

## Christ the Sower Ecumenical School

# Growth in PSHE Vocabulary

### Year 1

<u>Topic</u>	<u>Relationships</u>		<u>Living in the wider world</u>		<u>Health and wellbeing</u>	
New vocabulary and definition	<b>family</b>	People that care for you. Introduce same sex families, single parent families.	<b>rules</b>	Example of different rules in class, home, outside in the community (they keep us safe).	<b>healthy</b>	keeping your body working at it's best.
	<b>secrets</b>	Secrets are things that people tell you that you can never ever tell. Children should not keep secrets which make them feel worried or uncomfortable.	<b>environment</b>	Natural world as a whole or a particular area	<b>unhealthy</b>	Not good for someone's health.
	<b>special people</b>	Children to identify who their special people are.	<b>community</b>	a group of people living in the same place/share same values. Children to understand that they are part of different communities.	<b>hygiene</b>	the practice of keeping clean and to prevent disease.
	<b>uncomfortable</b>	causing or feeling unease or awkwardness	<b>digital devices</b>	Tv, ipads, phones, laptops etc.	<b>physical activity</b>	Any movement by the skeletal bones that help us burn energy from the food we eat.

	<b>unsafe</b>	Not safe;dangerous	<b>internet</b>	Lots of computers connected together.	<b>likes</b>	children's likes/interests
	<b>private</b>	What does it mean to keep something private. This includes what parts of the body to keep private.	<b>jobs</b>	Work where someone is paid.	<b>dislikes</b>	what children do not like
	<b>permission</b>	How to ask and give permission for to be touched/touch others.			<b>feelings</b>	Different emotions we feel eg, happy, sad, angry etc.
	<b>kind</b>	What does kind behaviour look like in and out of school.			<b>rules</b>	Example of different rules in class, home, outside in the community (they keep us safe).
	<b>unkind</b>	What does unkind behaviour look like in and out of school.			<b>age restrictions</b>	age restrictions are put on tv programmes, films, toys and play areas to help keep us safe.
	<b>sharing</b>	The joint use of object or space (taking turns).				
	<b>respect</b>	How we show respect to others – polite, listening etc				

## Year 2

<u>Topic</u>	<u>Relationships</u>		<u>Living in the wider world</u>		<u>Health and wellbeing</u>	
<b>New vocabulary and definition</b>	<b>friend</b>	Mutual affection between people	<b>rights</b>	something that we are entitled to.	<b>physical health</b>	your body being absent of disease
	<b>argument</b>	A disagreement between people	<b>responsibilities</b>	things that you are expected to do	<b>mental health</b>	How you think, feel and how you behave
	<b>resolve</b>	To solve a problem	<b>money</b>	Pays for things different types of money: coins, notes and different types of electronic payments eg debit cards	<b>sleep</b>	
	<b>surprise</b>	a good secret that will be eventually found out in the end (opposite of a secret).	<b>needs</b>	In relation to money, what is a necessity	<b>dental health</b>	Keeping your teeth healthy and clean
	<b>lonely</b>		<b>wants</b>	In relation to money, what is something that we can live without	<b>medicine</b>	Can help people stay healthy and manage illnesses and allergies
	<b>unhappy</b>	Opposite of happy			<b>vaccination</b>	Can help people stay healthy and manage illnesses and allergies
	<b>bullying</b>	Deliberate unkind behaviour that is done on purpose more than once			<b>big feelings</b>	Be able to manage emotions including change, loss and bereavement
	<b>similarities</b>	things that are similar			<b>body parts</b>	including e.g. vulva, vagina, penis, testicles
	<b>differences</b>	things that are different			<b>risk safety</b>	how to recognise risk(potential danger) in

					every day situations eg, road, water and medicines
					Children need to recognise different ways to keep themselves safe (free from harm) in and out of school.
					<b>emergency</b> Children need to know to ring 999 in an emergency
					<b>goals</b> Children need to set goals for there transitional year
Vocabulary you will know from previous topics and definition	<b>secrets</b>	Secrets are things that people tell you that you can never ever tell.	<b>community</b>	a group of people living in the same place. Children to identify that they are part of different communities.	<b>healthy</b> keeping your body working at it's best.
	<b>uncomfortable</b>	causing or feeling unease or	<b>internet</b>	Lots of computers connected together.	<b>feelings</b> Different emotions we feel eg, happy, sad, angry etc
	<b>Unsafe</b>	Not safe; dangerous awkwardness			

Year 3

<u>Topic</u>	<u>Relationships</u>		<u>Living in the wider world</u>		<u>Health and wellbeing</u>	
New vocabulary and definition	<b>Different types of families</b>	to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents	<b>laws</b>	Regulations put in place.	<b>habits</b>	Something that is done in a repeated or a regular way. Habits can sometimes be maintained, changed or stopped.
	<b>privacy</b>		<b>human rights</b>	a right which is believed to belong to every person. These protect people.	<b>balanced diet</b>	Eating the right foods from the correct food group so that our body can work properly.
	<b>Personal boundaries</b>	rules that you create in which you think other people should behave towards you	<b>stereotypes</b>	understanding about gender stereotypes in relation to work	<b>strengths</b>	how that things what you are good
	<b>online bullying</b>	Deliberate unkind behaviour that is on purpose more than once online	<b>interests</b>	Things that you like	<b>interests</b>	Things that you like
	<b>Self respect</b>	How we show respect to others and yourself	<b>skills</b>	What skills are needed in relation to work eg team work and decision making.	<b>setbacks</b>	Something that delays progress. How to manage and respond to set backs.
	<b>cultures</b>	The characteristics and knowledge of a	<b>achievements</b>	Things that have been achieved	<b>hazards</b>	Something that could cause harm

		particular group of people, encompassing language, religion, cuisine, social habits, music and arts.				
			<b>gender</b>	Either of the two sexes (male and female).	<b>Personal identity</b>	Strengths and interests make up a personal identity
Vocabulary you will know from previous topics and definition	<b>family</b>	People that care for you	<b>jobs</b>	Work where someone is paid	<b>healthy</b>	Same definition but now in relation to different food choices
	<b>unsafe</b>	Not safe; dangerous	<b>rights</b>	something that we are entitled to.	<b>unhealthy</b>	Same definition but now in relation to different food choices
	<b>unhappy</b>	Opposite of happy	<b>responsibilities</b>	things that you are expected to do	<b>mental health</b>	How you think, feel and how you behave
	<b>bullying</b>	Deliberate unkind behaviour that is done on purpose more than once			<b>physical health</b>	your body being absent of disease
					<b>risk</b>	How to predict and manage the potential dangers in relation to crossing the road, the playground, the kitchen etc

Year 4

<u>Topic</u>	<u>Relationships</u>		<u>Living in the wider world</u>		<u>Health and wellbeing</u>	
<b>New vocabulary and definition</b>	<b>positive and healthy friendships</b>	Eg mutual respect, sharing interest and trust	<b>Different community groups</b>	Children need to recognise what communities they are part of – school community and wider communities	<b>oral hygiene</b>	Keeping teeth healthy and clean – brushing and flossing
	<b>communicating</b>	how to talk appropriately when using digital devices	<b>data</b>	Collection of information	<b>physical illness</b>	Illness as an attack on the physical body.
	<b>dares</b>	Difference between a 'playful dare' and when a dare puts someone under pressure.	<b>digital footprint</b>	the trail of traces or 'footprints' that people leave online.	<b>personal hygiene</b>	Keeping our bodies and clothes clean
	<b>confidence</b>	when it is right or wrong to break confidence – linked to secrets	<b>fact</b>	A statement that is true	<b>drug</b>	Explore drugs that are common to every day life –cigarettes, e-cigarettes, medicine A chemical that you have in your body which changes the way you feel or act
	<b>mutual respect</b>	Understanding we don't all share same values and beliefs	<b>advertisement</b>	Something that is advertised (online).	<b>side effects</b>	Typically undesirable effect of a drug or medical treatment.
			<b>budget</b>	how to manage money		

<b>Vocabulary you will know from previous topics and definition</b>	<b>secret</b>	Secrets are things that people tell you that you can never ever tell.	<b>community</b>	a group of people living in the same place/share same values. Children to understand that they are part of different communities.	<b>balanced diet</b>	Eating the right foods from the correct food group so that our body can work properly.
	<b>uncomfortable</b>	causing or feeling unease or awkwardness	<b>money</b>	Pays for things different types of money: coins, notes and different types of electronic payments eg debit cards	<b>habit</b>	Something that is done in a repeated or a regular way. Habits can sometimes be maintained, changed or stopped.
			<b>responsibilities</b>	things that you are expected to do		

**Year 5**

<b><u>Topic</u></b>	<b><u>Relationships</u></b>		<b><u>Living in the wider world</u></b>		<b><u>Health and wellbeing</u></b>	
<b>New vocabulary and definition</b>	<b>peer influence</b>	Other affecting our behaviour and attitudes. Understand how this can make people feel and behave	<b>media</b>	The main ways to communicate	<b>healthy lifestyle</b>	a balanced diet and regular exercise. It should include plenty of rest, especially sleep.
	<b>peer approval</b>	wanting to be accepted by others	<b>careers</b>	Children need to identify what job they would want in the future.	<b>sun safety</b>	how to keep safe in the sun.
	<b>strategies</b>	ways to solve something	<b>diversity</b>	Lots of different ways/options - careers	<b>disease</b>	A disease is an abnormal condition that negatively affects the structure or function of all or part of an organism, and that is not due to any immediate external injury.
	<b>resolving</b>	Look at different strategies of how to resolve arguments in friendships and what support is there to help – how can this be done in a peaceful way	<b>inclusion</b>	Being included in something - careers	<b>bacteria</b>	A member of a large group of unicellular microorganisms which have cell walls but lack organelles and an organized nucleus, including some that can cause disease.
	<b>challenges</b>	Understanding that it is okay to face challenges in friendships	<b>routes into work</b>	College, apprenticeships, training, university	<b>viruses</b>	an infection or disease.
	<b>acceptable</b>	in relation to physical contact			<b>personal identity</b>	Race, gender, faith, culture, hobbies, likes/dislikes

	<b>unacceptable</b>	in relation to physical contact		<b>gender</b>	Understanding that some people's gender identity (masculinity/femininity) doesn't correlate with their biological identity	
	<b>wanted</b>	in relation to physical contact		<b>individuality</b>	What makes us individual	
	<b>unwanted</b>	in relation to physical contact		<b>FGM</b>	Female genital mutilation	
	<b>physical contact</b>	exploring physical touch in different situations		<b>puberty</b>	When your body begins to change and develop from being a child to an adult	
	<b>discrimination</b>	Unfair treatment of someone eg racism, sexism, homophobia		<b>periods</b>	when blood and tissue leaves her through the vagina. If an egg is not fertilized the lining leaves through the vagina and a girl has her period.	
Vocabulary you will know from previous topics and definition	<b>healthy friendship</b>	Understanding that these can change over time	<b>environment</b>	Natural world as a whole or a particular area	<b>unsafe</b>	Opposite of safe
	<b>secret</b>	Secrets are things that people tell you that you can never ever tell. Children should not keep secrets which make them feel worried or uncomfortable.	<b>money</b>	Pays for things different types of money: coins, notes and different types of electronic payments eg debit cards	<b>risk</b>	how to recognise risk(potential danger) in every day situations eg, sun safety what are the dangers of being in the sun

	<b>uncomfortable</b>	causing or feeling unease or awkwardness	<b>responsibilities</b>	things that you are expected to do	<b>emergency</b>	Children need to know to ring 999 in an emergency
	<b>bullying</b>	Deliberate unkind behaviour that is done on purpose more than once	<b>stereotypes</b>	understanding about gender stereotypes in relation to work		

Year 6

<u>Topic</u>	<u>Relationships</u>		<u>Living in the wider world</u>		<u>Health and wellbeing</u>	
<b>New vocabulary and definition</b>	<b>loving relationships</b>	Romantic relationships, family relationships	<b>prejudice</b>	Judging someone or having an idea about them before getting to know them	<b>mental wellbeing</b>	Psychological wellbeing. Understanding what things can affect this.
	<b>civil partnership</b>	A legal declaration made between two people	<b>manipulate</b>	Deliberately changed – in the context of online images	<b>loss</b>	A feeling
	<b>civil marriage</b>	A legal declaration made between two people	<b>restrictions and regulations</b>	In the context of social media sites	<b>grief</b>	Intense sorrow, usually caused by someone's death
	<b>forced marriage</b>	To force anyone to marry is illegal	<b>critical consumer</b>	Understand that companies are trying to influence us to buy things and how we manage this by thinking carefully about when we are buying or advertisements	<b>independence</b>	Understand how this increases as children become older. Having more individual responsibility
	<b>challenges</b>	Reference to 'online' viral challenges	<b>scams</b>	dishonest/fraud	<b>transition</b>	Moving from primary school to secondary school
	<b>positive role model</b>	Setting a good example	<b>gambling</b>	playing games for a chance to win money	<b>consent</b>	Giving permission
	<b>conflict</b>	A serious disagreement	<b>fraud</b>	When someone tricks someone else unlawfully or unfairly for a gain	<b>committed relationships</b>	couples showing commitment to each other
	<b>disagreement</b>	to disagree with something	<b>debt</b>	Sum of money that is owed or due	<b>Sexual intercourse</b>	The act between two consenting adults

	<b>sexual orientation</b>	Who you love or are attracted to		<b>love</b>	Link with values	
	<b>consent</b>	giving permission		<b>personal information</b>	How this is shared online and how this can be kept safe online. Identify what information is appropriate to share online	
				<b>social media</b>	Different types – eg facebook, instagram etc	
Vocabulary you will know from previous topics and definition	<b>healthy relationship</b>	Identify what the qualities are and how they help a relationship flourish	<b>discrimination</b>	Unfair treatment of someone eg racism, sexism, homophobia	<b>risk</b>	how to recognise risk(potential danger) in every day situations eg, financial risk
	<b>pressure</b>	Being influenced by how to act by someone	<b>stereotypes</b>	How to recognise stereotypes in different contexts	<b>emergency</b>	Children need to know to ring 999 in an emergency
	<b>dares</b>	Difference between a 'playful dare' and when a dare puts someone under pressure.			<b>drugs</b>	A chemical that you have in your body which changes the way you feel or act
	<b>bullying</b>	Deliberate unkind behaviour that is done on purpose more than once				

Curriculum links:

British Value link   Science link   Well being link   Computing link   School CARE/SMSC/Value link