|  |  |  |  |
| --- | --- | --- | --- |
| PHSEE enquiry | Programme of study  | Knowledge and interpretation | Vocabulary  |
| Being me in my world | * Being part of a class team
* Being a school citizen
* Rights, responsibilities and democracy (school council)
* Rewards and consequences
* Group decision-making
* Having a voice
* What motivates behaviour
 | * I know how good it feels to be included in a group and understand how it feels to be excluded
* I try to make people feel welcome and valued
* I can take on the ole in a group and contribute to the overall outcome
* I can recognise my contribution to making a learning charter for the whole school
* I understand how rewards and consequences motivate people’s behaviour
* I can take on a role in a group and contribute to the overall outcome
* 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 pressureSimilarities, Differences, Bullying, Celebrating, Assumptions, Stereotypes, Gender, Gender diversity, Diverse families, Family conflict, Child-centred,Compliments, Witness, Solutions, Judgment, Appearance, Acceptance, Influences, ImpressionsSuccess, Achievement, Learning styles, Overcoming obstacles, Realistic, Strengths, cooperation, Contributing,Ambitions, Enthusiasm, Managing feelings, Budgeting, Disappointment, Overcoming, Resilience, Positive attitudeMedicine, Medication, Road safetyRelaxation, Nutrition, Lifestyle, Food labelling, Healthy choices, Online safety, Offline safety, Healthy friendships, Smoking, Alcohol, Inner strength, AssertivenessBelonging, Physical contact, Preferences, Celebrations, Boundaries, Secrets, Trust, Appreciation, Roles, Negotiation, Diverse lives, Impact, Jealousy, Love/loss, Memories, Girlfriends, BoyfriendsLife 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 |
| Celebrating difference | * Challenging assumptions
* Judging by appearance
* Accepting self and others
* Understanding influences
* Understanding bullying
* Problem-solving
* Identifying how special and unique everyone is
* First impressions
 | * I can tell you a time when my first impression of someone changed as I got to know them.
* I can explain why it is good to accept people for who they are
* I try to accept people for who they are
* I can question why I think what I do about other people
* I know how it might feel to be a witness to and a target of bullying
* I can problem solve a bullying situation with others
* I like and respect the unique features of my physical appearance
 |
| Dreams and goals | * Hopes and dreams
* Overcoming disappointment
* Creating new, realistic dreams
* Achieving goals
* Working in a group
* Celebrating contributions
* Resilience
* Positive attitudes
 | * I know how to make a new plan and set new goals even if I have been disappointed
* I know what it means to be resilient and to have a positive attitude
* I know how it feels to have hopes and dreams
* I know how disappointment feels and can identify when I have felt that way
* I know how to cope with disappointment and how to help others cope with theirs
* I can enjoy being part of a group challenge
* I know how to share in the successes of a group and how to store this success experience in my internal treasure chest
 |
| Healthy me | * Healthier friendships
* Group dynamics
* Smoking
* Alcohol
* Assertiveness
* Peer pressure
* Celebrating inner strength
 | * I can recognise when people are putting me under pressure and can explain ways to resist when I want to
* I can identify feelings of anxiety and fear associated with peer pressure
* I recognise when other peoples’ actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions
* I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with
* I can relate to the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
* I can tap into my inner strength and know how to be assertive
 |
| Relationships  | * Jealousy
* Love and loss
* Memories of loved ones
* Getting on ad falling out
* Girlfriends and boyfriends
* Showing appreciation to people and animals
 | * I can explain different points of view on an animal rights issue
* I can express my own opinion and feelings on this
* I know how it feels to belong to a range of different realtionships and can identify what I want to contribute to each of them
* I know how most people feel when they lose someone or something they love
* I understand that we can remember people even if we no longer see them
* I can understand that loosing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet
* I can love and be loved
 |
| Changing me | * Being unique
* Having a baby
* Girls and puberty
* Confidence in change
* Accepting change
* Preparing for transition
* Environmental change
 | * I can identify what I am looking forward to when in year 5
* I can reflect on the change I would like to make when I am in year 5 and can describe how to go about this.
* I appreciate that I am a truly unique human being
* I understand that having a baby is a personal choice and can express how I feel abut having children when I am an adult
* I have strategies to help me cope with the physical and emotional changes I will experience during puberty
* I am confident enough to try to make changes when I think they will benefit me
* I can express my fears and concerns that are outside of my control and know how to manage these feelings positively
 |
| Specific learning |
| British Values | Programme of study  | Knowledge and interpretation | Cultural Capital |
| DemocracyRule of lawIndividual libertyMutual respectTolerance of those of different faiths and beliefs | RSE:* Discussion of egg joining the sperm and making me.
* Correctly label the internal and external parts of the body necessary for making a baby.
* Describe how a girls body changes in order for her to have babies, talks about menstruation is a natural part of this.
 | 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 |  |