

Person, Social, Health and Economic (PSHEe) and Citizenship Policy 2026

Gwladys Street CP & Nursery School



Approved by: Full
Governing Body

Date: July 2026

Last reviewed on: July 2025

Next review due
by: June 2029

PHSEe POLICY

This policy is written according to the ethos of the school and to ensure we meet the aims and vision of our school:

SCHOOL MOTO

Golden Opportunities for Achievement and Learning

VISION STATEMENT

To provide the stepping stones for a successful and fulfilling future with the Gwladys Street Family, celebrating generations of success.

AIMS

We want our school to be one:-

- 1. Where everyone has access to an engaging, creative and challenging curriculum that promotes a love of learning.**
- 2. Where everyone feels safe, happy and secure in our learning community.**
- 3. Where everyone works in partnership with the wider school community.**
- 4. Where Golden Opportunities are provided in an Inclusive Setting.**
- 5. Where everyone respects each other and works as a team to achieve our GOALS.**
- 6. Where children develop lively, enquiring minds, self confidence and independence.**
- 7. Which promotes a healthy lifestyle and positive, spiritual and moral values.**

Personal Social Health Education and economic (PSHEe) and Citizenship Policy

Aims and Objectives

At Gwladys Street Primary School, Personal, Social and Health Education economic (PSHEe) and Citizenship enables our children to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self worth by playing a positive role in contributing to school life and the wider community. They learn how society is organised and governed and experience the process of democracy in school through the school council. We provide opportunities for them to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society.

Our aims are to enable the children:

- To recognise their own worth;
- To work well with others;
- To develop positive relationships and respect for others;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle;
- To develop safety awareness;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social choices;
- To form good relationships with other members of the school and the wider community.

Intent

Due to the social context of the school, Personal, Social and Health Education is a vital part of Gwladys Street's curriculum. It reflects our desire to provide the best possible education opportunities for the whole community it serves.

We ensure that the school is inclusive where all children aim high, achieve well, develop self-confidence, resilience, positive values and beliefs, understand how to care for themselves and have a caring attitude towards others.

We equip our children with the knowledge and strategies on how to live healthy, live safely and responsibly. Our intent is to help support our children to develop resilience and skills to manage life's challenges and make the most out of opportunities, becoming responsible citizens.

1. Ensuring children celebrate and appreciate the diverse community of the school.
2. Giving children the vocabulary to express their thoughts and feelings, enabling them to become confident in their own rights and responsibilities, allowing them to stand up for what they believe in.
3. Enabling children to build on their prior knowledge by using progressive and transferable skills that make PSHE an exciting and rewarding subject here at Gwladys Street Community Primary School.
4. Enabling children to develop self-awareness, manage their feelings, develop their social skills, developing their motivation to be effective learners

Implementation

The resource 'Jigsaw' is used to deliver discreet lessons each week.

Children use Zones of Regulation on a daily basis to help themselves regulate their own emotions.

Calm zones and mindfulness areas around classrooms and schools.

Each classroom has a display of the nine characteristics for equality and are used by the teaching staff in the classroom.

The whole curriculum has planned opportunities to teach safe messages and other PSHE objectives to consolidate learning.

Through focused teaching, children will be taught a range of subject specific and age appropriate vocabulary, allowing them to draw on these in individual lessons.

Specialist visitors are invited to school to discuss PSHE themes eg. Anti-Bullying, Anti-Racism.

Online safety is promoted daily through children accessing the internet/using a range of devices and themed weeks.

School is a participant of the Walk to School, the year-round walk to school challenge to promote healthy living.

Children have the opportunity to become part of the Mini-Police to develop their sense of citizenship working alongside Merseyside Police within the local community

Staff will receive regular CPD sessions throughout the year, delivered by the PSHE lead SLT and outside agencies. Enabling teachers to feel sufficiently trained and confident to deliver highly sensitive topics safely (e.g., drug education, vaping, and puberty).

Impact

Children are able to make responsible and healthy choices to become confident citizens.

Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty.

Children demonstrate resilience to their work.

Children understand how to keep themselves safe at home and at school and who can support and help them.

Children use digital devices safely and understand how to report unacceptable behaviour.

Children can understand the different lifestyles that others may have. They are able to be respectful and tolerant towards others who may live differently to themselves.

Children can demonstrate their understanding and support their views with reasoning.

Maintain positive relationships with a diverse range of family and friendship groups.

Children's attendance and outcomes will become in line with national expectations as barriers are removed for children to become successful

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils

- Prepares pupils for the opportunities, responsibilities and experiences of later life

Social and Mental Health

Here at Gwladys Street Primary School we truly value our children's social and mental health. We ensure that this runs through all areas of the school curriculum and in extra curriculum life. We spend dedicated time twice daily making sure our children's social and mental health needs are met.

Teaching and learning

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

The Jigsaw Approach: A Whole-School Framework

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

Emotional literacy at the core - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

Connection and community - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

Developing skills for respectful dialogue - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working

Term	Puzzle	Key Content
		collaboratively.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as sex education - see Section 6).

Adapting Jigsaw for Our School Community

Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice - gathered through feedback within lessons, informal discussions with children, and school council discussions, pupil surveys, class discussion.
- Local context and community considerations
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

Relationships and Health Education: Statutory Content

Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

Building Foundations for Secondary RSHE

The primary PSHE curriculum is carefully designed to be age-appropriate and valuable for children's current stage of development. This learning also builds strong foundations that will support children as they encounter more complex content at secondary school. For example:

- Children learn skills for managing difficult feelings in friendships like disappointment or anger. These are essential skills for their current friendships and family relationships, and support them to behave with kindness as their relationships become more complex.
- Children learn about appropriate boundaries, privacy and consent in age-appropriate ways from early primary. This learning is crucial for safeguarding - enabling children to recognise when something doesn't feel right, to understand that they have rights over their own bodies and personal information, and to seek help when needed. These concepts become increasingly important as children develop and encounter different situations, both now and in future relationships.
- We teach children to recognise healthy relationship characteristics and warning signs across all relationships. This helps them navigate their current friendships and family relationships, with skills they'll continue to apply throughout their lives.
- Understanding of online safety, digital literacy and respectful online behaviour builds progressively throughout primary. We recognise that some of our children are already spending time online, and those who are not will have questions or concerns about the online world. Our approach is preventative, equipping children with knowledge and skills to stay safe if they do encounter online content or situations, rather than normalising excessive or unsafe internet use. This prepares children to navigate the more complex digital relationships and challenges they'll encounter as teenagers.
- Learning about emotions, mental wellbeing and self-care begins early and deepens each year. This supports children's current wellbeing and helps them manage the everyday challenges of childhood, whilst ensuring they reach secondary with established vocabulary, awareness and strategies for protecting their mental health.

This progressive, developmental approach ensures that PSHE content is always age-appropriate and relevant to children's current lives, whilst also building solid foundations for more sophisticated understanding as they mature.

Challenging Stereotypes and Promoting Respect

Throughout our PSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As children progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

For example, children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help children understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

This approach supports both safeguarding and the development of healthy, equal relationships, helping all children to feel valued and to respect others.

Sex Education as part of PSHE (subject to parental withdrawal)

We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 5: Conception

Year 6: Babies: Conception to Birth

Parent Engagement and the Right to Withdraw from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. Parents do NOT have the right to withdraw children from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about reproduction (statutory)

Before making a decision to withdraw a child from sex education, we invite parents to discuss their concerns with the PSHE lead. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

Where a parent requests withdrawal from non-statutory sex education, the school will:

- Arrange an initial meeting with the PSHE Lead and Senior Leadership to discuss the request and review curriculum materials in full detail.
- Share the precise Jigsaw teaching resources to clarify exactly what factual content is introduced.
- Confirm that the final decision regarding a request for withdrawal from non-statutory sex education rests statutory authority with the Headteacher.
- Where a withdrawal request is formally granted by the Headteacher, the school will document the choice and provide a high-quality, alternative learning environment for the pupil during those specific lessons, ensuring they remain purposefully educated.

We inform parents about sex education content by sending curriculum information letters at the start of the summer term, holding parent information sessions, and making all materials available for viewing on request.

Meeting the Equality Act 2010

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE is taught in a way that:

- Does not subject pupils to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families
- Same-sex parent families
- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from different cultural and religious backgrounds
- Service families, including those where a parent or carer serves in the armed forces

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

Including LGBT Content

Throughout PSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching.

In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may

have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

Jigsaw PSHE 3-11 does not include content on gender questioning or transgender topics. Our focus at primary level is on teaching children to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.

For detailed information about what Jigsaw PSHE 3-11 teaches about LGBT relationships, schools can access our supporting document 'Including and Valuing All Children: What does Jigsaw PSHE 3-11 teach about LGBT relationships?' which provides specific examples from lessons and addresses common questions.

Supporting Children with SEND

Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs. PSHE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse and bullying. Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities
- Extended time for processing and responding
- Personalised social stories or resources where appropriate

For some children with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

Working in Partnership with Parents and Carers

We recognise that parents and carers are children's first and most important educators, particularly regarding relationships and health. Effective PSHE education works in partnership with families, supporting parents to continue conversations started in school and keeping them informed about what their children are learning.

Safe Delivery, Continuing Professional Development, and Safeguarding Disclosures

Due to highly personal and sensitive nature of our PSHE curriculum, lessons are executed strictly within established classroom ground rules to maintain an objective, safe environment. Gwladys Street Primary School is committed to providing regular, updated Continuous Professional Development (CPD) and briefings for teaching staff to ensure they are fully confident and secure when delivering sensitive themes (such as puberty, digital safety, and substance awareness).

Furthermore, we explicitly recognize that high-quality PSHE lessons act as an essential preventative tool for child protection. Because lessons give children the exact vocabulary to confidently report inappropriate boundaries, online harms, or abuse, staff remain acutely vigilant during these sessions. Any personal disclosures or safeguarding vulnerabilities identified during PSHE lessons are immediately referred to the Designated Safeguarding Lead (DSL) in strict accordance with our *Keeping Children Safe in Education (KCSIE)* policy.

Consultation and Communication

We engage with parents and carers throughout the year and when developing and reviewing our PSHE policy, seeking their views on content, approach and resources. This includes:

- Gathering parent views through ongoing communication and opportunities to share feedback
- Opportunities to view teaching materials
- Parent information sessions to explain curriculum content and answer questions
- Regular communication about PSHE curriculum through newsletters, class communications and our website

Viewing PSHE Teaching Materials

We want parents to feel informed about what their children are learning in PSHE. We provide several ways for parents to access information about the curriculum:

- Parent Access to Lesson Materials - Parents who would like to see the standard Jigsaw lesson plans and teaching slides for their child's year group can request access. We provide secure access codes on a Puzzle-by-Puzzle basis (each half term) for parents who specifically ask to see these materials. These show the published Jigsaw content, and we can explain any adaptations we have made for our classes. To request access, parents should contact their child's class teacher, who will provide a unique access code and link. These codes expire at the end of each half term, and parents can request a new code for the next Puzzle if they wish.
- Viewing Materials in School - We recognise that there is a large volume of teaching material across the full Jigsaw programme. For parents who would like to explore the materials in more depth or understand how we adapt content for our specific classes, we welcome you to arrange a time to view materials in school with a member of staff. This allows us to explain the teaching approach, answer any questions, and show how content is delivered in practice.
- Parent Information Leaflets - We also provide specific information leaflets on topics that parents commonly have questions about, including [insert relevant topics for your school, e.g., "teaching about diverse families, puberty education"] which are available on request or via our website.

We actively encourage parents to engage with these resources so they can support and continue conversations at home. If you have any questions about PSHE content or would like to access any of these materials, please contact Mrs Cooper PSHE Lead

Assessment, Monitoring and Evaluation

We monitor and evaluate our PSHE provision to ensure it is meeting children's needs, is delivered consistently across the school, and is having positive impact on children's wellbeing and development. We track children's progress to ensure learning is embedded and to identify where additional support may be needed. Assessment in PSHE focuses on:

- Knowledge and understanding of key concepts
- Development of skills (e.g., communication, conflict resolution, decision-making)
- Ability to apply learning to real situations

The Jigsaw programme includes assessment materials and opportunities for children to reflect on their learning. Teachers use a range of strategies including:

- Observation of discussions, role plays and collaborative activities
- Review of written work, children's self-assessments and reflections
- Brief formative assessments to check understanding

Progress in PSHE is reported to parents as part of through written reports and parents meetings, with EYFS also using ongoing dialogue and regular updates for PSED. Where beneficial, the

school works with parents to provide targeted support such as ELSA, nurture groups or pastoral check-ins."].

Monitoring Quality and Impact

The PSHE lead, working with senior leadership and governors, monitors PSHE provision through:

- Regular review of planning and teaching materials
- Learning walks and lesson observations
- Review of children's work and assessment information
- Pupil voice activities to understand children's experience of PSHE
- Staff feedback on confidence, resources and support needs
- Analysis of behaviour, wellbeing and safeguarding data

Signed:

Date:

Appendix 1

Being me in my world

Year group	Vocabulary used
Year 1	Safe, Special, Calm, Belonging, Special, rights, Responsibilities, Rewards, Proud, Consequences, Upset, Disappointed
Year 2	Worries, Hopes Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Praise, co-operate, Problem-solving
Year 3	Welcome, Valued, Achievements, Proud, Pleased, Personal goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Rights, Responsibilities, Fairness, Choices, Co-operate, Challenge, Group dynamics, Team work
Year 4	Included, Excluded., welcome, Valued, Team, Charter, Role, Job description, School Community, Responsibility, Rights, Responsibilities, Democracy, Reward, Consequence, Democratic, Decisions Voting, Democracy, Authority, Contribution, Observer, Decisions, Choices, UN Convention on Rights of Child
Year 5	Education, Appreciation, Opportunities ,Goals Motivation, Vision, Hopes, Challenge , Rights , Responsibilities, Citizen, Denied, Empathise, Refugee, Persecution, Conflict, Asylum, Migrant, Wealth, Poverty, Prejudice, Citizen, Privilege, Deprive, Rewards, Consequences, Choices, Learning Charter, Cooperation, Participation
Year 6	Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa plantation, Cocoa pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Behaviour, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Responsibilities, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud

Celebrating difference

Year group	Vocabulary used
Year 1	Similarity/similar, Same as, Different from, Difference, Similarity, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebration, Difference, Special, Unique
Year 2	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Bully, Purpose, Difference, Kind, Unkind, Feelings, Sad, Lonely, Help, On Purpose, Stand up for, Male, Female, Difference, Diversity, Fairness, Kindness, Friends, Special, Unique, Different, Similarities, Value
Year 3	Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve it together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Solve it together Compliment, Special, Unique, Similarity
Year 4	Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Appearance, Opinion, Attitude, Judgement, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem, solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Characteristics, Physical features, Impression, Changed, Assumption, Influence
Year 5	Culture, Conflict, Difference, Similarity, Belong, Culture wheel, Racism, Colour, Race, Discrimination, Culture, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem-solving, Indirect, Direct, Texting, Happiness, Continuum, Developing world, Celebration, Artefacts, Display, Presentation
Year 6	Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Control, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para Olympian, Achievement, Accolade, Disability, Sport, Perseverance, Admiration, Stamina, Celebration, Difference, Conflict

Relationships

Year group	Vocabulary used
Year 1	Family, Belong, Different, Same, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Qualities, Skills, Self belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate
Year 2	Family, Different, Similarities, Special, Relationship, Important, Cooperate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Likes/dislikes, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Surprised, Happy, Sad, Frightened, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Positive, Negative, Appreciate
Year 3	Men, Women, Male, Female, Unisex, Role, Job. Responsibilities, Differences, Similarities, Respect, Stereotype, Conflict, Solution, Problem solving, Friendship, Win-win, Safe, Unsafe, Risky, Internet, Social media, Private Messaging (PM), Gaming, Global, Communications, Transport, Interconnected, Food journeys, Climate, Trade, Inequality, Needs, Wants, Rights, Deprivation, United Nations, Equality, Justice, Happiness, Celebrating, Relationships, Friendship, Family, Thank you, Appreciation
Year 4	Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Strategy, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hopelessness, Relief, Acceptance, Depression, Souvenir, Memento, Memorial, Loss, Memories, Special, Remember, Friendships, Negotiate, Compromise, Trust, Loyalty, Anger, Betrayal, Empathy, Boyfriend, Girlfriend, Attraction, Pressure, Personal, Comfortable, Special, Love, Appreciation, Symbol, Care
Year 5	Characteristics, Personal qualities, Attributes, Self-esteem, Responsibility/Being responsible, Age-limit, Social network, Community, Online, Off line, Rights, Risky, Violence, Appropriate, Grooming, Trolled, Gambling/ betting, Trustworthy, Rights, Devices, Screen time, Social, Mental health, Physical health, Personal information, Safe, Choices, Vulnerable, Risk
Year 6	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping, strategies, Power, Control, Authority, Bullying, Script, Assertive, Strategies, Risks, Pressure, Influences, Self-control, Real/Fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Control, Cyberbullying, Abuse, Safety

Healthy me

Year group	Vocabulary used
Year 1	Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices , Clean, Body parts, Toiletry items, e.g. toothbrush, shampoo, soap, Hygienic, Safe, Medicines, Healthy, Unhealthy, Trust, Safety, Green Cross Code
Year 2	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious
Year 3	Oxygen, Energy, Calories/ Kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated Fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Safe, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice
Year 4	Friendships, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree / disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong
Year 5	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Pressure, Debate, Opinion, Fact, Choices, Healthy lifestyle, Motivation
Year 6	Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure

Dreams and goals

Year group	Vocabulary used
Year 1	Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping stones, Process, Garden, Dreams, Working together, Team work, Achievement, Celebrate, Learning, Challenge, Feelings, Obstacle, Overcome, Achieve, Goal, Stepping stones, Success, Celebration, Challenge, Feelings. Goals, Dreams, Garden
Year 2	Realistic, Proud, Success, Celebrate, Achievement, Goal, Strengths, Persevere, Challenge, Difficult, Easy, Learning together, Partner, Team work, Product, Dream bird, Group, Problem-solve, Dream, Garden, Proud
Year 3	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions Future, Aspirations, Dream, Goal, Team work, Enterprise, Design, Cooperation, Challenge, Product, Team work, Cooperation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Obstacles, Frustration, 'Solve it together' technique, Solution, Team work
Year 4	Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive Attitude, Hopes, Disappointment, Fears, Hurt, Resilience, Positive experiences, Hopes, Plans, Cope, Help, Resilience, Self-belief, Motivation, Commitment, Team work, Enterprise, Design, Cooperation, Review, Learning, Strengths, Success, Celebrate, Evaluate
Year 5	Dream, Hope, Goal, Feeling, Achievement, Money, Grown up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team work, Cooperation, Difference
Year 6	Dream, Hope, Goal, Learning, Strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Achievement, Success, Criteria, Learning steps, Feeling, Achievement, Money, Global, Issue, Suffering, Concern, Hardship, Money, Sponsorship, Suffering, Hardship, Empathy, Motivation, Admire, Respect, Achievement, Praise, Compliment, Contribution, Recognition

Changing me

Year group	Vocabulary used
Year 1	Changes, Life cycle, Baby, Adulthood, Change Adult, Grown up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Change Feelings, Anxious, Worried, Excited, Coping
Year 2	Change, Grow, Life cycle, Control, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Change, Looking forward, Excited, Nervous, Anxious, Happy
Year 3	Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum/ Ova, Womb/Uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy
Year 4	Personal, Unique, Characteristics, Parents, Sperm, Egg/ Ovum, Penis, Testicles, Vagina/ Vulva, Womb/ Uterus, Ovaries, Making love, Having sex, Sexual Intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy
Year 5	Self, Self-image, Body image, Self-esteem, Perception, Characteristics, Aspects, Affirmation, Puberty, Menstruation, Periods Sanitary towels, Sanitary pads, Tampons, Ovary/ Ovaries, Vagina, Oestrogen, Vulva, Womb/Uterus, Sperm, Semen, Testicles/Testes, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Growth spurt, Hormones, Relationships, Conception, Making love, Sexual intercourse, Fallopian tube, Fertilisation, Pregnancy, Embryo, Umbilical cord, Contraception, Fertility treatment (IVF) Teenager, Milestone, Responsibilities, Change, Hope, Manage, Cope, Opportunities, Emotions, Fear, Excitement, Anxious
Year 6	Self-image, Self-esteem, Real self, Celebrity, Opportunities, Freedoms, Responsibilities, pubic hair, menstruation, semen, facial hair, erection, tampon, breasts, hormones, wet dream, ovulation, masturbation, sanitary towel, clitoris, testicles, sperm, penis, vagina, womb, fallopian tube, vulva, Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix, Midwife, Attraction, Relationship, Pressure, Love, Sexting, Self-esteem, Negative body-talk, Choice, Feelings/emotions, Challenge, Mental health, Transition Secondary, Looking forward, Journey, Worries, Anxiety, Hopes, Excitement