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| PHSEE enquiry | Programme of study | Knowledge and interpretation | Vocabulary |
| Being me in my world | * Planning the forthcoming year * Being a citizen * Rights and responsibilities * Rewards and consequences * How behaviour affects groups * Democracy, having a voice, participating | * I know what I value most about my school and can identify my hopes for this school year * I can empathise with people in this country whose lives are different to my own * I understand that my actions affect me and others * I can contribute to the group and understand how we can function best as a whole * I understand why our school community benefits from a learning charter and can help others to follow it | For *RSE* vocabulary see ‘specific learning’  Special, Safe, Community, Consequences, Rewards, Hope, Fear, Fair, Valuing Contributions, Choices, Goals, self-worth, Positivity, Challenges, Perspectives, Democracy, Motivation, Class Citizen, Voice, Peer pressure, Aspirations, National citizenship, Conflict, Vote, Participation  Similarities, Differences, Bullying, Celebrating, Assumptions, Stereotypes, Gender, Gender diversity, Diverse families, Family conflict, Child-centred, Compliments, Witness, Solutions, Judgment, Appearance, Acceptance, Influences, Impressions, Cultural diversity, Racism, Rumours, Material wealth, Respecting culture  Success, Achievement, Learning styles, Overcoming obstacles, Realistic, Strengths, cooperation, Contributing,  Ambitions, Enthusiasm, Managing feelings, Budgeting, Disappointment, Overcoming, Resilience, Positive attitude  Financial success, Long-term, Charity  Medicine, Medication, Road safety  Relaxation, Nutrition, Lifestyle, Food labelling, Healthy choices, Online safety, Offline safety, Healthy friendships, Smoking, Alcohol, Inner strength, Assertiveness, Vaping, Emergency aid, Body image, Relationships with food, Healthy choices  Belonging, Physical contact, Preferences, Celebrations, Boundaries, Secrets, Trust, Appreciation, Roles, Negotiation, Diverse lives, Impact, Jealousy, Love/loss, Memories, Girlfriends, Boyfriends, Self-recognition, Self-esteem, Online communities, Gaming, Gambling, Grooming  Life cycles (animal/human), Male, Female, Changes, Life cycles (plants), Young, Old, Independence, Internal, External, Needs, being unique, Body changes, Transition, accepting change, Having a baby, Self-image, Media influence, Puberty, Conception, IVF |
| Celebrating difference | * Cultural differences and how they can cause conflict * Racism * Rumours and name-calling * Types of bullying * Material wealth and happiness * Enjoying and respecting other cultures | * I can explain the differences between direct and indirect types of bullying * I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied * I am aware of my own culture * I am aware of my attitude towards people from different races * I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I am part of one * I can appreciate the value of happiness regardless of material wealth * I respect my own and other people’s cultures |
| Dreams and goals | * Future dreams * The importance of money * Jobs and carers * Dream job and hot to get there * Goals in different cultures * supporting others (Charity) * motivation | * I can describe the dreams and goals of a young person in a culture different from mine * I can reflect on how these relate to my own * I can identify what I would like my life to be like when I am grown up * I appreciate the contributions made by people in different jobs * I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future * I appreciate the similarities and differences in aspirations between myself and young people in a different culture * I understand why I am motivated to make a positive contribution to supporting others |
| Healthy me | * smoking including vaping * alcohol * alcohol and anti-social behaviour * emergency aid * body image * relationships with food * healthy choices * motivation and behaviour | * I can describe the different roles food can play in peoples’ lives and can explain how people can develop eating problems relating to body image pressures * I respect and value my body * I can make an informed decision about whether or not I choose to smoke and know how to resist pressure * I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure * I know how to keep myself calm in emergencies * I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am * I am motivated to keep myself healthy and happy |
| Relationships | * self-recognition and self worth * building self esteem * safer online communities * rights and responsibilities online * online gaming and gambling * reducing screen time * dangers of online grooming * SMART internet safety rules | * I can explain how to stay safe when using technology to communicate with my friends * I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself and others * I know how to keep building my own self-esteem * I know how to stand up for myself and how to negotiate and compromise * I understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/ girlfriend * I can recognise the feeling of jealousy, where it comes from and how to manage it |
| Changing me | * Self and body image * Influence of online and media on body image * Puberty for girls * Puberty for boys * Conception (including IVF) * Growing responsibility * Coping with change * Preparing for transition | * I can describe how boys’ and girls’ bodies change during puberty * I can express how I feel about the changes that will happen to me during puberty * I know how to develop my own self esteem * I understand that puberty is a natural process that happens to everybody and that it will be ok for me * I appreciate how amazing it is that human bodies can reproduce in these ways * I am confident that I can cope with the changes that growing up will bring * I can start to think about changes I will make when I am in year 6 and know how to go about this. |
| Specific learning | | | |
| British Values | Programme of study | Knowledge and interpretation | Cultural Capital |
| Democracy  Rule of law  Individual liberty  Mutual respect  Tolerance of those of different faiths and beliefs | RSE:   * Puberty for girls/ boys * That sexual intercourse can lead to conception and that is how babies are typically conceived. * Talks of the use of IVF to help have a baby. | Using the terms penis, testicles and vagina, underpants, private, touch body changes, baby, internal, external body parts (internal and external), egg, sperm, menstruation, periods, breasts, fertilisation, sexual intercourse, conception, conceived, IVF |  |