



Vocabulary

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
---------------	---------------	---------------	---------------	---------------	---------------

Theme: Personal

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><b><u>Self-awareness:</u></b> Make simple comments about good and not-so-good feelings</p> <p><b><u>Self-control of behaviour:</u></b> Recognise that their actions may have negative consequences</p> <p><b><u>Self-confidence:</u></b> List some positives about themselves</p> <p><b><u>Trustworthiness, honesty, integrity:</u></b> With support, make choices based on an understanding of right and wrong (e.g. follow the class rules)</p> <p><b><u>Adaptability including Resilience and Perseverance:</u></b> With support, tackle a challenge until it is resolved</p> <p><b><u>Appreciation of "human creativity and achievement:</u></b> Show signs of enjoyment</p>	<p><b><u>Self-awareness:</u></b> Use basic vocabulary to describe some of their feelings</p> <p><b><u>Self-regulation of emotions:</u></b> Start using simple strategies for managing their feelings</p> <p><b><u>Self-control of behaviour:</u></b> Recognise that their actions have negative and positive consequences, and that it might affect other people</p> <p><b><u>Self-confidence:</u></b> List positives about themselves, and explain how they are unique</p> <p><b><u>Trustworthiness, honesty, integrity:</u></b> Recognise what is fair and unfair, kind and unkind, right and wrong Make choices based on these; start to develop their own moral principles</p> <p><b><u>Adaptability including Resilience and Perseverance:</u></b> Demonstrate a willingness to tackle problems/challenges until they are resolved/achieved</p>	<p><b><u>Self-awareness:</u></b> Extend their vocabulary to describe their feelings, and start to explain the range and intensity of them. Start to distinguish between emotions and the symptoms of them.</p> <p><b><u>Self-regulation of emotions:</u></b> Use simple strategies for managing their feelings. Recognise that they may sometimes experience conflicting emotions.</p> <p><b><u>Self-control of behaviour:</u></b> Recognise the consequences of their behaviour and use this knowledge to start to manage their own behaviour.</p> <p><b><u>Self-confidence:</u></b> Describe positives about themselves and how these make them who they are. Celebrate their achievements.</p> <p><b><u>Trustworthiness, honesty, integrity:</u></b> Explain the difference between fair and unfair, kind and unkind, right and wrong.</p>	<p><b><u>Self-awareness:</u></b> Distinguish between most emotions and the symptoms of them; describe the range and intensity of some of these.</p> <p><b><u>Self-regulation of emotions:</u></b> Start to recognise some common triggers and make efforts to avoid them; start to understand why they might experience conflicting emotions, and how they might overcome these</p> <p><b><u>Self-control of behaviour:</u></b> Use their knowledge of consequences to manage and adapt their own behaviour</p> <p><b><u>Self-confidence:</u></b> Celebrate their achievements; start to reflect by talking about areas for improvement and goals</p> <p><b><u>Trustworthiness, honesty, integrity:</u></b> Recognise and manage 'dares' and other forms of peer pressure</p>	<p><b><u>Self-awareness:</u></b> Explain the range and intensity of their emotions and symptoms</p> <p><b><u>Self-regulation of emotions:</u></b> Start selecting strategies e.g. short-term to manage symptoms and longer-term for emotions; where appropriate start to 'unpick' conflicting emotions</p> <p><b><u>Self-control of behaviour:</u></b> Explain the consequences of their and others' actions, and start to compensate for other people's behaviour</p> <p><b><u>Self-confidence:</u></b> Celebrate and reflect on their achievements, strengths and areas for improvement; set themselves goals</p> <p><b><u>Trustworthiness, honesty, integrity:</u></b> Explain how moral codes may differ from person to person and between cultures, and how their own beliefs/values/ideas might inform and be informed by their perspective on life.</p>	<p><b><u>Self-awareness:</u></b> 'Read', understand and accurately describe their emotions; if asked, start to help others unpick their own</p> <p><b><u>Self-regulation of emotions:</u></b> Select between strategies to manage emotions, including conflicting emotions, and the symptoms of them</p> <p><b><u>Self-control of behaviour:</u></b> Often compensate for other people's (negative) behaviour</p> <p><b><u>Self-confidence:</u></b> Celebrate and reflect on their achievements, strengths, areas for improvement and aspirations; set high short term and long-term goals for themselves</p> <p><b><u>Trustworthiness, honesty, integrity:</u></b> Make reasoned judgments on moral dilemmas in and out of context and reassess their own values in the light of this. Confidently act according to their own principles in areas that are considered right by some and wrong by others.</p>

	<p><b><u>Appreciation of “human creativity and achievement:</u></b> Express enjoyment in a variety of ways, including an appreciation of the enjoyment of others</p>	<p>Develop their own moral principles and accept that other people’s views and choices may be different.</p> <p><b><u>Adaptability including Resilience and Perseverance:</u></b> Tackle a problem/challenge until it is resolved/achieved.</p> <p><b><u>Appreciation of “human creativity and achievement:</u></b> Identify and describe experiences (of creativity and achievement) that they like and dislike.</p>	<p><b><u>Adaptability including Resilience and Perseverance:</u></b> Demonstrate persistence in tackling a challenge e.g. by overcoming more than one set-back.</p> <p><b><u>Appreciation of “human creativity and achievement:</u></b> Describe experiences (of creativity and achievement) that they enjoy and start to describe the same for others. Express opinions and listen to those of others.</p>	<p>Often act according to their own principles in areas that are considered right by some and wrong by others.</p> <p><b><u>Adaptability including Resilience and Perseverance:</u></b> Persist in tackling challenges, and start to help others do so in sensitive ways</p> <p><b><u>Appreciation of “human creativity and achievement:</u></b> Start to alter their behaviour to accommodate others’ likes and dislikes. Show an interest in reflecting other people’s experiences.</p>	<p><b><u>Adaptability including Resilience and Perseverance:</u></b> Demonstrate persistence and help others do so in a sensitive way.</p> <p><b><u>Appreciation of “human creativity and achievement:</u></b> Explain how their own enjoyment might affect that of others</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Theme: Social**

<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
<p><b><u>Discernment:</u></b> Make simple comments about trust e.g. naming a trusted adult</p> <p><b><u>Respect:</u></b> Start to show respect through their actions e.g. following class rules</p> <p><b><u>Empathy:</u></b> Identify the differences and similarities between people in a polite way</p> <p><b><u>Building bonds:</u></b> Recognise when people are being unkind to them or others</p> <p><b><u>Collaboration including Conflict Management:</u></b> Play with others, rather than alongside them Recognise that resorting to violence is never right</p>	<p><b><u>Discernment:</u></b> Start to explain how they might recognise who to trust, or when a relationship is making them feel unhappy or uncomfortable</p> <p><b><u>Respect:</u></b> Demonstrate respect for others e.g. by choosing to help someone</p> <p><b><u>Empathy:</u></b> Identify and respect the differences and similarities between people, including how others show their feelings in different ways Demonstrate awareness of the ‘rules’ for behaviour in different settings (e.g. social or cultural)</p> <p><b><u>Building bonds:</u></b></p>	<p><b><u>Discernment:</u></b> Explain how they make decisions about who to trust; explain how they judge whether a relationship is a positive one</p> <p><b><u>Respect:</u></b> Consistently show respect for others through their manners and actions, including their online behaviour (e.g. by being polite when challenging others’ values and opinions). Show respect for online content (e.g. distinguishing between public and private material).</p> <p><b><u>Empathy:</u></b> Start to explain commonalities, e.g. similarities and differences. Respond appropriately when other people show feelings in different ways.</p>	<p><b><u>Discernment:</u></b> Explain in detail how they discern the quality of a relationship, including how they manage difficult situations, how they seek help, and the risks of online friendships.</p> <p><b><u>Respect:</u></b> Start to cope with/compensate for non-reciprocation of good manners. Show respect for online content e.g. by acknowledging a source.</p> <p><b><u>Empathy:</u></b> Explain commonalities, e.g. similarities and differences. Try to see and respect other people’s points of view. Modify their behaviour appropriately for different people and settings (e.g. with regard to culture or custom and explain why they are doing so</p>	<p><b><u>Discernment:</u></b> Start to support friends in discerning the quality of a relationship, including how to manage difficult situations and/or seek help</p> <p><b><u>Respect:</u></b> Sensitively deal with others’ lack of manners. Show respect for online content (e.g. by investigating permissions).</p> <p><b><u>Empathy:</u></b> Listen and respond respectfully to a wide range of people, including strangers, showing that they care about other people’s feeling.</p> <p><b><u>Building bonds:</u></b> Recognise and challenge stereotypes, bullying. Discrimination and where</p>	<p><b><u>Discernment:</u></b> Be able to offer sensitive support and advice to friends, to help them discern the quality of a relationship, and better manage difficult situations.</p> <p><b><u>Respect:</u></b> Start managing other people’s bad manners, or insensitivity, in appropriate and courteous ways. Show awareness of, and explain, privacy, copyright and plagiarism.</p> <p><b><u>Building bonds:</u></b> Show a confidence and sensitivity in constructively challenging other people’s behaviours and points of view, where appropriate and/or safe.</p>

<p><b><u>Accepting advice:</u></b> Follow the advice of others</p> <p><b><u>Communication:</u></b> Share their opinions on things that matter to them Offer feedback to others</p>	<p>Know who to tell and what to say</p> <p><b><u>Collaboration including Conflict Management:</u></b> Listen to others and play and work with them cooperatively Start to negotiate where appropriate</p> <p><b><u>Accepting advice:</u></b> Willingly accept and follow advice, but start to appreciate that some advice might not be so useful</p> <p><b><u>Communication:</u></b> Share their opinions on a wider range of things Listen to others Offer constructive feedback and support</p>	<p>Recognise and start to care about other people's feelings. Start to modify their behaviour to follow the 'rules' of different settings (e.g. social or cultural).</p> <p><b><u>Building bonds:</u></b> Recognise bullying and how to respond to incidents of bullying. Explain the meaning of harmful behaviours like bullying and discrimination.</p> <p><b><u>Collaboration including Conflict Management:</u></b> Demonstrate a willingness to listen to others to facilitate cooperative play and work. Use some simple negotiation strategies to resolve arguments. Recognise that most friendships have ups and downs.</p> <p><b><u>Accepting advice:</u></b> Begin to seek advice and make an informed choice about whether to follow it</p> <p><b><u>Communication:</u></b> Share their opinions on a wide range of things, explaining their views to a partner or group and listening to the views of others.</p>	<p><b><u>Building bonds:</u></b> Recognise when stereotypes are being used. Realise the consequences of anti-social, aggressive and harmful behaviours and start to help each other get support where appropriate.</p> <p><b><u>Collaboration including Conflict Management:</u></b> Use their knowledge of others' views, opinions, personal qualities and social skills to work successfully in a team and resolve conflicts, e.g. by looking at alternatives and making decisions. Recognise that friendships can usually be repaired after a fall-out.</p> <p><b><u>Accepting advice:</u></b> Seek advice but make an informed choice about whether to follow it.</p> <p><b><u>Communication:</u></b> Use research to inform their opinions, sharing these with others. Start to understand the varying reliabilities of sources of information e.g. in social media.</p>	<p>appropriate other people's points of view. Develop strategies for getting support for themselves or others in these contexts.</p> <p><b><u>Collaboration including Conflict Management:</u></b> Relate to others people's opinions, qualities and skills, and work towards consensus, e.g. by seeing and respecting others' points of view, giving feedback and support, making decisions and explaining them. Recognise that friendships can sometimes be strengthened if fall-outs are dealt with sensitively.</p> <p><b><u>Accepting advice:</u></b> Start to be able to explain about skill-levels and authority of advice-givers</p> <p><b><u>Communication:</u></b> Research and debate topical issues, problems and events that are of concern to them and offer some basic recommendations to appropriate people. Discern bias/reliability in social media and other sources of information.</p>	<p><b><u>Collaboration including Conflict management:</u></b> Relate to others and work towards consensus, e.g. by negotiation and appropriate compromise, and by giving rich and constructive feedback and support and by adapting behaviour and speech (e.g. facilitating / 'uniting' interactions).</p> <p><b><u>Accepting advice:</u></b> Distinguish where it is appropriate to ask advice and when it might not be; understand the personal qualities of advice-givers</p> <p><b><u>Communication:</u></b> Research, discuss and debate topical issues, problems and events that are of concern to them and to others, making formal recommendations to appropriate people if required. Discuss issues of bias/reliability in social media and other sources of information and use this to make mature decisions about what to 'share' or forward.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Theme: Health**

<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

<p><b><u>Self-care:</u></b> Recognise what they like and dislike, and how these can have good and not-so-good consequences Show some basic self-care skills, e.g. flushing a toilet, washing hands</p> <p><b><u>Risk assessment/management:</u></b> Be able to identify a few basic hazards and risks e.g. sharp objects</p>	<p><b><u>Self care:</u></b> Use their knowledge of their likes and dislikes, and the consequences of these, to make some practical choices to improve their physical and emotional health Use their knowledge of basic hygiene to protect their health and that of others e.g. by clearing away a lunch plate properly</p> <p><b><u>Risk assessment/management:</u></b> Recognise a wider range of hazards and risks (e.g. resulting from other people's actions), including increased risks in different contexts (e.g. wet surfaces being slippery)</p>	<p><b><u>Self-care:</u></b> Start to explain how they judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p><b><u>Risk assessment/management:</u></b> Assess risks in different situations and decide how to manage them responsibly, e.g. road safety; rail, water and fire safety; and online safety.</p>	<p><b><u>Self-care:</u></b> Use research to inform the choices they make that have an impact on their physical and mental health, e.g. food and exercise and that of others (e.g. kindness and generosity) Explain how they discern their own mental and physical wellbeing, i.e. whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p><b><u>Risk assessment/management:</u></b> Assess risks in different situations and develop strategies for keeping physically and emotionally safe, including a wider range of online safety issues and protections. Use these as an opportunity to build resilience.</p>	<p><b><u>Self-care:</u></b> Be able to articulate how lifestyle choices can have positive, neutral and negative consequences. Where possible and appropriate, help their friends discern whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p><b><u>Risk assessment/management:</u></b> Be able to explain a range of online safety issues (physical, mental and emotional), including identity theft, sharing of images and the reliability of information.</p>	<p><b><u>Self-care:</u></b> Be able to articulate the concept of a 'balanced lifestyle' - i.e. that many health choices actually have both positive and negative consequences.</p> <p><b><u>Risk assessment/management:</u></b> Explain a range of online safety issues (physical, mental and emotional) including screen time, online courtesies and the sharing of politically incorrect or even illegal opinion and argument.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b><u>Theme: Economic</u></b>					
<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
<p><b><u>Using charts/graphs (from Maths NC):</u></b> Use tallies and simple tables</p> <p><b><u>Money:</u></b> Know about where money comes from and making choices when spending money. Know about saving money and how to keep it safe.</p> <p><b><u>Career:</u></b> Know about the different jobs people do.</p>	<p><b><u>Using charts/graphs (from Maths NC):</u></b> Use pictograms, tally charts, block diagrams; interpret simple tables</p>	<p><b><u>Using charts/graphs (from Maths NC):</u></b> Use bar charts (e.g. not blocks); use more complex tables</p> <p><b><u>Money:</u></b> Know about what influences people's choices about spending and saving money. Know how people can keep track of their money.</p> <p><b><u>Career:</u></b> Know about the world of work.</p>	<p><b><u>Using charts/graphs (from Maths NC):</u></b> Use time graphs 'and other graphs'; use discrete and continuous data</p>	<p><b><u>Using charts/graphs (from Maths NC):</u></b> Complete and interpret tables, including timetables; calculate the mode and range.</p> <p><b><u>Money:</u></b> Know that money can be borrowed but there are risks associated with this. Know about enterprise.</p> <p><b><u>Career:</u></b> Know what influences people's decisions about careers.</p>	<p><b><u>Using charts/graphs (from Maths NC):</u></b> Read, interpret and use pie charts and line graphs; calculate the mean</p>

<u>Theme: Relationship and Sex Education</u>					
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>To recognise the difference between 'real' and 'imaginary' dangers</p> <p>To understand that there are situations when secrets should not be kept</p> <p>To know to tell a trusted adult if they feel unsafe</p> <p>To recognise the difference between good and bad touches</p> <p>To understand there are parts of the body which are private</p> <p>To know who they can go to, what to say or do if they feel unsafe or worried</p>	<p>To understand and respect the differences and similarities between people.</p> <p>Know about growing from young to old and that they are growing and changing.</p> <p>Understand that everybody needs to be cared for and ways in which they care for others.</p> <p>Know about different types of family and how their home-life is special.</p>	<p>Know about the biological differences between male and female animals and their role in the life cycle.</p> <p>Know about the biological differences between male and female children.</p>	<p>Know about the way we grow and change throughout the human lifecycle.</p> <p>Know about the physical changes associated with puberty.</p> <p>Know about menstruation and wet dreams.</p> <p>Know the impact of puberty in physical hygiene and strategies for managing this.</p> <p>Know about strategies to deal with feelings in the context of relationships.</p>	<p>Know about how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty.</p> <p>Answer each other's questions about puberty with confidence, to seek support and advice when they need it.</p>	<p>Know about the changes that occur during puberty.</p> <p>Consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact.</p> <p>Know about what values are important to them in relationships and to appreciate the importance of friendship.</p> <p>Know about human reproduction in the context of the human lifecycle.</p> <p>Know how a baby is made and grows (conception and pregnancy).</p> <p>Know about roles and responsibilities of carers and parents.</p> <p>Answer each other's questions about relationships with confidence, where to find support and advice when they need it.</p>

\*Green highlighted strands = non-statutory