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| PHSEE enquiry | Programme of study | Knowledge and interpretation | Vocabulary |
| Being me in my world | * Setting personal goals * Self-identity and worth * Positivity in challenges * Rules, rights and responsibilities * Rewards and consequences * Responsible choices * Seeing things from others’ perspectives | * I value myself and know how to make someone else feel welcome and valued * I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions * I know how to make others feel valued * I understand that my behaviour brings rewards/ consequences * I can work cooperatively in a group | For *RSE* vocabulary see ‘specific learning’  Special, Safe, Community, Consequences, Rewards, Hope, Fear, Fair, Valuing Contributions, Choices, Goals, self-worth, Positivity, Challenges, Perspectives  Similarities, Differences, Bullying, Celebrating, Assumptions, Stereotypes, Gender, Gender diversity, Diverse families, Family conflict, Child-centred, Compliments, Witness, Solutions  Success, Achievement, Learning styles, Overcoming obstacles, Realistic, Strengths, cooperation, Contributing,  Ambitions, Enthusiasm, Managing feelings, Budgeting  Medicine, Medication, Road safety  Relaxation, Nutrition, Lifestyle, Food labelling, Healthy choices, Online safety, Offline safety  Belonging, Physical contact, Preferences, Celebrations, Boundaries, Secrets, Trust, Appreciation, Roles, Negotiation, Diverse lives, Impact  Life cycles (animal/human), Male, Female, Changes, Life cycles (plants), Young, Old, Independence, Internal, External, Needs |
| Celebrating difference | * Families and their differences * Family conflict and how to manage it (child-centred) * Witnessing bullying and how to solve it * Recognising how words can be hurtful * Giving and receiving compliments | * I can tell you about a time when my words affected someone’s feelings and what the consequences were * I can give and receive compliments and know how this feels * I appreciate my family/the people who care for me * I know how to calm myself down and can use the ‘solve it together’ technique * I know some ways of helping to make someone who is bullied feel better. * I can problem-solve a bullying situation with others * I try hard not to use hurtful words |
| Dreams and goals | * Difficult challenges and achieving success * Dreams and ambitions * New challenges * Motivation and enthusiasm * Recognising and trying to overcome obstacles * Evaluating learning process * Managing feelings * Simple budgeting | * I can evaluate my own learning process and identify how it can be better next time * I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest * I respect and admire people who overcome obstacles and achieve their dreams and goals. * I can imagine how I will feel when I achieve my dream/ambition * I can break down a goal into a number of steps and know how others could help me to achieve it * I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge * I can manage the feelings of frustration that may rise when obstacles occur |
| Healthy me | * Exercise * Fitness challenges * Food labelling and healthy swaps * Attitudes towards drugs * Keeping safe and why it’s important online and off line scenarios * Respect for myself and others * Healthy and safe choices | * I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself including who I go to for help * I can express how being anxious or scared feels. * I can set myself a fitness challenge * I can identify how I feel towards drugs * I can take responsibility for keeping myself and others safe at home * I respect my body and appreciate what it does for me |
| Relationships | * Family roles and responsibilities * Friendships and negotiations * Keeping safe online and who to go to for help * Being a global citizen * Being aware of how my choices affect others * Awareness of how other children have different lives * Expressing appreciation for family and friends | * I can explain how some of the actions and work of people around the world help and influence my life. * I can show an awareness of how this could affect my choices * I can describe how taking some responsibility in my family makes me feel * I know how to negotiate in conflict situations to try to find a win-win solution * I know who to ask for help if I am worried or concerned * I can empathise with children whose lives are different to mine and appreciate what I may learn from them * I enjoy being part of a family and friendship groups |
| Changing me | * How babies grow * Understanding a baby’s needs * Outside body changes * Inside body changes * Family stereotypes * Challenging my ideas * Preparing for transition | * I can identify how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up * I recognise how I feel about these changes happening to me and know how to cope with these feelings * I can express how I feel when I see babies or baby animals * I can express how I might feel if I had a new baby in the family * I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes * I can start to think about changes I will make when I am in Year 4 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:   * Discusses body changes to be able to grow a baby, changes to the body on the outside during these growing up processes. | Using the terms penis, testicles and vagina, underpants, private, touch body changes, baby, internal, external |  |