

## PSHRE Curriculum Vocabulary progression

Whilst the words in bold are explicitly taught, others are referred to through our relational approach and modelled interactions. The language and vocabulary is progressive and builds on what has previously been taught.



In Year 1 children will learn	Key Vocabulary
<p><b><u>Relationships:</u></b></p> <ul style="list-style-type: none"> <li>about the different people in their family / those that love and care for them</li> <li>how families are all different but share common features – what is the same and different about them</li> <li>how they are similar or different to others, and what they have in common</li> <li>that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> <li>to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.</li> </ul>	<p>caring, love, secure, respect, truthful, trustworthy, loyal, lonely, arguments, differences, unique, <b>online, teasing, bullying, family, divorced, foster parent, adoptive parents, married/not married, partner</b>, gender, gay, lesbian, transgender, homophobia, <b>penis, testicles, vulva, breasts</b>,</p>
<p><b><u>Health and Wellbeing:</u></b></p> <ul style="list-style-type: none"> <li>what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>that things people put into or onto their bodies can affect how they feel</li> <li>how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> <li>who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li><i>how to respond safely to adults they don't know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</i></li> </ul>	<p><b>healthy, unhealthy, fitness, active, inactive, exercise, healthy diet, sugar, fat, protein, vitamins, germs, personal hygiene, washing, virus, prescription, medicine, drugs, tobacco, vape, cigarette, alcohol, sun cream, sun damage. shade, protection</b></p> <p>mental health, emotions and feelings, anger, happiness, sadness, fear, surprise, nervous, excited</p> <p>help, listen, support, act, respond, <b>permission, consent, 999, emergency services (and names of )</b></p>
<p><b><u>Living in the Wider World:</u></b></p> <ul style="list-style-type: none"> <li>what money is - that money comes in different forms</li> <li>how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>how people make choices about what to do with money, including spending and saving</li> <li>the difference between needs and wants - that people may not always be able to have the things they want</li> <li>how to keep money safe and the different ways of doing this</li> <li>how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work cooperatively</li> <li>the responsibilities they have in and out of the classroom</li> <li>how people and animals need to be looked after and cared for</li> <li>what can harm the local and global environment; how they and others can help care for it</li> <li>how people grow and change and how people's needs change as they grow from young to old</li> <li>how to manage change when moving to a new class/year group</li> </ul>	<p><b>money, currency, earn, won, borrowed, bank, building society, charity, need, want, save, career, employment, achieve, goal, target, future, improve, cooperate, success,</b></p> <p>care, caring, affect, action, earth, <b>environment, environmental,</b> natural, planet, resources, beliefs, <b>responsibility,</b></p>

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In Year 2 children will learn	<u>Key Vocabulary</u>
<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it</li> <li>• how people behave when they are being friendly and what makes a good friend</li> <li>• how to resolve arguments that can occur in friendships</li> <li>• how to ask for help if a friendship is making them unhappy</li> <li>• how words and actions can affect how people feel</li> <li>• <i>how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</i></li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• how to respond if this happens in different situations</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>	<p><b>advice, persistence, similarities/differences</b>, loneliness, feelings, ignore, <b>effort, share, professional, consideration</b>, listen, argument, conflict, emotions, resolve, compromise, empathy, apologies, choices, negative, positive, exclude, unacceptable, rude, <b>bully, body language, consequence, report</b>, families, relatives, adopted, biological sex, blended family, civil partnership, fostered, gender, identity, married, orphaned, same-sex, single-parent, <b>permission, consent, penis, testicles, vulva, breasts</b>, gender, gay, lesbian, transgender, homophobia,</p>
<p><b><u>Health and Wellbeing:</u></b></p> <ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe</li> <li>• <i>how to identify risky and potentially unsafe situations and take steps to avoid or remove themselves from them</i></li> <li>• how to resist pressure to do something that makes them feel unsafe</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• <i>how to tell a trusted adult if they are worried, scared or feel unsafe for themselves or others</i></li> <li>• <i>that different things help their bodies to be healthy</i></li> <li>• that eating and drinking too much sugar can affect their health, including dental health</li> <li>• how to be physically active and how much rest and sleep they need</li> <li>• that there are different ways to learn and play</li> <li>• how to know when to take a break from screen-time</li> <li>• how sunshine helps bodies to grow and how to keep safe in the sun</li> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people</li> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing these</li> <li>• how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>	<p>Safe, <b>permission</b>, uncomfortable, accident, <b>hazards</b>, follow, guide, decision, advice, cope, <b>risk</b>, online, medicine, drugs, alcohol, allergies, hygiene, cleanliness, washing, chemical, liquids, poisonous, develop, tablets, bacteria, contact, coughs, disease, germs, sleep, virus, washing, sanitise, relax, healthy, wellbeing, mental health, bored, complain, concentrate, confused, difficult, dislike, embarrassed, fear, fed up, focus, frightened, frustrated, gratitude, happy, lonely, nervous, relaxed, shocked, thankful, upset, worries, coping, curious, independence,</p>

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### **Living in the Wider World:**

- how jobs help people earn money to pay for things about a range of different jobs, including those done by people they know or people who work in their community
- how people have different strengths and interests that enable them to do different jobs
- how people use the internet and digital devices in their jobs and everyday life

**Resilience, perseverance,** hard work, cooperation, achievement, aim, ambition, creative, determined, goal, grow, hard-working, improve, job, learn, **qualifications, routine, skill, success, training, wage, salary,**

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In Year 3 children will learn	Key Vocabulary
<p><b><u>Relationships:</u></b></p> <ul style="list-style-type: none"> <li>• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>• how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> <li>• <i>how families differ from each other (e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</i></li> <li>• <i>how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</i></li> <li>• <i>how people within families should care for each other and the different ways they demonstrate this</i></li> <li>• <i>how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</i></li> </ul>	<p>falling out, honest, interest, kindness, loyal, <b>negotiation</b>, attitude, body language, <b>compromise</b>, conflict, consequences, considerate, dispute, effect, emotion, facial expression, feelings, respond, teammates, teamwork, <b>acquaintances</b>, alternatives, arguments, bully, bullying, anti bullying, cyber bullying, <b>homophobic bullying</b></p> <p>Families, relatives, relation, relationship, adopted, biological sex, blended family, civil partnership, fostered, gay, gender, identity, lesbian, married, orphaned, relatives, same-sex, single-parent, gay, lesbian, transgender, homophobia,</p>
<p><b><u>Health and Wellbeing:</u></b></p> <ul style="list-style-type: none"> <li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>• <i>how to help keep their body protected and safe</i></li> <li>• <i>that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</i></li> <li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>• how everyday health and hygiene rules and routines help people stay safe and healthy</li> <li>• how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>• what to do in an emergency, including calling for help and speaking to the emergency services</li> <li>• how regular physical activity benefits bodies and feelings</li> <li>• how to make choices about physical activity, including what and who influences decisions</li> <li>• how the lack of physical activity can affect health and wellbeing</li> <li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> <li>• how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>• how to maintain good oral hygiene and the importance of regular visits to the dentist</li> <li>• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>• how people make choices about what to eat and drink, including who or what influences these</li> </ul>	<p><b>casualty</b>, choices, dangerous, dare, first aid, inhaler, injection, injury, <b>peer pressure</b>, physical, scald, shock, vaccine, allergies, consent, childline, diet, harmful, <b>hydrate</b>, hygiene, immunisation, legal, prescription, routine, vaccination, vitamin,</p> <p><b>penis, testicles, vulva, breasts,</b></p>

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<ul style="list-style-type: none"> <li>• how, when and where to ask for advice and help about healthy eating and dental care</li> </ul>	
<p><b><u>Living in the Wider World:</u></b></p> <ul style="list-style-type: none"> <li>• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>• what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>• how the community helps everyone to feel included and values</li> <li>• the different contributions that people make</li> <li>• how to be respectful towards people who may live differently to them</li> </ul>	<p><b>equal</b>, experience, <b>growth mindset</b>, obstacles, opportunities, resilience, responsibilities, role, <b>setbacks</b>, <b>stereotype</b>, strive, target, global, organisation, <b>trade</b>, <b>values</b>, <b>collaboration</b>, communication, compromise, conflict, dispute, responsibility, teammates, teamwork, <b>diversity</b>, <b>equality</b>, <b>equity</b>, loyal, negotiation, <b>opinion</b>, <b>prejudice</b>, <b>respect</b>, network, fair, opportunities, <b>race</b>, <b>gender</b>, <b>citizen</b>, <b>culture</b>, <b>customs</b>, <b>debate</b>, <b>democracy</b>, <b>discrimination</b>, <b>freedom</b>, government, <b>human rights</b>, identity, <b>liberty</b>, <b>multicultural</b>, nationality, region, regional, religious, <b>rights-respecting</b>, <b>society</b>, <b>stereotype</b>, <b>tolerance</b>, tradition, values</p>

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In Year 4 children will learn	Key Vocabulary
<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• how people's behaviour affects themselves and others, including online</li> <li>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>• about the relationship between rights and responsibilities</li> <li>• <i>about the right to privacy and how to recognise when confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</i></li> <li>• the rights that children have and why it is important to protect these</li> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> <li>• <i>how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</i></li> </ul>	<p>Equal, experience, fair, gender, opportunities, race, stereotype, citizen, community, compassion, dilemma, diverse, diversity, empathy, human right, <b>inequality</b>, respect, responsibility, culture, custom, debate, democracy, <b>discrimination</b>, <b>ethnicity</b>, <b>tolerance</b>, <b>disrespect</b>, <b>misinformation</b>, attitude, jealousy, mindful, represent, <b>shame</b>, unpleasant, privacy, secret, surprise, in confidence, protect, <b>aggression</b>, <b>inappropriate</b>, <b>inclusive</b>, <b>inclusion</b>, <b>exclude</b>, <b>exclusion</b></p>
<p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality</li> <li>• to develop self-worth by identifying positive things about themselves and their achievements</li> </ul> <p>how their personal attributes, strengths, skills and interests contribute to their self-esteem</p> <ul style="list-style-type: none"> <li>• how to set goals for themselves</li> </ul> <p>how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p> <ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>• how people's online actions can impact on other people</li> </ul>	<p>differences, <b>equality</b>, <b>inequality</b>, <b>equity</b>, honest, impact, interests, opinions, prejudices, respect, strategies, support, network, techniques, assertive, comfortable, confident, impact, <b>influence</b>, <b>manipulate</b>, mind, mistake, positive, pride, attitude, brave, determination, experience, failure, mistakes, prepare, accomplish, effort, fair, growth mindset, obstacles, opportunities, setbacks, strive, target, skills, goals, actions, alternatives, attitude, alcohol, drugs, tobacco, cigarettes, vaping, <b>addiction</b>, dares, choices, consequences, impact, first aid, 999, emergency, <b>illegal</b>, <b>legal</b>, <b>law</b>, behaviour, communicating</p>

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<ul style="list-style-type: none"> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• how to report concerns, including about inappropriate online content and contact</li> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> <li>• <i>about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</i></li> <li>• <i>how puberty can affect emotions and feelings</i></li> <li>• <i>how personal hygiene routines change during puberty</i></li> <li>• <i>how to ask for advice and support about growing and changing and puberty</i></li> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at times of loss, grief and change</li> <li>• how to access advice and support to help manage their own or others' feelings</li> </ul>	<p>online, concerns, <b>connected devices</b>, <b>cyberbullying</b>, <b>discrimination</b>, <b>disrespect</b>, <b>harassment</b>, <b>harmful content</b>, <b>images</b>, <b>information sharing</b>, <b>manipulated</b>, <b>misinformation</b>, <b>permission</b>, <b>consent</b>, <b>trusted adult</b>, <b>report</b>, <b>restrictions</b>, <b>risk</b>, <b>rules</b>, <b>safety</b>, <b>social media</b>, <b>support</b>, <b>targeted information</b>, <b>teasing</b>, <b>text</b>, <b>trolling</b>, <b>health</b>, <b>habit</b>, <b>hygiene</b>, <b>attitude</b>, <b>aware</b>,</p> <p><i>**Changes, hormones, experience, prepare, puberty, Adam's apple, breasts, egg, embryo, erection, wet dreams, foetus, menstruation, oestrogen, ovaries, period, testes, testosterone, vulva, vagina, penis, urine, urethra **</i></p> <p>Families, relatives, relation, relationship, adopted, biological sex, blended family, civil partnership, fostered, gay, gender, identity, lesbian, married, orphaned, relatives, same-sex, single-parent, gay, lesbian, transgender, homophobia,</p>
<p><b><u>Living in the Wider World:</u></b></p> <ul style="list-style-type: none"> <li>• how people have a shared responsibility to help protect the world around them</li> <li>• how everyday choices can affect the environment</li> <li>• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>• how to show care and concern for others (people and animals)</li> <li>• how to carry out personal responsibilities in a caring and compassionate way</li> </ul>	<p>Actions, challenge, charity, citizen, climate change, communities, compassion, craftivism, consequence, decision, difference, dilemma, discuss, diverse, diversity, effects, empathy, fair, fairtrade farmer, gender, global, harmful, helpful, human right, impact, inequality, local, negative, opinion, organisation, positive, reason, reduce, respect, responsibility, rural, share, shared responsibility, stereotype, support, trade, unfair, urban</p>

**\*\* Puberty sessions delivered by known adult with content/language and vocabulary determined by cohort needs - reviewed annually alongside SLT (Senior Leadership Team)**