

Calcot Schools PSHE Curriculum Overview

PSHE is such a vital part of the curriculum at Calcot schools, it underpins all that we do. We want children to leave the school feeling empowered and motivated to continue with their education.



Intent

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.

At Calcot Schools, personal, social, health and economic education enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Implementation

Teaching PSHE through the JIGSAW scheme of work allows us to teach PSHE through 6 vital 'puzzle pieces', one for each half term:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.	focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.	aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their	covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid).	starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify	deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are

		<p>aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.</p>		<p>their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.</p>	<p>taught in some year groups – this will be at an age appropriate level.</p>
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Every term/puzzle piece has two Learning Intentions, one specific to Relationships and Health Education and the other designed to develop emotional literacy and social skills.

Cross curricular links			
Science	RE	PE	

	Term 1 Being me in my own World	Term 2 Celebrating Differences	Term 3 Dreams and Goals	Term 4 Healthy Me	Term 5 Relationships	Term 6 Changing Me
Nursery			<p>I understand what a challenge means and I am beginning to show perseverance when I find something tricky.</p> <p>I know what it is to feel proud.</p>	<p>I know what the word healthy means.</p> <p>I am beginning to make healthy choices.</p>	<p>I am beginning to show how I can make friends by working together and enjoying being with them.</p> <p>I understand when somebody is being unkind to me and who can help me.</p>	<p>I can name parts of my body and I understand that my body will change as I grow.</p> <p>I can talk about moving to Reception.</p>
Nursery	<p>Self-regulation/ Managing self;</p> <ul style="list-style-type: none"> -Talks about and labels their feelings using words like happy, sad, worried, angry (Linked to story times, such as bad-tempered ladybird etc) -Selects and uses resources with help as appropriate , working towards a suggested goal -Welcomes and values praise from a familiar adult -Generally negotiates solutions to conflicts in their play -Increasingly follows rules and remembers rules without needing adult reminders -Expresses needs to an adult related to basic hygiene <p>Building Relationships</p>					

	<p>-Plays alongside others, takes part in pretend play, taking on different roles -Begins to understand how others might be feeling -Shows more confidence in social situations -Is becoming more outgoing with unfamiliar people, in the safe context of their setting</p> <p><u>People, cultures and communities.</u></p> <ul style="list-style-type: none"> • Show interest in different occupations e.g. fire fighter, caretaker/site manager • <p><u>The natural world</u></p> <p>-Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><u>Health and Self - care</u></p> <p>Healthy snack choices daily sports Week - Olivier's vegetables book focus Hand washing - lots of modelling, hand gel and glitter - glitter spreading - catching sneezes and cough. Toileting and hygiene - cleaning after youve been to the toilet. Reminding them to wash hands etc.</p>					
EYFS			<p>I can set a goal and work towards it.</p> <p>I can talk about how I feel when I achieve my goal.</p>	<p>I can understand that I need to keep my body healthy</p> <p>I can name some ways to keep my body healthy and clean</p>	<p>I can explain how to be a good friend by thinking about the words I use.</p> <p>I can solve problems together with my friends.</p>	<p>I can talk about my body, how I will grow and how I can look after it..</p> <p>I can talk about how I am feeling about moving up to Year 1 and share my memories.</p>
EYFS	<p><u>Self regulation and managing self:</u></p> <ul style="list-style-type: none"> - Expresses their feelings and opinions using descriptive vocabulary -Aware of the boundaries set and of behaviour expectations in the setting -Shows resilience and perseverance in the face of challenge with encouragement and constructive support -shows some understanding of how to manage their own personal hygiene <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> -Keeps play going by responding to what others are saying or doing -Demonstrates friendly behaviour initiating conversations and forming good relationships with peers and adults -Initiates play to offer cues for others to join in 		<p><u>Self regulation and managing self:</u></p> <ul style="list-style-type: none"> -Identifies other people's feelings, begins to show some empathy and respects the perspective of others -Shows resilience and perseverance in the face of challenge - Develops problem solving skills by talking through a resolution with an adult -Shows resilience and perseverance in the face of challenge - Increasingly confident when managing their own personal hygiene <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> -Takes steps to resolve conflicts with adult support -Sustains play in groups attending to and taking account in what others say - Beginning to show some empathy and respects the perspective of others 		<p><u>Early learning Goal</u></p> <p><u>Self regulation</u></p> <ul style="list-style-type: none"> - Shows an understanding of their own feelings and those of others, is beginning to be able to say why they are feeling a certain way and is beginning to regulate their behaviour accordingly (Progression seen in Year 1, Term 1) - Sets and works towards simple goals, is able to wait for what they want and control their (immediate impulses when appropriate) (Progression seen in Year 1, Term 1) - Gives focused attention to what the teacher says, responds appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions (progression seen in Year 1, Term 1) <p><u>Managing self:</u></p> <ul style="list-style-type: none"> -Is confident to try new activities and shows 	

		<p><u>Listening, Attention and speaking</u></p> <p>Listens and responds to ideas expressed by others in a conversation or discussion</p>	<p>independence, resilience and perseverance in the face of challenge (Progression seen in Year 1, Term 1 and 3)</p> <ul style="list-style-type: none"> - Explains the reasons for rules, know right from wrong and try to behave accordingly (progression seen in Year 1, Term 1) - Manages their own basic hygiene and personal needs, including dressing, going to the toilet and understands the importance of healthy food choices (progression seen in Year 1, Term 3) <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> - Works and plays cooperatively and takes turns with others - Forms positive attachments to adults and friendships with peers (progression seen in Year 1, Term 1 and 5 specifically) - Shows sensitivity to their own and to others' needs <p><u>Listening, Attention and speaking</u></p> <ul style="list-style-type: none"> -Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (progression seen in throughout all of Year 1) - Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate <p style="background-color: red; color: black;">Are these areas seen in the curriculum in EYFS?</p> <p><u>Understanding of the World</u></p> <p>Talk about members of their immediate family and community/Name and describe people who are familiar to them/Recognise that people have different beliefs and celebrate special times in different ways.</p>			
Year 1	I can explain why my	I can tell you some	I can explain how I	I can explain why I	I can explain why I	I can compare how I am

	<p>class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>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>think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<p>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.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others</p>
Year 1 Vocabulary	<p>Safe Calm Special Belonging Rights Responsibility Proud Consequences disappointment/upset</p>	<p>similar/same as different/differences Bullying/bully/bullied Deliberate Unfair On purpose Included Celebration/celebrate Special unique</p>	<p>Proud Success Achievement Goal Learning Stepping stone Dreams Team work/collaboration Challenge Obstacle overcome</p>	<p>Healthy Unhealthy Balanced Diet Exercise Sleep Choices Hygiene Toiletries Clean Medicines Trust Safety Green cross code</p>	<p>Family Belonging same/different friends/friendship Qualities caring/kind Sharing Greeting touch/feel Texture like/dislike Community help/helpful Confidence Praise Skills Self-belief Proud Incredible Appreciate</p>	<p>Changes Lifecycle Baby Adulthood Grown up Mature male/female Vagina Penis Testicles anus</p>
Year 1 Books to support						
Year 2	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend.</p> <p>I can also explain why it is OK to be different</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</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 explain why foods and medicines can be good for my body by comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>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.</p> <p>I can give examples of some different problem-solving techniques and explain how I might</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other</p>

		from my friends.			use them in certain situations in my relationships.	people might feel differently to me.
Year 2 Vocabulary	<p>Worries Hopes Fears Belonging Rights Responsibilities Responsible Actions Praise Reward Consequence Positive Negative Choices Co-operate Learning Charter Choices</p>	<p>Boys Girls Similarities Assumptions Stereotypes Differences Special Bully Purpose Difference Kind Unkind Feelings Sad Lonely Help Bully On Purpose Stand up for Help Male Female Diversity Fairness Kindness Friends Special Unique Value</p>	<p>Realistic Proud Success Celebrate Achievement Goal Strengths Persevere Challenge Difficult Easy Learning together Achieveme Partner Team work Product Dream bird Group Problem-solve Dream Garden Proud</p>	<p>Healthy choices Lifestyle Motivation Relax Relaxation Tense Calm Healthy Unhealthy Dangerous Medicines Safe Body Healthy Unhealthy Balanced diet Portion Proportion Balanced diet Energy Fuel Nutritious</p>	<p>Family Different Similarities Special Relationship Important Cooperate Touch Physical contact Communication Hugs Like Dislike Acceptable Not acceptable Friends Conflict Point of view Positive problem solving Secret Surprise Good secret Worry secret Telling Adult Trust Surprised Happy Sad Frightened Trust Trustworthy Honesty Reliability Compliments Celebrate Positive Negative Appreciate</p>	<p>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</p>
Year 2 Books to support						
Year 3	I can explain how my behaviour can affect how others feel and behave.	I can describe different conflicts that might happen in family or friendship groups and how words can be used	I can explain the different ways that help me learn and what I need to do to improve.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe	I can explain how my life is influenced positively by people I know and also by people from other countries.	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell

	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.	in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.	I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.	I can explain why my choices might affect my family, friendships and people around the world who I don't know.	you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
Year 3 Vocabulary	Welcome Valued Achievements Proud Pleased Personal goal Acknowledge Affirm Praise Emotions Feeling Nightmare Fears Worries Solutions Support Vocabulary Rights Responsibilities Nightmare Dream Behaviour Rewards Consequences Actions Fairness Choices Co-operate Group dynamics Team work Challenges View point belong	Family Loving Caring Safe Connected Difference Special Conflict Solutions Resolve Witness Bystander Bullying Gay Unkind Feelings Tell Consequences Hurtful Compliment Special Unique Difference Similarity	Perseverance Challenges Success Obstacles Dreams Goals Dreams Goals Ambitions Future Aspirations Garden Decoration Dream Goal Team work Enterprise Design Cooperation	Oxygen Energy Calories/ Kilojoules Heartbeat Lungs Heart Fitness Energy Calories Kilojoules Labels Sugar Fat Saturated Fat Safe Anxious Scared Strategy Advice Dangerous Emergency Emergency Services Ambulance Fire engine Police car Coastguard helicopter Safe Harmful Risk Feelings Complex Appreciate Body Healthy Safe Choice Risk	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	Changes Birth Animals Babies Mother Growing up Baby Grow Uterus Womb Nutrients Survive Love Affection Care Change Puberty Control Puberty Male Female Testicles Sperm Penis Ovaries Egg Ovum/ Ova Womb/ Uterus Vagina Stereotypes Task Roles Challenge Change Looking forward Excited Nervous Anxious Happy

			<p>Challenge Product Team work Cooperation Strengths Motivated Enthusiastic Excited Efficient Responsible Challenge Product Team work Cooperation Strengths Motivated Enthusiastic Excited Efficient Responsible Review Learning Strengths Success Self-review Celebrate Evaluate</p>		Thank you Appreciation	
Year 3 Books to support						
Year 4	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if</p>	<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer</p>	<p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might</p>

		<p>I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>		pressure.	person or animal.	<p>make in the future and some of the choices that I have no control over.</p> <p>I can offer some suggestions about how I might manage my feelings when changes happen.</p>
Year 4 Vocabulary	<p>Included Excluded Welcome Valued Team Charter Role Job description School Community Responsibility Rights Responsibilities Democracy Reward Consequence Democratic Decisions Rights Responsibilities Voting Democracy Authority Learning Charter Role Contribution Observer</p>	<p>Character Assumption Judgement Surprised Different Appearance Accept Assumption Influence Appearance Opinion Attitude Judgement Bullying Friend Secret Deliberate On purpose Bystander Witness Witness Bystander Bully Problem solve Cyber bullying Text message Website Troll Special Unique Different Characteristics Physical features Impression Changed Judgement Assumption Influence Special Different Accept</p>	<p>Dream Hope Goal Determination Perseverance Resilience Positive Attitude Dreams Goals Hopes Disappointment Fears Hurt Resilience Positive experiences Hopes Dreams Disappointment Hurt Goals Plans Cope Help Resilience Resilience Self-belief Motivation Perseverance Determination Goal Dream Commitment Goal Team work Enterprise Design Cooperation Resilience Positive attitude Review Disappointment Learning Strengths Success Celebrate Evaluate</p>	<p>Friendships Emotions Healthy Relationships Friendship groups Value Friendship groups Roles Leader Follower Assertive Agree / disagree Smoking Vaping Pressure Peers Guilt Advice Alcohol Liver Disease Pressure Peers Anxiety Fear Believe Assertive Opinion Right Wrong</p>	<p>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</p>	<p>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 Range of emotions - see emotions card resource Control Change Acceptance Change Looking forward Excited Nervous Anxious Happy</p>

					Symbol Care	
Year 4 Books to support						
Year 5	<p>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.</p> <p>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>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures</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>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>I can summarise different ways that I respect and value my body.</p>	<p>I can compare 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.</p> <p>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.</p>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>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.</p>
Year 5 Vocabulary	<p>Education Appreciation Opportunities Goals Motivation Vision Hopes Challenge Rights Responsibilities Citizen Denied Empathise Refugee Persecution Conflict Asylum Migrant Wealth Poverty Prejudice</p>	<p>Culture Conflict Difference Similarity Belong Culture wheel Racism Colour Race Discrimination Culture Ribbon Bullying Rumour Name-calling Racist Homophobic Cyber bullying Texting Problem-solving Bullying- Indirect Direct Cyber bullying Texting Happiness Difference Culture Similarity Continuum Developing world Racism Discrimination Direct and indirect bullying</p>	<p>Dream Hope Goal Feeling Achievement Money Grown up Adult Lifestyle Job Career Profession Money Salary Contribution Society Dream Hope Job Career Goal Determination Perseverance Motivation</p>	<p>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 Body image Eating problem Eating disorder Respect Pressure Debate</p>	<p>Characteristics Personal qualities Attributes Self-esteem Responsibility/Being responsible Age-limit Social network Community Online Off line Responsibility Rights Risky Age-limit Community Violence Appropriate Grooming Trolled Gambling/ betting Trustworthy Responsibility Devices</p>	<p>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 Puberty Sperm Semen Testicles/Testes Erection</p>

	<p>Citizen Privilege Deprive Rewards Consequences Choices Cooperation Collaboration Participation Motivation</p>	<p>Culture Celebration Artefacts Display Presentation</p>	<p>Aspiration Culture Country Culture Sponsorship Communication Support Rallying Sponsorship Team work Cooperation Difference</p>	<p>Opinion Fact Choices Healthy lifestyle Motivation</p>	<p>Screen time Social Off line Mental health Physical health Personal information Safe Choices Vulnerable Risk Grooming Rights Responsibilities</p>	<p>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 Perceptions Puberty Responsibilities Change Hope Manage Cope Opportunities Emotions Fear Excitement Anxious</p>
Year 5 Books to support						

Year 6	<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>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>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.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>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.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
Year 6 Vocabulary	<ul style="list-style-type: none"> Goals Worries Fears Value Welcome Choice Ghana West Africa Cocoa plantation Cocoa pods Machete Rights Community Education Wants Needs Maslow Empathy Comparison Opportunities Education Choices Behaviour Responsibilities Rewards Empathise Learning Charter Obstacles Consequences Cooperation Legal 	<ul style="list-style-type: none"> 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 Sport Perseverance Admiration Stamina 	<ul style="list-style-type: none"> Dream Ability Goal Learning Strengths Stretch Achievement Personal Realistic Unrealistic Feeling Achievement Success Criteria Learning steps Feeling Money Global Issue Suffering Concern Hardship Sponsorship Suffering Hardship Empathy Motivation Money 	<ul style="list-style-type: none"> Responsibility Choice Immunisation Prevention Drugs Effects Motivation Prescribed Unrestricted Over-the-counter Restricted Illegal Volatile substances Synthetic highs New psychoactive substances Exploited Vulnerable Drugs Criminal Illegal Gangs Gang Pressure Strategies Reputation Anti-social behaviour Crime Mental health Emotional health Mental illness Symptoms Stress Triggers Strategies Managing stress 	<ul style="list-style-type: none"> Mental health Ashamed Stigma Stress Anxiety Support Mental health Worried Signs Stress Anxiety Warning Support 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 	<ul style="list-style-type: none"> Self-image Self-esteem Real self Celebrity Opportunities Freedoms Responsibilities Puberty vocabulary as represented on the flash cards- as previous year Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contraction Cervix Midwife

	Illegal Lawful Laws Collaboration Participation Motivation Democracy Decision Proud	Celebration Difference Conflict		Pressure	Pressure Influences Self-control Real/Fake True/untrue Assertiveness Judgement Communication Technology Cyberbullying Abuse Safety	
Year 6 Books to support						

Impact

By setting out our school values and ethos in the way that we do, alongside well sequenced and developed PSHE lessons, assemblies and celebrations our children will be:

- well rounded and respectful individuals who understand their role in society
- able to understand their own and others physical and mental health
- able to celebrate differences and understand what it is that makes a person special, unique and individual. Children should be able to celebrate their uniqueness.
- able to understand how to look after themselves – whether that be diet, exercise or managing stress and looking after their mental health
- aspirational in setting goals, know to break these down into achievable steps and how to be resilient when goals aren't immediately met
- skilled in identifying when they feel safe or unsafe and be able to seek help or advice when needed
- law abiding citizens with strong moral compasses
- knowledgeable, understanding and respectful towards others regardless of race, religion, beliefs and life choices.
- able to recognise how their bodies may change, physical and mentally, and how this may affect them and other people around them.

Assessment with PSHE at Calcot Schools

- Questionnaires
- Floor books
- Monitoring(floor book and questionnaire samples)