

# St Michael's C.E Primary School

## PSHE Curriculum 2025-2026

PSHE is the study of physical, social and health education including relationships and health. The aim of PSHE is to give young people the information needed to develop healthy, nurturing relationships of all kinds and to learn to respect themselves and others.

### Intent -

At St Michael's PSHE aims to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life so they can be good citizens

### A Good Citizen -

A good citizen is somebody who shows tolerance towards individual liberty by respecting and celebrating the differences of others in their community. A good citizen also shows love, compassion and consideration towards their peers by being kind and helpful to those in need.

St Michael's  
C.E. Primary School

## Spirituality Across the Curriculum

Our definition of spirituality at St Michael's CE Primary School:

*To talk about spirituality is to talk about something which is **beyond words**.  
Spirituality is linked to big **questions** about the **meaning and purpose of life**; it includes ideas relating to **oneself, others, the natural world and the transcendent**.*

*We refer to this as:*

*The stillness of the mind*

*The settling of the soul*

*The uplifting of the spirit*

*Being at one in the world and finding meaning and purpose in life.*

*For some, but not all, this will be experienced, expressed or explained through faith or belief.*

*When discussing this with our pupils, we refer to spirituality as:*

*The way WOWS, OWS and Nows shape me into the person that I am and will become.*

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.



## Spirituality Opportunities

### Self

#### Opportunities

- Children given the opportunity to discuss our wonderful differences and what makes us unique.
- Looking at how our bodies adapt and change over time through the cycle of life.
- Devising strategies to help me come to terms with grief.
- Understanding and identifying how some forms of touch can be an own.
- Identifying my own dreams and goals and having a realistic plan on how I am going to achieve them.
- Opportunities to talk about our appreciation for what we have.
- Giving children a sense of purpose by setting personal goals and reflecting on aspirations.
- Discussing personal values and emotions through moments of self-reflection.
- Giving children the understanding and awareness of the rights they are entitled to, including the right to an education.

#### Potential Question Prompts

- What makes you special?
- What special skills or talents do you have?
- Are differences important?
- Are personal dreams and goals essential?
- How do your personal beliefs influence your daily life?
- What values are most important to you and where do they come from?
- How can you stand up for what you believe in while respecting others opinions?

### Others

#### Opportunities

- Having an understanding that everyone has difference opinions, and some people may feel differently to me about big topics.
- Celebrating our own successes and acknowledging the achievements of others.
- Having empathy for others through talking about challenges and struggles that others may face daily.
- Learning how to collaborate with a variety of my classmates through teamwork exercises.
- Fostering a sense of belonging either to a group, club, class, or school community through activities and group discussions.
- Teaching social skills such as active listening and forgiveness, helping students to build and maintain harmonious relationships with others.

#### Potential Question Prompts

- Do we all need to be the same?
- What would the world be like if we were all the same?
- How do we celebrate success?
- What does empathy mean to you?
- Why is working collaboratively an important part of life?
- How do you know you belong?
- Why should we forgive?
- What happens if we do not forgive?



## Transcendence

### Opportunities

- Discussing different beliefs.
- Calm me time and opportunities to be still.
- Experiencing inner peace and connecting with a sense of the transcendent through mindfulness practises.
- Learning how different cultures and religions experience the divine or transcendent.
- To ask and answer questions about struggles and Ows, such as death and grieving.

### Potential Question Prompts

- How do we experience the divine within our own lives?
- How do your spiritual beliefs influence your sense of right and wrong?
- How can God support people through Ows?

## Nature

### Opportunities

- Discussing how we can work with nature and our planet to provide us with a variety of healthy foods.
- Discussing the importance of taking care of our planet, encouraging pupils to think about their role in preserving nature and taking responsibility for how we live and how this can have an effect on the world around us.

### Potential Question Prompts

- How do our lifestyles effect the environment?
- What can we do to preserve the world around us?



## St Michael's CE Primary PSHE Curriculum 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	PSHE skills covered through Nursery Curriculum					
Reception	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 2	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 3	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 6	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me



### Early Years Foundation Stage - Educational Programmes

#### Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

#### Statutory Guidance - Aims and Purpose

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

#### Statutory Guidance - Key stage 1

No guidance

#### Statutory Guidance - Lower Key stage 2 -

No guidance



## Milestones for PSHE

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being me in my world	<p><b>Knowledge</b> I can talk about my features. I am beginning to notice differences between me and my peers. I can say how I feel using the words happy, sad, excited and nervous. I can tell an adult how to use kind hands.</p> <p><b>Skills</b> I can name some feelings. I can take turns with others with adult support. I can look after resources in my classroom.</p>	<p><b>Knowledge</b> I can say special things about myself. I know that all people are different. I know how happiness and sadness can be expressed. I know that hands can be used kindly and unkindly. I know that being kind is good. I know I have a right to learn and play safely and happily.</p> <p><b>Skills</b> I can identify feelings associated with belonging. I can identify feelings of happiness and sadness. I can play cooperatively with others. I can consider others' feelings. I can be responsible in the school.</p>	<p><b>Knowledge</b> I can explain why my class is a happy and safe place to learn.  I can give different examples where I or others make my class happy and safe.</p> <p><b>Skills</b> I can reflect on how I am a kind member of my class and I recognise how to help other children.  I can offer a range of strategies of how to stay safe in school.</p>	<p><b>Knowledge</b> I can explain why my behaviour can impact on other people in my class.  I can compare my own and my friends' choices and can express why some choices are better than others.</p> <p><b>Skills</b> I can reflect on how my behaviour can have positive and negative consequences on other children in my class.</p>	<p><b>Knowledge</b> I can explain why it is important to have rules and how that helps me and others in my class learn.  I can explain why it is important to feel valued.</p> <p><b>Skills</b> I can reflect on how my actions have consequences.  I can explain how my behaviour can affect how others feel and behave.</p>	<p><b>Knowledge</b> I can explain why being listened to and listening to others is important in my school community.  I can explain why being democratic is important and can help me and others feel valued.</p> <p><b>Skills</b> I can express how I feel when people don't listen to me and I understand the importance of listening to others.  I can listen to others.  I can offer a wide range of ways I can promote democracy in school/ at home.  I understand how this is fair.</p>	<p><b>Knowledge</b> I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.  I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p> <p><b>Skills</b> I can express why it is important to have rules.  I can express gratitude for the safe, healthy life that I live in comparison to other children in less developed countries.</p>	<p><b>Knowledge</b> I can explain how my choices can have an impact on people in my immediate community and globally.  I can start to understand that the decisions I make do not just effect myself, but in some instances, the wider community too.</p> <p><b>Skills</b> I can reflect on how I am part of a 'bigger picture'.  I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>



<p><b>Celebrating differences</b></p>	<p><b>Knowledge</b> I know that we celebrate achievements or others and myself. I am beginning to say what I am good at. I know families can be different to mine. I am beginning to notice differences between homes and places. I am beginning to understand how to be a good friend.</p> <p><b>Skills</b> I can stand in front of my peers to receive a certificate. I can be a good friend. I am beginning to recognise differences and similarities between myself and others.</p>	<p><b>Knowledge</b> I know what being proud means and that people can be proud of different things. I know that people can be good at different things. I know what being unique means. I know that families can be different. I know that people have different homes and why they are important to them. I know different ways of making friends. I know different ways to stand up for myself. I know the names of some emotions such as happy, sad, frightened, angry. I know that I don't have to be 'the same as' to be a friend.</p> <p><b>Skills</b> I can identify feelings associated with being proud. I can identify things I am good at. I can identify some ways I can be different and the same as others. I can recognise similarities and differences between my family and other families. I can recognise emotions when myself or someone else is upset, frightened or angry.</p>	<p><b>Knowledge</b> I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.</p> <p><b>Skills</b> I can reflect on how I am a kind member of my class and I recognise how to help other children. I can offer a range of strategies of how to stay safe in school.</p>	<p><b>Knowledge</b> I can explain that sometimes people who are seen as different get bullied; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p> <p><b>Skills</b> I can express my differences with other children in my school/ community. I can reflect on the need for respecting individual liberty.</p>	<p><b>Knowledge</b> I can describe different conflicts that might happen in family or friendship groups. I know how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes people feel and can offer strategies to help the situation: e.g. Solve It Together or asking for help.</p> <p><b>Skills</b> I can reflect on how words can hurt others' feelings. I can express how conflict makes me feel. I can offer a range of ways to resolve conflict.</p>	<p><b>Knowledge</b> I know how first impressions can change. I can explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.</p> <p><b>Skills</b> I can tell you a time when my first impression of someone changed as I got to know them. I can offer a wide range of ways to be an upstander to bullying. I can support myself or another child if they are being bullied. I can reflect on the importance of respecting individual liberty.</p>	<p><b>Knowledge</b> I can explain the differences between direct and indirect types of bullying. I know a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind.</p> <p><b>Skills</b> I can express how I feel about discriminatory behaviour. I can reflect on how both direct and indirect bullying can hurt someone's feelings. I can express my views against racism and offer a range of ways to help somebody who is being discriminated against.</p>	<p><b>Knowledge</b> I can explain ways in which difference can be a source of conflict or a cause for celebration. I understand the importance for respecting individual liberty and explain how it can sometimes cause conflict if it is not respected.</p> <p><b>Skills</b> I can offer a wide range of ways I have shown empathy/ I can show more empathy. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>
---------------------------------------	---	--	--	--	---	--	---	---



<p><b>Dreams and goals</b></p>	<p><b>Knowledge</b> I know how to keep trying with an activity when it gets difficult. I know that there are different jobs. I know which words are kind.</p> <p><b>Skills</b> I can say when I am finding something difficult and ask for help when I need it. I can use kind words. I can say what job I would like to do when I am older.</p>	<p><b>Knowledge</b> I know what a challenge is. I know that it is important to keep trying. I know what a goal is. I know how to set goals and work towards them. I know which words are kind. I know some jobs that I might like to do when I am older. I know that I must work hard now in order to be able to achieve the job I want when I am older. I know when I have achieved a goal.</p> <p><b>Skills</b> I understand that challenges can be difficult. I recognise some of the feelings linked to perseverance. I can talk about a time that I kept on trying and achieved a goal. I can be ambitious. I can recognise how kind words can encourage people. I can feel proud. Celebrate success.</p>	<p><b>Knowledge</b> I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p> <p><b>Skills</b></p> <p>I can express feeling proud of my achievements.</p> <p>I can reflect on my emotions/ feelings.</p>	<p><b>Knowledge</b> I know that everyone in a group has a part to play.</p> <p>I know what makes an effective team.</p> <p><b>Skills</b> I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complemented each other.</p> <p>I can offer a wide range of skills to be able to work as an effective team.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p> <p>I can express my feelings when working as part of a team.</p>	<p><b>Knowledge</b> I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p> <p><b>Skills</b> I am confident and positive when I share my success with others.</p> <p>I can think carefully about the ways I can improve my learning by accessing resources independently at school.</p> <p>I can reflect on how my feelings can affect my learning and attitude towards others.</p>	<p><b>Knowledge</b> I can explain what it means to be resilient and to have a positive attitude.</p> <p>I know what goals are and understand how to set them.</p> <p><b>Skills</b> I can plan and set new goals even after a disappointment.</p> <p>I can reflect on the importance of perseverance and resilience when things go wrong.</p>	<p><b>Knowledge</b> I can identify my dreams and some ways I can achieve them.</p> <p>I know that different people will have different dreams.</p> <p>I know people's dreams can be impacted by the cultures they live in.</p> <p><b>Skills</b> I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on my dreams and how I am going to work hard to achieve them.</p> <p>I can express my feelings for other children in less-developed countries that unfortunately do not have the same opportunities I have.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p><b>Knowledge</b> I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p> <p><b>Skills</b></p> <p>I can offer a wide range of ways I can work effectively and cooperatively as part of a productive team.</p> <p>I can reflect on what motivates me and use this positively for my future.</p>
--------------------------------	--	--	---	---	--	--	--	---



<b>Healthy Me</b>	<p><b>Knowledge</b> I know I need to keep hydrated to keep healthy. I know how to exercise and move my body safely. I am beginning to explain which foods are healthy and not healthy. I know why it is important to wash my hands.</p> <p><b>Skills</b> I can try a range of healthy foods. I can wash my hands. I can move my body in a range of ways.</p>	<p><b>Knowledge</b> I can understand that I need to exercise to keep my body healthy.  I understand how moving and resting are good for my body.  I know which foods are healthy and not healthy.  I can understand why it is important to wash my hands.  <b>Skills</b> I can make healthy eating choices.  I can wash my hands thoroughly.  I know how to stay safe if a stranger approaches me.</p>	<p><b>Knowledge</b> I can explain why I think my body is amazing  I can identify a range of ways to keep it safe and healthy.  I can give examples of when being healthy can help me feel happy.</p> <p><b>Skills</b> I can reflect on the amazing things my body is capable of doing.  I can express my gratitude to be happy, safe and healthy.</p>	<p><b>Knowledge</b> I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.  I can express how it feels to make healthy and safe choices.</p> <p><b>Skills</b> I can compare my own and my friends' choices.  I can reflect on the healthy/ unhealthy choices I make.  I can offer a wide range of ways to stay healthy due to the knowledge I have learnt.</p>	<p><b>Knowledge</b> I can identify things, people and places that I need to keep safe from.  I know a wide range of strategies for keeping myself safe including who to go to for help.</p> <p><b>Skills</b> I can express how being anxious/ scared and unwell feels.  I can offer a range of ways others can get support if I need it.</p>	<p><b>Knowledge</b> I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.  I can identify feelings of anxiety and fear associated with peer pressure.</p> <p><b>Skills</b> I can express my concern if I feel I have been subjected to peer-pressure.  I can offer a range of ways I can get support with this.  I can reflect on my feelings associated with peer-pressure.</p>	<p><b>Knowledge</b> I can explain different roles that food and substances can play in people's lives.  I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p><b>Skills</b> I can reflect on how advertising/ photoshop can be dangerous to some children and create eating disorders.  I can express how I feel about this.  I can summarise different ways that I respect and value my body.</p>	<p><b>Knowledge</b> I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.  I can identify skills to keep myself emotionally healthy and to manage stress and pressure.</p> <p><b>Skills</b> I can reflect on how making bad choices can effect my health and relationships.  I can offer a wide range of strategies for dealing with stress.  I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>
-------------------	--	--	---	---	--	--	---	---



<b>Relationships</b>	<b>Knowledge</b> I can identify how I can help in my home. I know kind words. I can name the members of my family.	<b>Knowledge</b> I can identify some of the jobs I do in my family.  I can understand the impact of kind words.	<b>Knowledge</b> I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.  I can also explain how my qualities help these relationships.  I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	<b>Knowledge</b> I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.  I know a range of ways I can seek help from a trusted adult if I need it.  I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	<b>Knowledge</b> I can explain how my life is influenced positively by people I know and also by people from other countries.  I can explain why my choices might affect my family, friendships and people around the world who I don't know.	<b>Knowledge</b> I can recognise how people are feeling when they miss a special person or animal.  I can give ways that might help me manage my feelings when missing a special person or animal.	<b>Knowledge</b> I can identify different types of friendships and the feelings associated with them.  I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.	<b>Knowledge</b> I can identify when people may be experiencing feelings associated with loss and recognise when people are trying to gain power or control.  I know a wide range of mindfulness activities I can do to help with grief.
	<b>Skills</b> I can make friends.  I am beginning to solve problems and conflicts with adult support.	<b>Skills</b> I know how to make friends to stop myself from feeling lonely. I can solve problems and stay friends.  I can use calm me time to manage my feelings.	<b>Skills</b> I can reflect on my relationships and express how my personal qualities help form positive relationships.	<b>Skills</b> I can express when I feel safe and unsafe in a relationship.  I know how to contact the emergency services by calling 999.	<b>Skills</b> I can reflect on the relationships I have in my life that are positive and make me feel happy.  I can express gratitude towards these people.  I can reflect on how my actions effect my family.	<b>Skills</b> I can express feelings of grief.  I can think of and use a range of strategies for coping with grief.	<b>Skills</b> I can compare different types of friendships and the feelings associated with them.  I can offer lots of strategies for keeping safe online, particularly regarding online relationships.  I can express when I feel unsafe online and seek support when I need it.  I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	<b>Skills</b> I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.  I can offer strategies to help me manage these feelings and situations.  I can reflect on my feelings of grief I have experienced.



Changing me	<u>Knowledge</u> I can name some body parts. I can tell you healthy foods. I can talk about how I have grown from a baby.  <u>Skills</u> I can talk about the things I am looking forward to in Reception.	<u>Knowledge</u> I can name parts of the body.  I can tell you some things I can do and foods I can eat to be healthy.  I understand that we all grow from babies to adults.  <u>Skills</u> I can express how I feel about moving to year 1.  I can talk about my worries and/or the things I am looking forward to in yr 1.  I can share my reception memories.	<u>Knowledge</u> I can compare how I am now to when I was a baby. I can explain some of the changes that will happen to me as I get older. I can use the correct names for penis and vagina and give reasons why they are private.  I can explain why some changes I might experience might feel better than others.  <u>Skills</u> I can reflect on the changes my body has made over time as I grow older. I can express my feelings towards my changing body.	<u>Knowledge</u> I can use the correct terminology - penis and vagina.  I can explain why some types of touches feel OK and others don't.  I can tell you what I like and don't like about being a boy/girl and getting older.  I can recognise that other people might feel differently to me.  <u>Skills</u> I can express how I feel about unwanted and wanted touches to another person.  I know how to seek help if I need it.	<u>Knowledge</u> I can explain that babies grow inside a woman's womb and they need looking after.  I know how I have changed since I was a baby.  I know the ways a baby needs looking after.  <u>Skills</u> I recognise how I feel about changes that have happened to me since I was a baby.  I feel confident talking about my feelings and mental health.  I can offer a wide range of ways a baby needs to be looked after.  I can express my ideas and feelings towards my changing body.	<u>Knowledge</u> I can appreciate that I am a truly unique human being.  I can explain some of the choices I might make in the future and some of the choices that I have no control over.  <u>Skills</u> I can offer some suggestions about how I might manage my feelings when changes happen.  I can reflect on how I am unique and celebrate it.  I can express my feelings in a range of positive ways.	<u>Knowledge</u> I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.  I can summarise the process of conception.  <u>Skills</u> I can express my feelings towards my changing body (puberty).  I can reflect on the changes my body has made and why these changes happen.  I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.	<u>Knowledge</u> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.  I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.  <u>Skills</u> I can reflect on the changes of a baby's development.  I can express my feelings/ worries about becoming a teenager and my changing adolescent body.
-------------	--	--	---	---	--	--	---	---



## Vocabulary Progression

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Being Me in My World</b>							
<b>Vocabulary</b>	Kind Special Different Happy Sad Excited Nervous Worries turn	Special; different; happiness; sadness; kind; unkind; feelings; cooperatively; feelings.	Safe; Special; Calm; Belonging; Special; Learning Charter; Jigsaw Charter; Rewards; Proud; Consequences; Upset; Disappointed; Illustration	Worries; Hopes; Fears; Responsible; Actions; Praise; Positive; Negative; Choices; Co-Operate; Problem-Solving	Welcome; Valued; Achievements; Pleased; Personal Goals; Acknowledge; Affirm; Emotions; Feelings; Nightmare; Solutions; Support; Dream; Behaviour; Fairness; Group Dynamics; Team Work; View Point; Ideal School; Belong	Included; Excluded; Role; Job; Description; School Community; Democracy; Democratic; Decisions; Voting; Authority; Contribution; Observer; UN Convention on Rights of Child (UNCRC)	Ghana; West Africa; Cocoa Plantation; Cocoa Pods; Machete; Community; Education; Wants; Needs; Maslow; Empathy; Comparison; Opportunities; Education; Empathise; Obstacles; Co-operation; Collaboration; Legal; Illegal; Lawful; Laws; Participation; Motivation; Decision	Challenge; Goal; Attitude; Citizen; Views; Opinion; Collective
	<b>Celebrating Differences</b>							
<b>Vocabulary</b>	Same Different House Home Family Friend	Proud; unique; families; family; house; home; emotion; angry; frightened; similar.	Similarity; Same as; Different from; Difference; Bullying; Bullying behaviour; Deliberate; On purpose; Unfair; Included; Bully; Bullied; Celebrations; Special; Unique	Boys; Girls; Similarities; Assumptions; Shield; Stereotypes; Special; Differences; Bully; Purpose; Unkind; Feelings; Sad; Lonely; Help; Stand up for; Male; Female; Diversity; Fairness; Kindness; Unique; Value	Loving; Caring; Safe; Connected; Conflict; Solve It Together; Solutions; Resolve; Witness; Bystander; Bullying; Gay; Feelings; Tell; Consequences; Hurtful; Compliment;	Character; Judgement; Surprised; Different; Appearance; Accept; Influence; Opinion; Attitude; Secret; Deliberate; On purpose; Bystander; Witness; Problem-solve; Cyber bullying; Text message; Website; Troll; Physical features; Impression; Changed	Culture; Conflict; Similarity; Belong; Culture Wheel; Racism; Colour; Race; Discrimination; Ribbon; Rumour; Name-calling; Racist; Homophobic; Cyber bullying; Texting; Problem solving; Indirect; Direct; Happiness; Developing World; Celebration; Artefacts; Display; Presentation	Normal; Ability; Disability; Visual impairment; Empathy; Perception; Medication; Vision; Blind; Diversity; Transgender; Gender Diversity; Courage; Fairness; Rights; Responsibilities; Power; Struggle; Imbalance; Harassment; Direct; Indirect; Argument; Recipient; Para- Olympian; Achievement; Accolade; Perseverance; Sport; Admiration



Dreams and Goals								
Vocabulary	Job Work Difficult help	Goal; succeed, work towards, job; achieve, ambitious, celebrate	Proud; Success, Treasure, Coins, Learning, Stepping- stones, Process, Working together, Team work; Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden; Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate	_Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden; Decorate, Enterprise, Design, Co- operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate	Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help; Self-belief, Motivation, Commitment, Enterprise	Feeling, Money, Grown Up, Adult, Lifestyle, Job; Career, Profession; Money, Salary, Contribution; Society, Determination; Motivation, Culture, Country, Sponsorship, Communication; Support, Rallying, Team Work, Co- operation, Difference	Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning; steps, Global issue, Suffering, Concern; Hardship, Sponsorship; Empathy, Motivation; Admire, Respect, Praise, Compliment, Contribution, Recognition
Healthy Me								
Vocabulary	Exercise Sleep Water Drink Healthy Unhealthy	Exercise, body; moving, rest, healthy, unhealthy; sleep; stranger, danger; safe	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (eg. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Healthy choices, Lifestyle, Motivation, Relax; Relaxation, Tense, Calm, Dangerous; Medicines, Body; Balanced diet, Portion; Proportion, Energy; Fuel, Nutritious	Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy; Drugs, Attitude, Anxious, Scared; Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice	Friendship; Emotions, 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	_Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery, position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem; Eating disorder, Respect, Debate, Opinion, Fact, Motivation	Responsibility, Immunisation; Prevention, Drugs, Effects, 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



Relationships								
Vocabulary	<p>Friends Kind unkind Feelings Family Mom Dad Brother Sister</p>	<p>Belong, family, lonely, friends, kind, unkind, calm me, feelings</p>	<p>Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate</p>	<p>Similarities, Special, Important, Co- operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry, secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,</p>	<p>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport,</p>	<p>Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love</p>	<p>Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self- talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off- line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARTT rules</p>	<p>Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse</p>
Changing Me								
Vocabulary	<p>Healthy unhealthy Grow Excited</p>	<p>Body parts, healthy, unhealthy, grow, moving, worries, fears, memories.</p>	<p>Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping</p>	<p>Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable,</p>	<p>Birth, Animals, Babies, stereotypes, Task, Roles, Challenge</p>	<p>Personal, Unique, Characteristics, Parents, Seasons, Change, Control, Emotions, Acceptance</p>	<p>Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo,</p>	<p>..Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement</p>



				Looking forward, Nervous, Happy			Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights	
--	--	--	--	------------------------------------	--	--	--	--