



Fairburn View Primary School
Skills & Vocabulary Progression
PSHE

Me and My Relationships

	Skills	Vocabulary
EYFS	<p>I can share my feelings with others.</p> <p>I can name people who can help me and describe how.</p> <p>I can identify trusted adults.</p> <p>I can help a friend if they are sad or worried.</p>	<p>Special, practice, effort, same, different, family, friends, feelings, happy, sad, kind, helpful. Special people, help</p>
Year 1	<p>I can name different feelings and how they may make me behave.</p> <p>I can suggest ways to deal with behaviour and how to help others.</p> <p>I can recognise when I need help and who to ask.</p> <p>I can listen to others and wait my turn.</p> <p>I can tell you which trusted adults are at home and at school to keep me safe.</p>	<p>Rules. Safe. Responsibility, work together, listening, feelings, behaviour, body language, emotions, safe, support, heal, making up</p>
Year 2	<p>I understand different ways to express our feelings.</p> <p>I can express my feelings in a safe and controlled way.</p> <p>I can tell you some ways that I can get help.</p> <p>I can tell someone how they are making me feel.</p> <p>I can give you lots of ideas about being what makes a good friend and how to be one.</p>	<p>Happy, safe, caring, friendly, rules, feelings, help, friendship, bullying, repeated, teasing, regular</p>
Year 3	<p>I understand we have different ways to express our feelings.</p> <p>I can collaborate with a team to achieve a goal.</p>	<p>Rules, safety, friendship, falling out, making up, compromise, conflict, point of view, cooperate, collaborative, strategies, calm, apologise, listen, making up, continuum, opinions, respectful,</p>

	<p>I can accept I may not always agree with others.</p> <p>I can listen and share my opinion respectfully.</p> <p>I can say why my friends may fall out and how they can make up.</p> <p>I know how to look after my friends.</p>	<p>courteous, challenging, dare, persuade, feelings, responsibility, loss, care</p>
Year 4	<p>I can talk about how feelings change and be different to others.</p> <p>I can read different emotions by a person's body language.</p> <p>I can say 'no' calmly.</p> <p>I can name strategies how to work as a team.</p> <p>I can say what to do if I am, or a friend is hurt or bullied.</p> <p>I can recognise the qualities of a healthy relationship</p>	<p>Collaborate, teamwork, respect, responsibilities, aggressive, rude, consequence, assertive, aggressive, negotiate, compromise, unhappy, devastated, miserable, distressed, lonely, ignored, isolated, abandoned, apologetic, regretful, remorseful, rueful, repentant, aching, sore, agonising, painful, happy, delighted, ecstatic, joyful, calm, untroubled, assured, confident, peaceful, scared, frightened, petrified, terrified, bothered, body language, pressure, tease, bully, independent.</p>
Year 5	<p>I can talk about how feeling change and be different to others.</p> <p>I can use strategies to resolve arguments or disagreements.</p> <p>I can reflect on my behaviour and qualities.</p> <p>I am aware of the warning signs that a relationship is unsafe or unhealthy.</p> <p>I can manage my emotional needs and any risks.</p> <p>I can respond to emotions according to the situation and person.</p>	<p>Collaborate, negotiation, compromise, conflict, resolution, non-verbal, body language, insensitive, unhealthy relationship, physical abuse, verbal abuse, sexual abuse, uncomfortable, unsafe, emotions, emotional needs, assertive, passive, aggressive.</p>

Year 6	<p>I can work through challenges that arise with friends.</p> <p>I can give examples of negotiation and compromise.</p> <p>I know types of touch and know how to get help if someone experiences inappropriate or illegal touch.</p> <p>I can use assertive behaviours to keep myself safe.</p> <p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p>	<p>Collaboration, teamwork, negotiation, compromise, balanced friendship, respectful, assertive, sensitive, thoughtful, response, resolution, peer pressure, marriage, civil partnership, forced marriage, illegal, inappropriate, appropriate.</p>
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Valuing Difference

	Skills	Vocabulary
EYFS	<p>I can recognise there are differences and similarities between each person.</p> <p>I can be sensitive and celebrate what makes someone unique</p> <p>I can tell you what is good and different about me</p> <p>I can talk about my family and friends</p> <p>I can be kind and help my friends and listen to their views.</p> <p>I can show good listening</p>	<p>Special, likes, dislikes, favourite, same, different, kind, unkind, family, friend, kindness, home, friendship</p>
Year 1	<p>I can say ways in which people are similar as well as different.</p> <p>I can say why things may be unfair.</p> <p>I can talk about what bullying is.</p>	<p>Same, different, difference, respect, kind, unkind, unkindness, tease, bully, rules, safe, fair, unfair, special people, qualities, feelings</p>

	I can say ways to show kindness towards others.	
Year 2	<p>I can be respectful of those who are different to me.</p> <p>I can describe how someone can change someone's feelings.</p> <p>I can tell you why it is important to show good listening to people who think differently to me.</p> <p>I can name and suggest strategies to someone who feels left out.</p> <p>I can be kind and use kind words to my friends.</p>	<p>Unique, respect, feelings, behaviour, calm, aggressive, solve, special people, help, kind, kindness, unkind, feelings, listening, problem</p>
Year 3	<p>I can give examples of different types of family and respect those differences.</p> <p>I can give examples of different community groups and what is good about having them.</p> <p>I can use respectful language and communication skills when discussing with others.</p> <p>I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p>I can name and use different qualities needed for people from a diverse range of backgrounds need in order to get on together.</p> <p>I can suggest ways to deal with bullying and prejudice.</p>	<p>Family, adoption, fostering, same-sex couple, blended family, community, belonging, respect, cooperation, listening skills, politeness, courtesy, manners, similarities, differences, identity, name calling, bullying, prejudice, disability, gender, race, colour, sexuality.</p>
Year 4	<p>I can say how differences sometimes cause conflict but can also be something to celebrate.</p> <p>I can begin to manage conflict by using negotiation and compromise.</p> <p>I can suggest strategies for dealing with someone who is behaving aggressively.</p> <p>I can demonstrate ways of showing respect to others' differences.</p>	<p>Negotiation, compromise, body space, invade, sharing, acquaintances, aggressive, apologise, similarities, differences, respect, stereotype</p>

	I can explain why it's important to challenge stereotypes that might be applied to me or others.	
Year 5	<p>I can give examples of different faiths and cultures and positive things about having these differences.</p> <p>I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>I can emphasise with people who have been, and currently are, subjected to injustice including through racism.</p> <p>I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p> <p>I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do that (trying to live up to their image, taking risks etc.)</p> <p>I can reflect on how individual/group actions can impact on others in a positive or negative way.</p>	<p>Friendship, talking, listening, respect, excluded, discrimination, prejudice, metaphor, diverse, multicultural society, sex, sexual orientation, gender identity, gender expression, embarrassed, reactions, consequences</p>
Year 6	<p>I can example the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> <p>I can show respect to others by using verbal and non-verbal communication.</p> <p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>I can describe how empathy can help people to be more tolerant and understanding of those who are different to them.</p> <p>I can recognise how the media can reinforce gender stereotypes and begin to challenge this.</p>	<p>Witness, bystander, unique, positive feedback, confidence, self-esteem, diversity, biological sex, sexual orientation, gender identity, gender expression, stereotype, point of view, cultural norms, respect, disrespect, body language, empathy, tolerance, relationships, friend, acquaintance, gender stereotype, media influence, assumption.</p>

Keeping Myself Safe

	Skills	Vocabulary
EYFS	<p>I can tell you who I can ask for help.</p> <p>I can tell you what my body needs to stay healthy.</p> <p>I can make safe decisions around medicines and things I don't know.</p> <p>I can name some things that are safe and unsafe for me and those that are dangerous.</p> <p>I can tell you what is safe to play online and who to talk to if I feel worried.</p> <p>I can name the adults who keep me safe and when I might need their help.</p>	<p>Who can help?, cleaning products, weather, clothing, grown up, keep clean, keep safe, sleep, water, food, fresh air, cuddles, medicine, chemist, doctor, grown up, safe, unsafe, detective, tummy feelings, uncomfortable, safe, worried, tell, adult, trust, address.</p>
Year 1	<p>I can keep myself safe around medicines. I can explain how they are helpful or harmful and how to use them safely.</p> <p>I can say 'yes', 'no', 'I'll ask' or 'I'll tell' in relation to keeping myself and others safe.</p> <p>I can say what I do and don't like and who to ask for help.</p> <p>I can give some examples of safe and unsafe secrets.</p> <p>I can think of safe people who can help if something feels wrong.</p>	<p>Energy, food, water, air, oxygen, exercise, sleep, healthy, dairy, fruit, vegetables, sugar, salt, cereal, sleep, rest, grow, tired, feelings, worried, nervous, scared, support, unsafe, loss, lost, medicine, safe, harmful, responsibility, private, trust, privates.</p>
Year 2	<p>I can say what I could do to make a situation less risky or not risky at all.</p> <p>I can demonstrate strategies for dealing with a risky situation.</p> <p>I can identify some key risks from and effects of cigarettes and alcohol.</p> <p>I can give examples of strategies for safe browsing online.</p>	<p>Safe, unsafe, feelings, worried, getting help, touch, uncomfortable, surprise, secret, tell, genitals, penis, vulva, private, private parts, consent, permission, secret, uncomfortable, someone you trust.</p>

	I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.	
Year 3	<p>I can say what I could do to make a situation less risky or not risky at all.</p> <p>I can demonstrate strategies for dealing with a risky situation.</p> <p>I can identify some key risks from and effects of cigarettes and alcohol.</p> <p>I can give examples of strategies for safe browsing online.</p> <p>I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.</p>	Trust, safe, unsafe, danger, risk, feelings, strategies, consequences, safer, drugs, cigarettes, nicotine, alcohol, browsing, phishing, search engine, fake news, internet safety, private, public, profile, personal information, decisions, medicines, harmful, helpful, instructions.
Year 4	<p>I can demonstrate strategies for dealing with a risky situation.</p> <p>I can give examples of people or things that might influence me to take risks and make decisions.</p> <p>I can give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>I can explain what might happen if people take unsafe or inappropriate risks.</p> <p>I can identify images that are safe or unsafe to share online.</p>	Danger, dangerous, risk, risky, hazard, hazardous. Privacy, privacy settings, security, dare, assertive, medicine, drug, choices, social norm, persevere, influence, consequences.
Year 5	<p>I can suggest what someone should do when faced with a risky situation.</p> <p>I can protect my personal information online. I can recognise disrespectful behaviour online.</p> <p>I can identify the risks in a specific situation (including emotional risks).</p>	Habit, addiction, pros, cons, weigh up risk, bullying, cyberbullying, dare, pressure, resist pressure, assessing risk, influence, risk taking, personal information, privacy settings, drugs,

	<p>I can discuss social norms relating to cigarettes and what may influence a persons decision to not smoke.</p> <p>I can support someone who is being bullied.</p>	<p>cigarettes, alcohol, norm, perception, assertive</p>
Year 6	<p>I can use safe, respectful and responsible behaviours and strategies when using social media.</p> <p>I can give examples of how to safely share images online.</p> <p>I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not.</p> <p>I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.</p> <p>I can begin to make decisions independently and responsibly.</p>	<p>Social media, parental consent, trolling, online safety, sharing, privacy, personal information, online safety, right to provision, sharing online, permission, illegal, sexual images, habit, addiction, emotional needs, drug, legal, illegal, medical, non-medical, drug laws, age restriction, possess, supply, produce, penalties, alcohol, short and long term effects, risks, norms, physical needs, emotional needs, independence, responsibility, conflicting emotions.</p>

Rights and Responsibilities

	Skills	Vocabulary
EYFS	<p>I can make some healthy choices.</p> <p>I can help my family and friends.</p> <p>I can make caring choices for my world.</p> <p>I can help to clean and tidy my home and classroom.</p> <p>I can tell you some ways to look after our world.</p> <p>I can be kind to friends and others.</p>	<p>Healthy snacks, sugar, germs, wash hands, fruit, vegetables, similar, different, helping, family, friends, feelings, classroom, care, tidy, clean, look after, working together, responsibility, environment, litter, electricity, pollution, recycling, money, shop, buy, cost, pay, save, safe place.</p>

	I can talk about looking after money.	
Year 1	<p>I can wash my hands correctly.</p> <p>I can name ways to look after my home and school.</p> <p>I can look after a special person or thing.</p> <p>I can tell you some things that money is spent on.</p> <p>I can get help if someone has hurt themselves.</p>	<p>Hygiene, routine, clean, environment, responsibility, needs, responsible, responsibility, rules, money, cost, bills, spending, afford, bank, coin, note, worth, saving, safe, first aid, risk, accident, danger, hazard, kettle, burn, scald, accident, emergency.</p>
Year 2	<p>I can make choices that help me play and work well with others.</p> <p>I can use some strategies when I feel upset or angry.</p> <p>I can ask for help from a trusted adult.</p> <p>I can name some ways I can look after my environment.</p> <p>I can make choices with money.</p>	<p>Responsibility, help, share, take turns, listen, feelings, control, erupt, safe, unsafe, uniform, ask for help, environment, responsibility, money, spending, saving.</p>
Year 3	<p>I can identify people who help me in different ways.</p> <p>I can spot 'facts' and 'opinions' to help me share ideas.</p> <p>I can plan.</p> <p>I can choose a method.</p> <p>I can identify different times and reasons to spend money.</p> <p>I can give examples of how people earn money.</p>	<p>Volunteer, wellbeing, helper, responsible, safe, healthy, fact, opinion, environment, waste, income, saving, spending, earning.</p>

Year 4	<p>I can name some responsibilities and rights that I have.</p> <p>I can share ideas and make decisions that effect others.</p> <p>I can give my own opinion based on facts, opinions and other influences.</p> <p>I can give examples of how I can support others as a bystander.</p> <p>I can explain how others have a financial responsibility to their families and community.</p> <p>I can give examples of choices and decisions with money that will affect me.</p>	<p>Safe, unhealthy, rules, law, rights, responsibility, United Nations, rules, democracy, influence, opinion, respectful, courteous, anti-social behaviour, witness, environment, conservation, income, expenditure, essential, income, VAT, deduction, public services, national insurance.</p>
Year 5	<p>I can develop ideas and opinions based on a current issue. I can present these with a group.</p> <p>I can identify how the responsibilities of others impact me and my community.</p> <p>I can give examples of barriers that can stop others following their responsibilities.</p> <p>I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me.</p> <p>I can suggest ways to spend and save money responsibly.</p> <p>I can explain some things about finance and money. I can name a person who deals with money in my community.</p>	<p>Responsibility, fact, opinion, biased, unbiased, rights, responsibility, duties, voluntary group, community group, pressure (action) group, costs, wages, salaries, rent, Fair Trade, borrow, loan, credit, debit, interest, public services, council, vote, elections, councillors.</p>
Year 6	<p>I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.</p> <p>I can discuss the reasons why people post online and the positive and negative effects relating to social media.</p>	<p>Biased, unbiased, fact, opinion, stereotype, social media, profile, image, online safety, sharing, saving, bank (building society) account, Junior ISA, interest, debit card, cash, value, tax, income tax (PAYE), VAT, public services,</p>

	<p>I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.</p> <p>I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.</p> <p>I can suggest ways that I can help my environment.</p> <p>I can give examples of why we need a democratic society and how laws keep us safe.</p>	<p>voluntary group, community group, pressure (action) group, mission statement, values, beneficiary.</p>
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Being My Best

	Skills	Vocabulary
EYFS	<p>I can choose a healthy snack and activity.</p> <p>I can keep trying.</p> <p>I can listen to my friends and take turns.</p> <p>I can keep trying if the way I choose doesn't work.</p> <p>I can talk about the different types of feelings we have.</p> <p>I can have a go at something new.</p> <p>I can make my own healthy food choices.</p> <p>I can make healthy sleep and exercise choices.</p>	<p>Bounce back, encourage, try, try again, food, energy, grow, healthy, fruit, vegetable, dairy, exercise, sleep, wash, grow, heart, muscles, routine, calm, sleep.</p>
Year 1	<p>I can choose a healthy meal with different food groups.</p> <p>I can be persistent when learning a new skill.</p>	<p>Starchy, dairy, protein, fruit, vegetables, vitamins, portion, healthy, fruit, vegetables, dairy, meat, sugar, salt, cereal, germs, disease, hygiene, spread,</p>

	<p>I can name a few different ideas of what I can do if I find something difficult.</p> <p>I can help my friends when they fall out.</p> <p>I can explain why praise helps me to keep trying.</p>	<p>learning, practice, mistakes, confidence, achievement, praise, support, feedback, encourage, feelings, behaviour, consequences, special person, promise.</p>
Year 2	<p>I can explain what happens when I learn something new.</p> <p>I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> <p>I can explain how hand hygiene stops virus' and germs spreading.</p> <p>I can give examples of what I can do and give to my body to stay healthy.</p> <p>I can name different parts of my body that are inside me and help to turn food into energy.</p>	<p>Practice, encourage, goal, achieve, challenge, choose, choices, healthy, unhealthy, vaccination, injection, disease, hygiene, germs, teeth, dental, oxygen, water, food, exercise, rest, brain, heart, lungs, stomach, small intestine, large intestine, food, water.</p>
Year 3	<p>I can choose foods that make a balanced meal.</p> <p>I can explain how washing hands can prevent infections spreading.</p> <p>I can describe how food, water and air get into the body and blood.</p> <p>I can set goals and plan to develop a new skill.</p>	<p>Balanced diet, proteins, muscles, dairy, teeth, bones, starchy carbohydrates, energy, fruit and veg, healthy, infection, cleanliness, hygiene, rest, sleep, water, medicine, drug, dose, safety, instructions, debate, discussion, continuum, courteous, respectful, justify, goals, ambitions, improve, achieve, collaboration, cooperation, goal-setting, talents, skills, intelligence.</p>
Year 4	<p>I can say how being unique makes everyone special, different and valuable.</p> <p>I can give examples of choices I make and the choices others make for me.</p> <p>I can plan a healthy, balanced meal.</p> <p>I can give examples of the ways people can look after their physical and mental wellbeing.</p>	<p>Individual, unique, choices, balanced diet, wellbeing, mental health, refuse, reduce, re-use, rot, recycle, repair, re-think, community, first air, injury, minor, accident, emergency, blood, nose bleed, choking, breathing, airway,</p>

	I can give different examples of some of the things that I do already to help look after my environment.	unresponsive, causality, burn, scald, wound, recovery.
Year 5	<p>I can explain how one organ functions and how it contributes to the health of my body.</p> <p>I can explain how choices relating to smoking and drinking can effect a persons health.</p> <p>I can think of ways to improve a skill and the strategies that will help me do this.</p> <p>I can name several qualities that make people attractive that are nothing to do with how they look but about how they behave.</p> <p>I can give examples of how I am independent and manage my own success.</p>	Healthy choice, organs, body systems, perseverance, commitment, resilience, determination, patience, interpersonal skills, community, independence, responsibility, personal qualities, celebrities.
Year 6	<p>I can explain, giving examples, how I can manage my wellbeing using the five ways of wellbeing.</p> <p>I can set goals so that I can achieve an aspiration.</p> <p>I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>I can identify risk factors in a given situation.</p> <p>I can assess the level of risk and explain how a risk can be reduced.</p>	Wellbeing, connect, be active, take notice (mindful), keep learning, give, aspirations, goal setting, perseverance, health, wellbeing, accurate, reliable, sources, assessing risk, weigh up, dilemma, choices, influence, Red Cross, first aid, emergency, 999, ambulance, operator, information, serious, adult, scenario, script, role, feelings, panic, calm, responsive.

Growing and Changing

Skills

Vocabulary

<p>EYFS</p>	<p>I can describe different seasons.</p> <p>I can tell you how boys and girls are different or the same.</p> <p>I can describe the life cycle of an animal.</p> <p>I can talk about how babies and animals grow.</p> <p>I can describe how a baby grows to an adult and what they might need.</p> <p>I can tell you some things how babies are made.</p> <p>I can tell you the scientific names for my body parts.</p> <p>I can tell you the PANTS rule.</p>	<p>Seasons, spring, summer, autumn, winter, cycle, growing, life cycles, baby, child, teenage, adult, old age, family, baby, love, care, teenage, adult, grow, private parts, penis, vulva.</p>
<p>Year 1</p>	<p>I can tell you some things that babies need.</p> <p>I can tell you what I can do now that I couldn't do as a toddler and some things I am still learning.</p> <p>I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.</p> <p>I can name the body parts girls and boys have that are the same and which body parts are different.</p> <p>I can name the adults I can talk to at home and school if I need help.</p>	<p>Organ, heart, lungs, intestines, brain, stomach, oxygen, digested, caring, love, attention, change, growing, unkind, tease, teasing, bully, bullying, witness, experience, getting help, surprise, secret, uncomfortable, privates, private, penis, vulva, hygiene.</p>
<p>Year 2</p>	<p>I can give support to a friend.</p> <p>I can describe feelings of loss and suggest what someone can do if a friend moves away.</p> <p>I can describe the stages of growth I have been through and what I look forward to in my future.</p> <p>I can name the human private parts that are used to make a baby.</p> <p>I can talk about keeping private parts private.</p>	<p>Help, support, supportive, change, loss, feelings, emotions, frightened, nervous, growing, food, rest, sleep, care, learning, unique, special, penis, testicles, vulva, nipples, genitals, private, privacy, consent, permission, first aid, risk, accident, danger, hazard, kettle, safe, burn, scald, accident, emergency.</p>

Year 3	<p>I can explain what body space is and how it feels when someone is too close to me.</p> <p>I can tell you some of the different relationships I have.</p> <p>I can tell you what qualities a healthy positive relationship has.</p> <p>I can describe how girls' and boys' body will change when it reaches puberty.</p> <p>I can tell you what happens to a woman's body when the sperm does not meet the egg.</p>	<p>Relationships, positive, healthy, trust, caring, personal space, body space, invade, uncomfortable, stop, respect, touch, secret, surprise, feelings, uncomfortable, angry, upset, jealous, worried, excited, scared, talk, egg, sperm, puberty, period, ovary, fallopian tube, uterus (womb), lining, vagina, sanitary pad, tampon, menstruation cup.</p>
Year 4	<p>I can describe how change can make a person feel (both negative and positive).</p> <p>I can explain why young people can have mixed up feelings when they go through puberty.</p> <p>I can explain why puberty happens.</p> <p>I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.</p> <p>I can explain why some people choose to get marries, have a civil ceremony or live together.</p>	<p>Learning line, practice, compromise, hormones, puberty, pubic hair, eggs, sperm, penis, testicles, breasts, ovaries, womb, vagina, vulva, clitoris, labia, puberty, menstrual cycle, eggs, periods, sanitary pads, tampons, menstruation cup, secret, surprise, uncomfortable feelings, marriage, live together, civil partnership, forced marriage.</p>
Year 5	<p>I can begin to manage challenging emotions by building my resilience.</p> <p>I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.</p> <p>I can identify how someone could deal with an unsafe situation by name trusted adults and strategies to stay safe.</p> <p>I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people need.</p>	<p>Wellbeing, resilience, trust, unwanted attention/touch, separation, fostered, pubic hair, clitoris, vulva, vagina, lips (labia), penis, scrotum, testicles, foreskin, anus, wet dream, erection, puberty, genitalia, menstruation, period, sanitary towel, tampon, menstruation cup, sanitary protection, embarrassed, reactions, consequences, confidences, confidential, hormones, compromise,</p>

	I can give examples of feelings and emotions people have at times of change.	respect, mood swings, prejudice, biologic sex, sexual orientation, gender identity, gender expression, verbal abuse, physical abuse.
Year 6	<p>I can name some of the feelings and emotions people have during change.</p> <p>I can give examples of how someone could cope with or get support during puberty.</p> <p>I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.</p> <p>I can explain how to stay safe when sharing images and information online.</p> <p>I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.</p>	<p>Change, support, conversation, discuss, body image, self-esteem, manipulation, media manipulation, stereotype, gender stereotype, peer pressure, right to privacy, sharing online, online safety, puberty, physical changes, emotional changes, rights, FGM, confidence, confidential, egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent,, infection, immune system, virus, transmission, sharing needles, sexual contact, condom, prejudice. .</p>