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| PHSEE enquiry | Programme of study | Knowledge and interpretation | Vocabulary |
| Being me in my world | * Identifying goals for the year * Global citizen * Children’s universal rights * Feeling welcome and valued * Choices, consequences and rewards * Group dynamics * Democracy, having a voice * Anti-social behaviour * Role- modelling | * I feel welcome and values and know how to make others feel the same * I understand my own wants and needs and can compare these with children in different communities * I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them * 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 how I can help others to follow it by modelling it myself | 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, Global citizenship, Children’s Universal Rights, Group dynamics, Role-modelling , Anti-social behaviour  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, Perceptions of normality, Disability, Empathy, Inclusion, Exclusion  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  Success criteria, Recognition, Evaluating  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, Personal responsibility, Substances, Exploitation, County Lines/Gangs, Managing stress  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, Mental health, Sources of support, Control, Power  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  Body image, Physical attraction, Consent,  Sexting |
| Celebrating difference | * Perceptions of normality * Understanding disability * Power struggles * Understanding bullying * Inclusion/exclusion * Differences as conflict, difference as celebration * empathy | * I can explain ways in which difference can be a source of conflict or a cause for celebration * I can show empathy with people in either situation * I can empathise with people who are living with disabilities * I am aware of my attitude towards people with disabilities * I know how it can feel to be excluded or treated badly by being different in some way * 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 appreciate people for who they are |
| Dreams and goals | * persona learning goals, in and out of school * success criteria * emotions in success * making a difference in the world * motivation * recognising achievements * compliments | * I can describe ways in which I can work with other people to help make the world a better place * I can identify why I am motivated to do this. * I understand why it is important to stretch the boundaries of my current learning * I can set success criteria so that I will know whether I have reached my goal * I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations * I can empathise with people who are suffering or who are living in difficult situations * I can give praise and compliments to other people when I recognise their contributions and achievements |
| Healthy me | * taking personal responsibility * how substances affect the body * exploitation, including ‘county lines’ and gang culture * emotional and mental health * managing stress | * I can evaluate when alcohol is being used responsibly, anti-socially or being misused. * I can tell you how I feel about using alcohol when I am older and my reasons for this * I am motivated to give my body the best combination of food for my physical and emotional health * I am motivated to find ways to be happy and cope with life’s situations without using drugs * I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen * I know how to help myself feel emotionally healthy and can recognise when I need help with this * I can use different strategies to manage stress and pressure |
| Relationships | * mental health * identifying mental health worries and sources of support * love and loss * managing feelings * power and control * assertiveness * technology safety * take responsibility with technology use | * I can recognise when people are trying to gain power or control * I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control * I understand how it feels to have people in my life that are special to me * I can use some strategies to manage feelings associated with loss and can help other people to do so * I can recognise when I am feeling those emotions and have strategies to manage them * I can take responsibility for my own safety and well-being |
| Changing me | * self-image * body image * puberty ad feelings * conception to birth * reflections about change * physical attraction * respect and consent * boyfriends/girlfriends * sexting * transition | * I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born * I recognise how I feel when I reflect on the development and birth of a baby. * I know how to develop my own self esteem * I can express how I feel about the changes that will happen to me during puberty * I can reflect on how I feel about asking questions and about the answers I receive * I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this * I know how to prepare myself emotionally for starting secondary school |
| 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:  Girl talk/ boy talk- taught as single gender specific groups, preferably female lead for girls and male lead for boys.   * Puberty changes * Conception to birth of a baby. * The physical attraction of somebody else that can change the nature of relationships. | 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, birth, attraction, consent |  |