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| PHSEE enquiry | Programme of study | Knowledge and interpretation | Vocabulary |
| Being me in my world | * Hopes and fears for the year * Rights and responsibilities * Rewards and consequences * Safe and fair learning environment * Valuing contributions * Recognising feelings | * I recognise when I feel worried and know how to ask for help * I can help to make my class a safe and fair place * I can work cooperatively * I am choosing to follow the learning charter | For *RSE* vocabulary see ‘specific learning’  Special, Safe, Community, Consequences, Rewards, Hope, Fear, Fair, Valuing Contributions, Choices  Similarities, Differences, Bullying, Celebrating, Assumptions, Stereotypes, Gender, Gender diversity  Success, Achievement, Learning styles, Overcoming obstacles, Realistic, Strengths, cooperation, Contributing  Medicine, Medication, Road safety  Relaxation, Nutrition, Lifestyle  Belonging, Physical contact, Preferences, Celebrations, Boundaries, Secrets, Trust, Appreciation  Life cycles (animal/human), Male, Female, Changes, Life cycles (plants), Young, Old, Independence |
| Celebrating difference | * Assumptions and stereotypes about gender * Understanding bullying * Standing up for self and others * Making new friends * Gender diversity * Celebrating difference and remaining friends | * I can identify some ways in which my friend is different to me * I can tell you why I value this difference about him/her * I understand some ways in which boys and girls are similar and feel good about this * I understand some ways in which boys and girls are different and accept that this is ok * I can tell you how someone who is bullied feels; I can be kind to children who are bullied * I know when and how to stand up for myself and others; I know how to get help if I am being bullied * I know how it feels to be a friend and have a friend * I understand these differences make us all special and unique |
| Dreams and goals | * Achieving realistic goals * Perseverance * Learning strengths * Learning with others * Group co-operation * Contributing to and sharing success | * I can explain some of the ways I worked cooperatively in my group to create the end product * I can express how it felt to be working as part of this group * I can identify my successes and achievements and know how this makes me feel (proud) * I can tell you some of my strengths as a learner * I understand how working with other people can help me to learn * I can work with other people to solve problems * I know how contributing to the success of a group feels and I can store those feelings in my internal treasure chest |
| Healthy me | * Motivation * Healthier choices * Relaxation * Healthy eating and nutrition * Healthier snacks and sharing food | * I can make some healthy snacks and explain why they are good for my body * I can express how it feels to share healthy food with my friends * I am motivated to make healthy lifestyle choices * I can tell you when a feeling is weak and when a feeling is strong * I feel positive about caring for my body and keeping it healthy * I have a healthy relationship with food and know which foods I enjoy the most * I have a healthy relationship with food and I know which foods are most nutritious for my body |
| Relationships | * Different types of family * Physical contact boundaries * Friendship and conflict * Secrets * Trust and appreciation * Expressing appreciation for special relationships | * I can identify some of the things that cause conflict between me and my friends * I can demonstrate how to use the positive problem solving techniques to resolve conflicts with my friends * I accept that everyone’s family is different and understand that most people value their family * I know which types of physical contact I like and don’t like and talk about this * I know how it feels to be asked to keep a secret I do not want to keep and who to talk to about this * I understand how it feels to trust someone * I am comfortable accepting appreciation from others |
| Changing me | * Life cycles in nature * Growing from young to old * Increasing independence * Differences in female and male bodies (correct terminology) * Assertiveness * Preparing for transition | * I can recognise the physical differences between boys and girls and appreciate that some parts of my body are private * I can tell you what I like/ don’t like about being a boy/girl * I understand there are some changes that are outside my control and can recognise how I feel about this * I can identify people I respect who are older than me * I feel proud about becoming more independent * I am confident to say what I like and don’t like and can ask for help * I can start to think about changes I will make when I am in year 3 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:   * I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles and vagina) and appreciate that some parts of my body are private * I understand there are different types of touch and can tell you which ones I like and don’t like. | Using the terms penis, testicles and vagina, underpants, private, touch |  |