cooperative, bullying, friends, challenges, lonely, caring,	respect, rules, taking turns, stranger danger, instruction, attention, distraction,	dreams, goals, challenges, proud, respectful,	kind, likes, strengths, qualities, talents, exercise, healthy, physical activity,	Blue: Sad, tired Green Zone: Happy, calm. Yellow Zone: excited, nervous. Red Zone: Angry	laptop, iPads, game console, phones, kind, polite, trusted adult, technology	health, wellbeing, toothbrushing, screen time, sleep routine, safe pedestrian, hygiene	job, community, help, school, world, school

The Glebe Primary School
Knowledge and Vocabulary

PSHE

Year 1

Topic	Relationships (Families and people who care for us and close positive relationships, caring friendships and respectful relationships, managing hurtful behaviour, safe relationships, respecting self and others)	Keeping Safe and managing risk (First aid, emergency services)	Ourselves, growing and changing (SRE, transition)	Mental and physical Wellbeing	Zones of regulation (emotion regulation)	Digital literacy and resilience	Healthy life styles (Drugs, Alcohol and Tobacco, Healthy Eating, health and prevention)	Belonging, our community and the wider world (shared responsibilities, communities, economic wellbeing: money, aspirations, work and career)
Knowledge	<p>Pupils should learn:</p> <ul style="list-style-type: none"> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives about the people who love and care for them and what they do to help them feel secure and stable that the families of other children, either in school or in the wider world, sometimes look different from their 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> about what rules are, why they are needed, and why different rules are needed for different situations about the people whose job it is to help keep us safe how to get help in an 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private and it's not always right 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> about how physical activity helps us to stay healthy; and ways to be physically active everyday about things that help people feel 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> how to recognise and name different feelings 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> that the internet is many devices connected to one another. that you should tell a trusted adult if you feel unsafe or worried online. that people you do not know on the 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> about what keeping healthy means; different ways to keep healthy 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> about things they can do to help look after their environment about the different groups they belong to what money is; forms that money comes in; that money comes from different sources

	<p>family, but that they should respect those differences and know that other children's families are also characterised by love and care. (MCP).</p> <ul style="list-style-type: none"> • people make friends and what makes a good friendship and what to do when someone feels lonely • bodies and feelings can be hurt by words and actions; that people can say hurtful things offline and online and how it may feel if you experience hurtful behaviour • how to respond safely and appropriately to adults they encounter (in all contexts including online that they don't know • how to talk about and share their opinions on things that matter to them • about what is kind and unkind behaviour, and how this can affect others • the conventions of courtesy and manners. 	<p>emergency (how to dial 999 and what to say)</p> <ul style="list-style-type: none"> • ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely • how to keep safe in the sun and protect skin from sun damage 	<p>to keep secrets if it relates to being safe (S)</p> <ul style="list-style-type: none"> • to recognise what makes them special and unique • about preparing to move to a new class/year group 	<p>good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <ul style="list-style-type: none"> • to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it 		<p>internet (online) are strangers and are not always who they say they are.</p> <ul style="list-style-type: none"> • that to stay safe online it is important to keep personal information safe. • that 'sharing online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet. 		<ul style="list-style-type: none"> • that jobs help people earn money and different jobs that people they know or people who work in the community do • about why sleep is important and different ways to rest and relax • simple hygiene routines that can stop germs from spreading
Vocabulary of the	Friend, relative, family, community, secure, stable, love., care, different, differences, families, same	rules, safe, parents, guardians, police, fire brigade, ambulance, coast	safe, underwear, special, unique, transition, danger, pants,	happy, sad, sleep, physical activity,	Blue: Sad, tired, ill/poorly	appropriate, internet, personal information, trusted adult,	rules, danger, healthy, unhealthy, exercise	job, money, same, different, respect responsible, rules, environment,

<p>previous year plus...</p> <p>This vocabulary list gives an indication of the words/ phrases that we want children to become familiar with during each year/ key stage. They are not intended as a test list but show the kind of language staff will use and explain in lessons to broaden pupils' PSHE/ LfL vocabulary and understanding.</p>	<p>sex families, respect, lonely, good friendship, friends, words, actions, hurtful behaviour, online, offline, adults, respond safely, opinions, talk, share, things that matter to them, kind, unkind behaviour, courtesy, manners, trusted adult</p>	<p>guard, nurses, doctors, teachers, emergency, beach, swimming pool, road safety, shopping centre, traffic lights, pelican crossing, traffic, park, sun screen sun, sun damage</p>	<p>private parts, privacy, clean, similar, different, family, boy, girl, male female.</p>	<p>exercise. Help, feelings,</p>	<p>Green Zone: Happy, calm, relaxed Yellow Zone: excited, nervous, worried Red Zone: Angry, cross, upset</p>	<p>sharing online, posting online, responsible digital citizen, strangers, safe,</p>	<p>healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, toiletry items (e.g. toothbrush, shampoo, soap)</p>	<p>hygiene, community, sleep, rest, relax, germs</p>
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The Glebe Primary School
Knowledge and Vocabulary

PSHE

Year 2

Topic	Relationships	Keeping Safe and managing risk	Ourselves, growing and changing (SRE)	Mental and Physical Wellbeing	Zones of Regulation	Digital Literacy and Resilience	Healthy life styles (Basic First Aid and Drugs, Alcohol and Tobacco, Healthy Eating, health and prevention)	Belonging, our community and the wider wild (shared responsibilities, communities, economic wellbeing: money, aspirations, work and career)
Knowledge	Pupils should learn: <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the 	Pupils should learn: <ul style="list-style-type: none"> • about what to do if there is an accident and someone is hurt (basic injuries e.g. minor injuries) 	Pupils should learn: <ul style="list-style-type: none"> • to identify what they are good at, what they like and dislike • to name the main parts of the body including external genitalia (e.g. 	Pupils should learn: <ul style="list-style-type: none"> • about the people who help us to stay physically healthy • different things they can do to manage big feelings, to help calm themselves down and/or change their mood when 	Pupils should learn: <ul style="list-style-type: none"> • how feelings can affect people's bodies and how they behave • how to recognise what others might be feeling • about ways of sharing feelings; a 	Pupils should learn: <ul style="list-style-type: none"> • to understand the difference between online and offline. • to understand what information I should not post online. • to know what the techniques are for creating a strong password. • to know that you should ask permission from others before sharing about 	Pupils should learn: <ul style="list-style-type: none"> • about foods that support good health and the risks of eating too much sugar • about things that people can put into their body or on their skin; how these can affect how people feel 	Pupils should learn: <ul style="list-style-type: none"> • about the different roles and responsibilities people have in their community • that people make choices about how to save and spend money and that money needs to be looked after • about the difference between needs and wants; that sometimes people may not

	<p>importance of spending time together and sharing each other's lives.</p> <ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult and that it is important to tell a trusted adult if something about their family makes them unhappy or worried • simple strategies to resolve arguments between friends positively, and what to do if a friendship is making them feel unhappy • that hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable (same respect is shown); how to report bullying; the importance 		<ul style="list-style-type: none"> • vagina, penis) (S) about growing and changing from young to old and how people's needs change (A) 	<ul style="list-style-type: none"> • they don't feel good about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better • how to manage when finding things difficult 	<p>range of words to describe feelings</p>	<p>them online and that they have the right to say 'no.'</p> <ul style="list-style-type: none"> • to understand that not everything I see or read online is true. • about how the internet and digital devices can be used safely to find things out and to communicate with others • that people sometimes behave differently online, including by pretending to be someone they are not. • basic rules to keep safe online, including what is meant by personal information and what should be kept private; how information and data is shared and used online, the importance of telling a trusted adult if they come across something that 		<p>always be able to have the things they want</p> <ul style="list-style-type: none"> • about some of the strengths and interests someone might need to do different jobs • that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy • about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
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	<p>of telling a trusted adult</p> <ul style="list-style-type: none">• the differences between appropriate and inappropriate or unsafe physical, and other, contact and how to respond if physical contact makes them feel uncomfortable or unsafe including.• about knowing there are situations when they should ask for permission and also when their permission should be sought• basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe• to recognise the ways in which they are the same/different to others• that in school and in wider society they can expect to be treated with respect by others, and that						scares or upsets them.		
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	in turn they should show due respect to others, including those in positions of authority.							
<p>Vocabulary of the previous year plus...</p> <p>This vocabulary list gives an indication of the words/ phrases that we want children to become familiar with during each year/ key stage. They are not intended as a test list but show the kind of language staff will use and explain in lessons to broaden pupils' PSHE/ LfL vocabulary and understanding.</p>	<p>friend, friendship, happy, secure, choose friends, make friends, healthy family life, commitment, respect, protection, times of difficulty, spending time together, sharing each other's lives, love, care, unsafe, trusted adult, worried, unhappy, conflict, positively, argument, excluding, difficult, problems, resolve, name calling, bullying, deliberate, teasing, physical contact, physical contact, uncomfortable, permission, pressure, technique, same, different, respect, authority, trusted adult</p>	<p>accident, hurt emergency, safe, responsible, rules, unsafe, hazards, road safety, fire safety, danger, basic injury, minor injury</p>	<p>like, dislike, family, same, different, boy, girl, babies, offspring, male, female, new life cycle, birth, body, head, arms, skeleton, legs, head, neck, fingers, toes, private parts, vagina, penis, growing, changing, needs</p>	<p>physically healthy, doctors, nurses, parents, teachers, swimming, gymnastic, football coaches, calm, big feelings, anger, sadness, happiness, excitement, mood, mood change, good mood, change, loss, death, difficult, manage</p>	<p>Blue: Sad, tired, ill/poorly, bored, Green Zone: Happy, calm, relaxed, proud Yellow Zone: excited, nervous, worried Red Zone: Angry, cross, upset, furious</p>	<p>online, offline, information, post, strong password, permission, sharing, posting, internet, digital devices, safely, communicate, pretending, basic rules, personal information, private, data, trusted adult</p>	<p>medicine, healthy, pharmacy, doctor, safety, asthma, instructions, healthy diet, oral health, physical activity, active, sleep, vaccination routine, hygiene, food, rest, routines, risks, skin</p>	<p>roles, responsibilities, community, choices, save, spend, money, needs, wants, strengths, interests, jobs, medicines, vaccinations, immunisations, allergic reactions, dental care, dentist, brush teeth, food, drink, dental health</p>



The Glebe Primary School
Knowledge and Vocabulary

PSHE

Year 3

Topic	Relationships	Keeping Safe and managing risk	Ourselves, growing and changing	Mental and Physical Wellbeing	Zones of Regulation	Digital Literacy and Resilience	Healthy life styles	Belonging, our community and the wider wild
Knowledge	Pupils should learn: <ul style="list-style-type: none"> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) that a feature of positive family life is caring relationships; about the different ways in which people 	Pupils should learn: <ul style="list-style-type: none"> about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) strategies for keeping safe in the local environment or unfamiliar places (rail, 	Pupils should learn: <ul style="list-style-type: none"> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (RB, S, R) 	Pupils should learn: <ul style="list-style-type: none"> that mental health, just like physical health, is part of daily life; the importance of taking care of mental health 	Pupils should learn: <ul style="list-style-type: none"> about everyday things that affect feelings and the importance of expressing feelings 	Pupils should learn: <ul style="list-style-type: none"> that not everything on the internet is true: people share facts, beliefs and opinions online and how to assess the reliability of sources of information online; and how to make safe, reliable 	Pupils should learn: <ul style="list-style-type: none"> about the elements of a balanced, healthy lifestyle about choices that support a healthy lifestyle, and recognise what might influence these about what constitutes a healthy diet; how to plan healthy meals; 	Pupils should learn: <ul style="list-style-type: none"> ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) about the different groups that make up their community; what living in a

	<p>care for one another</p> <ul style="list-style-type: none"> • about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing • that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely and that resorting to violence is never right. • about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); • to recognise the importance of self-respect and how this links to their happiness and how this can affect their thoughts and feelings about 	<p>water, road) and firework safety; safe use of digital devices when out and about</p> <ul style="list-style-type: none"> • about what is meant by first aid; basic techniques for dealing with common Injuries. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. 				<p>choices from search results</p> <ul style="list-style-type: none"> • that the internet can affect your moods and feelings. • that privacy settings limit who can access your important personal information such as your name, age, gender etc. • what social media is and that age restrictions apply. • about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. 	<p>benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p>	<p>community means (A, D, R, RB, S)</p> <ul style="list-style-type: none"> • about ways to pay for things and the choices people have about this • to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
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	<p>themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>							
<p>Vocabulary of the previous year plus...</p> <p>This vocabulary list gives an indication of the words/ phrases that we want children to become familiar with during each year/ key stage. They are not intended as a test list but show the kind of language staff will use and explain in lessons to broaden pupils' PSHE/ LfL</p>	<p>relationship, friendships, family relationships, romantic relationships, online relationships, positive family life, care, love, respect, commitment, positive friendships, wellbeing, ups and downs, resolve disputes, reconcile differences, physical differences, violence, privacy, personal boundaries, appropriate, online, offline, thoughts, feelings, self-respect, happiness, politely, respect, community, strategies, courteous, respectful behaviour, trusted adult</p>	<p>medicine, safe, safety, safely, household products, instructions, local environment, unfamiliar place, rail, water, road, firework safety, digital devices, first aid, basic first aid, common injuries, help, advice,</p>	<p>ethnicity, family, gender, faith, culture, hobbies, likes, dislikes, personal identity</p>	<p>mental health, physical health, daily life, feelings emotions, unhappy, happy, impact mental health</p>	<p>Blue – exhausted Green – content Yellow – anxious Red - rage</p>	<p>cyber bullying, accurate, age restrictions, fact, fake news, hoax, privacy settings, reliable, opinion, online emotions, social media platforms, beliefs and opinions, reliability, privacy settings limit, balancing time.</p>	<p>balanced, healthy lifestyle, choices, influence, healthy diet, plan, meals, health, wellbeing, nutritionally rich foods, risks, obesity, tooth decay</p>	<p>shared responsibilities, protecting, environment, school, home, choices, reducing, reusing, recycling, food choices, groups, community, living, pay, choices, positive, achievements, goals, personal outcomes</p>

vocabulary and understanding.								
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The Glebe Primary School
Knowledge and Vocabulary

PSHE
Year 4

Topic	Relationships	Keeping Safe and managing risk	Ourselves, growing and changing	Mental and Physical Wellbeing	Zones of Regulation	Digital Literacy and Resilience	Healthy life styles	Belonging, our community and the wider wild
	(Families and people who care for us and close positive relationships, caring friendships and respectful relationships, managing hurtful behaviour, safe relationships, respecting self and others)		(SRE)				(Basic First Aid and Drugs, Alcohol and Tobacco, Healthy Eating, health and prevention)	(shared responsibilities, communities, economic wellbeing: money, aspirations, work and career)
Knowledge	Pupils should learn: <ul style="list-style-type: none"> to recognise and respect different types of family structure (including single parents/same-sex parents/step-parents/blended families/foster parents); families of all types can give members love, security and stability (MP, SO) 	Pupils should learn: <ul style="list-style-type: none"> reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television 	Pupils should learn: <ul style="list-style-type: none"> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth 	Pupils should learn: <ul style="list-style-type: none"> to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others 	Pupils should learn: <ul style="list-style-type: none"> to recognise that feelings can change over time and range in intensity 	Pupils should learn: <ul style="list-style-type: none"> to understand some of the methods used to encourage people to buy things online. to understand that technology can be 	Pupils should learn: <ul style="list-style-type: none"> how to make informed decisions about health about what good physical health means; how to recognise early signs of physical illness how to maintain good oral hygiene (correct brushing and flossing); why regular visits to the dentist are essential; the impact of 	Pupils should learn: <ul style="list-style-type: none"> to recognise reasons for rules and laws; consequences of not adhering to rules and laws the importance of having compassion towards others; shared responsibilities we all have for caring for other people and

	<ul style="list-style-type: none"> to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face 	<p>programmes, films, games and online gaming (A)</p> <ul style="list-style-type: none"> how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say 				<p>designed to act like or impersonate living things.</p> <ul style="list-style-type: none"> to understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology. to understand what behaviours are appropriate in order to stay safe and be respectful online. recognise ways in which the internet and social media can be used both positively and negatively 	<p>lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <ul style="list-style-type: none"> about the benefits of sun exposure & risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer 	<p>living things; how to show care and concern for others</p> <ul style="list-style-type: none"> that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
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	<ul style="list-style-type: none"> • about the different types of bullying and the impact of bullying, including offline and online, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns • that personal behaviour can affect other people; to recognise and model respectful behaviour online • what a stereotype is, and how stereotypes can be unfair, negative or destructive. 							
Vocabulary of the	recognise, respect, single parent, same-sex parents, step-parents, blended	complying, regulations, restrictions, promote, personal	personal strengths, skills, achievements, self-	Warning signs, mental health, wellbeing, support	Blue – miserable Green – grateful	methods, encourage, buy, online, technology,	informed decisions, health, physical health, early signs, physical illness, oral hygiene,	recognise, reasons, rules, laws, consequences, adhering,

<p>previous year plus...</p> <p>This vocabulary list gives an indication of the words/ phrases that we want children to become familiar with during each year/ key stage. They are not intended as a test list but show the kind of language staff will use and explain in lessons to broaden pupils' PSHE/ LfL vocabulary and understanding.</p>	<p>families, foster parent, love, stability, security, commitment, care, spending time together, being there, times of difficulty, positive healthy friendship, mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests, experiences, support with problems, difficulties, online friendships, offline, face-to-face friendships, online, communicating, bullying, impact, bystander, responsibilities, reporting, help, trusted adult, strategies, pretending, recognising risk, concerns, harmful content, contact, report, concerns, personal behaviour, respectful behaviour, stereotype, unfair, negative, destructive, trusted adult</p>	<p>safety, age restrictions, social media, television, online gaming, game, film, wellbeing, respond, react, emergency, emergency service, police, ambulance, fire brigade, coast guard</p>	<p>worth, self-esteem, interests</p>		<p>Yellow – confused Red - temper</p>	<p>designed, impersonate, living things, distraction, limit, time, behaviours, appropriate, safe, respectful, internet, social media, positively, negatively</p>	<p>brushing, flossing, dentist, lifestyle choices, dental care, sugar consumption, acidic drinks, fruit juices, smoothies, fruit teas, smoking, sun exposure, overexposure, sun damage, sun stroke, heat stroke, skin cancer</p>	<p>compassion, responsibilities, caring, living things, care and concern, spending decisions, affect, environment, fair trade, single-use plastics, charity, skills, future careers, teamwork, communication, negotiation</p>
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The Glebe Primary School
Knowledge and Vocabulary

PSHE
Year 5

Topic	Relationships	Keeping Safe and managing risk	Ourselves, growing and changing	Mental and Physical Wellbeing	Zones of Regulation	Digital Literacy and Resilience	Healthy life styles	Belonging, our community and the wider world
	(Families and people who care for us and close positive relationships, caring friendships and respectful relationships, managing hurtful behaviour, safe relationships, respecting self and others)		(SRE)				(Basic First Aid and Drugs, Alcohol and Tobacco, Healthy Eating, health and prevention)	(shared responsibilities, communities, economic wellbeing: money, aspirations, work and career)

<p>Knowledge</p>	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different (SO, S, MCP, GR) • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice • the importance of seeking support if feeling lonely or excluded • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • strategies to respond to hurtful behaviour 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact • about the risks and effects of legal drugs common to everyday life (e.g. Cigarettes/e-cigarettes/vaping/alcohol/medicines) and their impact on health; recognise that drug use can 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking • to identify the main external body parts of male and female body and how the process of puberty relates to human reproduction (S, PR) • about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing) (S) 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • about strategies and behaviours that support mental health: including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family & friends can support mental health and wellbeing • problem-solving strategies for dealing with emotions, challenges 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • to know different ways we can communicate online. • to understand how information can be used to form judgements. • to understand some ways to deal with online bullying. • to know that apps require permission to access private information and that you can alter the permissions. • to know where I can go for support if I am being bullied online or 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • how to recognise that habits can have both positive and negative effects on a healthy lifestyle • how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle • how medicines, when used responsibly, contribute to health; that some diseases can be prevented 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • to recognise there are human rights, that are there to protect everyone (PC) • about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities (PC) • to identify ways that money impacts on people's feelings and emotions • that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
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	<p>experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <ul style="list-style-type: none"> • how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • practical steps they can take in a range of different contexts to improve or support respectful relationships. 	<p>become a habit which can be difficult to break</p> <ul style="list-style-type: none"> • how to report concerns of abuse, and the vocabulary and confidence needed to do so and where to get advice e.g. family, school and/or other sources. 		<p>and change, including the transition to new schools</p>		<p>feel that my health is being affected by time online.</p> <ul style="list-style-type: none"> • about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information 	<p>by vaccinations and immunisations; how allergies can be managed</p> <ul style="list-style-type: none"> • about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online 	
<p>Vocabulary of the previous year plus...</p> <p>This vocabulary list gives an indication of the words/ phrases that we want children to</p>	<p>emotionally, sexually, romantically, attracted, gender identity, same sex, gay, lesbian, sexual orientation, help, advice, happy unsafe, support, lonely, excluded, healthy, welcoming, hurtful behaviour,</p>	<p>personal information, private, keeping safe online, making requests, worried, scared, upset, concerns, inappropriate, contact, contact, risks, effects, legal drugs, cigarettes, e-</p>	<p>setbacks, perceived failures, reframe unhelpful thinking, external genitalia, internal reproductive organs, puberty, reproduction, physical changes, emotional changes, moods, menstruation, periods, lifecycle,</p>	<p>mental health, wellbeing, mental ill health, good quality sleep, physical exercise, time outdoors, being involved in community groups, things</p>	<p>express, empathy, impact.</p>	<p>communicate, online, information, judgements, online bullying, apps, permission, private information, alter, support, bullied, health,</p>	<p>habits, positive effects, negative effects, healthy lifestyle, exercise, mental health, physical health, walking, cycling, active mile, physically active, risks, inactive lifestyle,</p>	<p>human rights, protect, diversity, benefits, diverse community, valuing diversity, communities, money, feelings, emotions, jobs, paid, unpaid, career choice, voluntary work</p>

<p>become familiar with during each year/ key stage. They are not intended as a test list but show the kind of language staff will use and explain in lessons to broaden pupils' PSHE/ LfL vocabulary and understanding.</p>	<p>experienced, witnessed, offline, online, teasing, name calling, bullying, trolling, harassment, deliberately excluding, report, concerns, pressure, unsafe, strategies, managing, uncomfortable, practical steps, respectful relationships, trusted adult</p>	<p>cigarettes, vaping, alcohol, medicines, impact, health, habitat, abuse,</p>	<p>breasts, sperm, egg, pubic hair, emotional, feelings, private parts, penis, testicles, vagina, womb, menstrual cycle, menstrual wellbeing, tampons, sanitary towels.</p>	<p>for others, clubs, activities, hobbies spending time, friends, problem solving strategies, changes, challenges, conflict, change, emotion, transition,</p>		<p>time online, internet, ranked, selected, targeted, individuals, groups, connected devices, share information</p>	<p>medicines, responsibly, health, diseases, vaccinations, immunisations, allergies, managed, internet, balancing, time online, activities, strategies, managing</p>	
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The Glebe Primary School
Knowledge and Vocabulary

PSHE
Year 6

Topic	Relationships	Keeping Safe and managing risk	Ourselves, growing and changing	Mental and Physical Wellbeing	Zones of Regulation	Digital Literacy and Resilience	Healthy life styles	Belonging, our community and the wider world
	(Families and people who care for us and close positive relationships, caring friendships and respectful relationships, managing hurtful behaviour, safe relationships, respecting self and others)		(SRE)				(Basic First Aid and Drugs, Alcohol and Tobacco, Healthy Eating, health and prevention)	(shared responsibilities, communities, economic wellbeing: money, aspirations, work and career)

	<p>how to manage this and ask for support if necessary</p> <ul style="list-style-type: none"> • about discrimination: what it means and how to challenge it the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (A, D, R, RB, S) • recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • the importance of permission- 		<p>classes and key stages</p>			<p>online reputation</p> <ul style="list-style-type: none"> • to know some common online scams. • recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images • about how text and images in the media and on social media can be manipulated or invented 	<p>to maintain it</p>	<p>and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>
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	<p>seeking and giving in relationships with friends, peers and adults.</p> <ul style="list-style-type: none">• about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret• about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (PC)• how to discuss and debate topical issues, respect other people's point							
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	of view and constructively challenge those they disagree with							
<p>Vocabulary of the previous year plus...</p> <p>This vocabulary list gives an indication of the words/ phrases that we want children to become familiar with during each year/ key stage. They are not intended as a test list but show the kind of language staff will use and explain in lessons to broaden pupils' PSHE/ LfL vocabulary and understanding.</p>	marriage, formal, legal, commitment, lifelong, forcing, against will, crimes, rights, peer influence, desire, peer approval, friendship, unsafe, uncomfortable, manage, support, respect, challenge, discrimination, physically, in character, qualities, personality, backgrounds, beliefs, preferences, choices, physical contact, acceptable, unacceptable, unwanted, relationship, permission seeking, giving, peers, adults, confidential, secret, break confidence, respecting differences, similarities, common, discuss,	laws, legal drugs, illegal drugs, own, give to others, mixed messages, media, alcohol, smoking, vaping, peer pressure, independent	gender identity, biological sex, reproduction, birth, human life cycle, conceived, prevent, born, sexual inter course, love, consent, pregnancy, parents, conception, conceived, contraception, needs, intimacy, wet dreams, semen, erection, sweat, breasts, vagina, penis, spots, pubic hair, facial hair, underarm hair, feelings, womb, uterus, sperm, egg, fertilisation, pregnancy, twins, independence, reproductive organs, opportunities, responsibilities,	mental health, mental ill health, difficulties, resolved, support, trusted adult, change, loss, death, grief, expressing, managing, bereavement, mood, feelings, mind, strategies, support, stigma	compassion, sympathy, consideration, reflection, appropriate or proportionately	digital footprint, information, internet, online activity, bullying content, evidence, personal passwords, manage, positive online reputation, online scams, share, social media, distribution, images, text, media, manipulated, invented	sleep, healthy lifestyle, routines, good quality sleep, lack of sleep, body, feelings, behaviour, ability to learn, bacteria, viruses, health, hygiene routines, spread of infection, personal hygiene, maintain	relationship, rights, responsibilities, stereotypes, behaviours, attitudes, strategies, challenging, prejudice, recognise, discriminate, responding, witnessed, experienced, risks, gambling, money, health, wellbeing, aspirations, decisions, job, career, interests, values, family, connections, trades, businesses, strengths, qualities, assumptions, deter, aspiring

	debate, topical issues, point of view, constructively challenge, disagree		transition, key stage, secondary school, support, advice					
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