Vocabulary to support the NYCC PSHE curriculum entitlement framework (developed by PSHE leads 2019)

Unit **Me and my relationships**	
Unit objectives (from NYCC framework)	**Supporting Vocab**
Year 1 I know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences I know that family and friends should care for each other and families can give love, security and stability I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help I know the names for the main body parts (including external genitalia) and why it is important to keep them private I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention I know what being a good friend means both on and offline and how they should make us feel happy and secure I can play and work cooperatively I can listen to other people and show them respect I can share appropriately I can recognise that my behaviour affects others both on and offline I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline I can recognise there are different types of teasing both on and offline I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends) I know how to be nice to people both on and off line	Friend Relationship Family Touch Boy Girl Respect Difference Safe Private/Privacy Sharing Working together Secret O/Off line Teasing Change Worry Body Parts Right Wrong Acceptable Unacceptable Safety Love Security Fair Unfair Loss Worry Stable/Stability
Year 2 I know the characteristics of a healthy family life and the importance of caring for each other and spending time together I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age) I understand the importance of valuing of one's own body and recognising its uniqueness I know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers) I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient I know that there are different types of negative behaviours, bullying and teasing both on and offline	Stereotype Gender Bullying Unique Healthy Attention Physical Cultural Male Female Value Faith Rights Good/Bad Ethnic Same & Different

I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help I can listen to others and respect their viewpoints I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically)	
Year 3 I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult I know how other families are similar or different to mine (this includes same sex), I respect those differences and I know families as characterised by love and care I understand that it is OK to be different to others I understand about growing and changing and new opportunities and Responsibilities both on and offline that increasing independence may bring I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies) I can empathise with other people and understand how people can react differently to the same situation I can listen to and show respect for the views of others both on and offline I know the importance of valuing myself I can recognise and challenge stereotypes (including supporting trans children) I know about change and loss including separation, divorce and bereavement and the associated feelings	Separation divorce Bereavement Empathy Contact Responsibilities Independence Consequence Violent Troubled Anxious Uneasy Positive Same-sex Maintain Trusted React/Reaction Manage Network Negative Coping Strategy Challenge
Year 4 I feel good about myself and my body and having an understanding of how the media presents ‘body image’ I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention I can respond appropriately to other people’s feelings I can recognise my worth as an individual and the worth of other people I understand a range of feelings and how these make me feel both emotionally and physically	Media Legal Civil Partnership Demonstrate Emotionally Attention Commitment Freely Represent Body Image Couple Appropriate Collaborative Worth

Year 5 I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation I know the ways in which children grow and develop in puberty – physically and emotionally I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention I know how to respond safely and appropriately to adults I meet (including online) whom I do not know I know where individuals, families and groups can get help and support I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent I understand what boundaries are appropriate in friendships with peers and others both on and offline I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidentially challenge their view point	Prevent Bacteria Virus Immunisation Puberty Menstruation Periods Forced Marriage Viewpoint Dispute Conflict Routine Reaction Compromise Dares Challenge Boundaries Confidential
Year 6 I understand the physical and emotional changes I will go through at puberty I can look after my body and health as I go through puberty I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this know about human reproduction including conception I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers) I understand that civil partnerships and marriages are examples of stable,loving relationships freely entered into by both people (include same sex relationships) I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships) I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities I can recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability) I understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult	Reproduction Conception Physical Contact Freely Entered Resist Pressure Aggressive Assertive Anti-social Cyber-Bullying Homophobia Transphobia Biphobia Racism Hate Crime Discrimination Diversity Disability Sexuality

Unit **keeping myself safe**	
Unit objectives (from NYCC framework)	**Suggested vocab**
Year 1 I know the role of medicines in promoting health, the reasons why people use them and the rules on safe use of medicines I know that some substances can help or harm the body including household substances like dishwasher tablets I recognise the need for safety rules –road, fire, water, rail, farm, school environment, playground, online and home and I can follow the rules I can name an adult in school who can help me and I know there are people and services who can help us including how to call 999 in an emergency I know I have a responsibility to keep myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets both on and offline I know the internet has many benefits but I know I need to balance my time spent on and offline I know that people you don't know are strangers and this applies online as well as well as off line I know that when people I don't know ask me for private information I don't share it online or in person I understand that some websites, games and social media sites have age restrictions and I know how to get help if I see something I am unhappy with online	Medicines Help Harm Rules 999 Emergency services Online/offline Privacy Age restrictions Safety – road, water, rail, fire, online etc Risk Health Wellbeing Secrets Internet Balance Strangers Privacy Dental health Games Websites Social media choices
Year 2 I use simple skills which will help to maintain my personal safety both on and offline I understand that all drugs can be harmful if not used properly I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly I can recognise and say what is right and wrong both on and offline I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online I know how to ask for help when I need it and can name a range of people who can help me including how to call 999 in an emergency I know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep I know the internet has many benefits but I know I need to balance my time spent on and offline and I adhere to the age rating of computer games I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe online I know that people sometimes behave differently online, including friends or by pretending to be someone they are not I have an understanding of what a healthy online friendship is and awareness of the risks associated with people I have never met	Personal safety Harmful Substances Solvents Pressure Secrecy Age ratings Risks Communicating Pretending Healthy friendship Online Offline Right Wrong Private Behavior Aware Pretending Strangers Household products Choices Age rating Contact touch

Year 3 I can identify and explain how to manage risks in different situations including on and offline line I can make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline I can explain how my behaviour may have consequences for myself and others both on and offline I can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc I know school rules for health and safety, basic first-aid procedures and where to get help for myself and others in need including how to call 999 in an emergency I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of computer games I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends safe online I know how to report concerns and get support with issues online	Safety Online Passwords Safety Privacy Personal Information Decisions Choices Peers Pressure Consequences Health Procedure Emergency First-aid Wellbeing Support Advice Pressure Influence Media
Year 4 I can describe what risk means to me both on and offline I can take responsibility for my own behaviour and safety and realise that actions have consequences both on and offline I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, rail, online, electricity and personal safety) and I know how to call 999 in an emergency I have some effective strategies to cope with peer influence and peer pressure both on and offline I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games I know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable I understand the need to keep some information private in order to protect myself when communicating online and I can implement strategies to do this I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this. I know how to recognise and display respectful behaviour online	Responsibility Pressure Influence Media Safety Risk Consequence Social media Forwarding Private Public Sharing Behavior Information Strategies Internet Self-aware
Year 5 I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, online safety and in the local environment(rail, farm, water and fire) and I know how to call 999 in an emergency I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know both on and offline and the media I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend I know how to present myself safely online and understand the potential risks of providing personal information online I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others I understand that the person that I think I am communicating with on-line may not be who they say they are. I know how to manage requests for images of myself or others	Communication Environment Physical Substances Consequences Safety Online Offline Risks Benefit Bully Risks Media Online presence Personal information Report

(this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request I recognise that not all information on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website	
Year 6 I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency I recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe I can respond to challenges including recognising, managing and assessing risks in different situations both on and offline and can manage them responsibly I am able to make informed decisions relating to risk taking behaviours in relation to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances including what is meant by the term, 'habit' and why habits can be hard to change I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline, including people I know and the media I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life I am able to recognise risks, harmful content and contact and now how to report them I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I understand the need to use respectful language and know the legal consequences for sending offensive online communications I understand how the media (advertising and internet) may influence my opinions and choices I have an understanding of how my information and data is shared and used online I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) I know how to report concerns and get support with issues online	Responsibility Safety Health Emergency Risk Injury Independence Challenge/dares Substance –drugs, alcohol, tobacco, medicines, Caffeine Hazard Peer pressure Habit e-safety personal information passwords images request acceptable/unacceptable device support internet social media reality fantasy influences negative/positive impact offensive consequences impact communicate collaborate uncomfortable appropriate media advertising Balance Rules Law/legal Privacy Sharing Personal Boundaries Harassment Discrimination Human Rights Aggression Anti-social behavior Situations LGBTQ Hate crimes

Unit **My Healthy Lifestyle**

Unit objectives (from NYCC framework)	Suggested vocab
Year 1 I know the importance of personal hygiene and I am able to wash my hands properly, regularly wash my body and clean my teeth twice a day I understand what physical and mental health means and that all humans have it I know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health, sun protection and looking after my emotional wellbeing I can recognise what I like and dislike, how to make real, informed choices that improves my physical and emotional health and to recognise that choices can have good and not so good consequences I can talk about my emotions and recognise them in others I know what makes me happy I understand what being resilient means to me and I have strategies I can use I know some of the reasons why change can feel uncomfortable and I know some of the ways of dealing with the feelings that sometimes arise from changes	Clean Wash Body Teeth Germs Stick-ability Feelings Health/Healthy Mind Active Mistakes Changes Likes/dislikes Exercise Safe/Safety/Unsafe Private True/False Online (Proud) – Happy Pleased Excited Sad, Angry, Cross Scared, worried Shocked, afraid Lonely
Year 2 I know that a healthy lifestyle includes being physically active, rest , healthy eating, dental health, sun protection and emotional health and I can give examples of what I do on a daily and on a regular basis to keep myself healthy I can make simple choices to improve my physical and emotional health I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health, I am able to wash my hands properly I can recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations I have simple strategies to manage my feelings I understand what being resilient means to me and I have strategies I can use I know that even changes we want to happen can sometimes feel uncomfortable but I have identified ways I manage those feelings	Physical Health Mental Health Active Responsibility/ies Choices Changes Hygiene Dental Resilient Strategies Independence Diseases Rest Sun protection Private Comfortable/Uncomfortable Disappointed Gloomy Miserable Annoyed Frustrated Delighted Joyful Puzzled Confused
Year 3 I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences I know what are the good habits for looking after my growing body both physically and emotionally on a daily and regular basis I know the benefits of physical exercise and time outdoors I know how to look after my mental wellbeing through some self-care techniques e.g relaxation, benefits of hobbies and interests etc I can communicate my feelings to others, recognise how others	Consequences Benefits Responsibilities Good Habits Hobbies Bacteria Virus Included/excluded Relaxed/relaxation Drugs/medicine/alcohol/tobacco Belonging anxious

show feelings and know to respond appropriately I understand what being resilient means to me and I have strategies I can use I can understand why other people are behaving as they are when they are finding change difficult	
Year 4 I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media, online and have started to develop ways of counteracting the negative factors I understand what is meant by a healthy diet (including understanding calories, and nutritional content) I can make informed choices about healthy eating and exercising I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage I understand a range of feelings and how these make me feel both emotionally and physically I have a range of strategies for managing and controlling strong feelings and emotions I can respond appropriately to other people's feelings I can recognise my worth as an individual and the worth of other people I understand what being resilient means to me and I have strategies I can use I can identify positive things about myself, recognise some of my mistakes and learn from them I can make some changes quickly and easily but also understand that some changes are hard and can take a long time	Stress Media Influence Self-image Nutrition Calories Balanced diet Responsible Diet Counter argument Reality / fantasy Routines Sun exposure Managing feelings / behaviors Responding
Year 5 I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including having a positive self-image. I understand the importance of good oral hygiene, including regular visits to the dentist I know where individuals, families and groups can get help and support both on and offline I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others I understand what resilience is and have strategies I can use to build my own resilience I can resolve differences, looking at alternatives, making decisions and explaining choices I know some of the ways of dealing with the feelings that sometimes arise from changes	Lifestyle Positive/negative Puberty Oral hygiene Resolve Intensity Resolving differences Alternatives Support
Year 6 I can manage my time to include regular exercise and self-care techniques to look after my mental and physical health such as relaxation I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet I understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing I understand early signs of physical illness, such as weight loss, or unexplained changes to the body I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions I have an understanding of mental ill health and how important it is for people to get early help to support them I understand that the media can have a positive and negative effect on mental health, e.g.body image	Counter Acting Conflicting emotions Adolescence Weight loss/gain

I understand what being resilient means to me and I have strategies I can use I know how change can impact with our feelings of belonging	

Unit **Me and my future**	
Unit objectives (from NYCC framework)	**Suggested vocab**
Year 1 Me and my future I can recognise the coins and notes we use I can choose the correct value of coins and calculate change I know that we have to pay for what we buy I know how to keep money safe I know that I don't have to spend my money but can save it to use later I can set myself simple goals I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school I can describe the work that people do in my family, my school and where I live. I can identify positive achievements during my time in Year 1 I can identify my strengths, areas for improvement and set myself some goals for Year 2	Coins Notes Change Value Saving Spending Safe Goals Strengths Achievements Aspiration Career Calculate Positive Wages Community Future
Year 2 I know that we can pay for things in a range of ways and that even when not using cash, money is being used I understand that the choices we make affect ourselves and others I can explain the difference between needs and wants I understand individuals and families have to find ways to balance wants and needs I understand that it may not be possible to have everything you want, straight away, if at all I can describe why learning is important I am positive about who I am, what I have achieved and take into account what other people say about me I am aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc) I can identify positive achievements during my time in Year 2 I can identify my strengths, areas for improvement and set myself some goals for Year 3	Credit Card Debit Card Contactless Needs Wants Stereotype – gender, ethnicities Respect Resilience Balance Unique
Year 3 I know how to look after and handle money in everyday situations I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity I know there are different ways to gain money, including earning it through work I understand that money is a finite resource for individuals, institutions and the community I begin to understand why we have charities I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes I am aware that the learning choices I make will affect my future options. I can talk positively about what I like to do and what I would like to do in the future I can identify positive achievements during my time in Year 3	Budgeting Finance Bank Account Gaining Earning Enterprise Charity Finite Debt In Credit Poverty

I can identify my strengths, areas for improvement and set myself some goals for Year 4	
Year 4 I can demonstrate how to look after and save money I can begin to develop an understanding that people have different financial circumstances I can begin to understand the different values and attitudes that people have with regard to money I recognise the range of jobs carried out by people they know I can explain how I will develop skills for work in the future I am aware that the learning choices I make will affect my future options. I can identify my strengths, areas for improvement and set high aspirations and goals I can identify positive achievements during my time in Year 4 I can identify my strengths, areas for improvement and set myself some goals for Year 5	Attitudes Needs Wants Alues Debt Ambition Reflection Job prospects Poverty Benefits – what are they? Food Bank Discount Work, life balance
Year 5 I am able to make considered decisions about saving, spending and giving I can differentiate between essentials and desires – needs and wants I understand 'value for money' and can make informed choices to get 'value for money' I am able to assess 'best buys' in a range of circumstances I am able to understand and manage feelings about money, my own and others I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly I know and understand how I can develop skills to make a contribution in the future I am starting to consider what I like , what I am good at and what I enjoy doing and can talk positively about my strengths I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this I know that there are a range of earnings for different jobs I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc) I can identify positive achievements during my time in Year 5 I can identify my strengths, areas for improvement and set myself some goals for Year 6	Essentials Desires Cheap Expensive Bargain Saving Spending Discount 'Value for money' Recruitment Interview Incomings Outgoings Contributing Loan Tax Bill Benefits Manage Money CV Cost of living 'best buys'
Year 6 I know that people buy things online and have online bank accounts and passwords to keep money safe I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices I can describe a range of local businesses and how they are run and the products and / or services they provide I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act I know how to keep myself safe when working and what the law says to protect workers I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be	Employer Employee Employability Enterprise Online Banking Equality Discrimination Entrepreneur Pay Scale Pay Progression Business Interest Equalities act Credit Card

enterprising I understand that money we earn also supports the community I can identify positive achievements during my time in Primary School I can explain what I am worried about and what I am looking forward to in Year 7	Debit Card Contactless Passwords Pin Number Chip & pin Mortgage Insurance

Unit **Becoming an active citizen**	
Unit objectives (from NYCC framework)	**Suggested vocab**
Year 1 I can express a simple opinion, agreement and disagreement I can respectfully ask questions and listen to the answers I play a full part in the life of my classroom I can agree and follow rules for my group and classroom I understand the role of the school council and I am able to vote for the members and if chosen to be on the school council I can represent the views of others	Do you know? I Think I Feel I know I Challenge Agree Disagree Because Fair Belonging Yes/No Rules Fair Democracy Vote Who What Where When How Why
Year 2 I can take part in discussions/simple debate with others about topical issues I know that people and other living things have needs and recognise my own responsibility to meet those needs I can contribute positively to the life of the class and the school I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council I know that I belong to different groups and communities ie school, family I know what improves and harms the environment and about some of the ways people look after them I know some ways to look after my environment	Belonging Family Community Environment Rules Fight to be heard Harms/damages Improve Local Contribute Fairly Democracy Vote Needs Wants Responsibility Pollution Recycling Similarities Differences
Year 3 I can participate in making and changing rules I know why different rules are needed in different situations I know that choices we make can impact on the local, national and global communities I know where to find impartial advice to inform my decision making I understand the media can be biased I can empathise with other people and situations through	Rules Decisions Biased Media Empathise Local National

topical issues, problems and local and global events	Global Participate Problems Impartial Advice Choices
Year 4 I can acknowledge that others have different points of view both on and offline I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints I understand how my choices may impact on the environment I can describe the values of the school and know why they are important I can describe the 'British Values' and give examples of what they mean in school and in society I can demonstrate respect and tolerance both on and offline towards people different from my themselves	Law Enforced Online Offline Consequences Choice Stereotyping Homophobia Transphobia Biphobia Racism Aggressive antisocial behavior British Values Respect Tolerance Equality Individual Minorities Resolve LGBTQ Values Liberty Mutual respect Individual liberty
Year 5 I know what democracy is and how a democratic government works I have taken part in democratic events in school (eg: voting for school council, mock election) I understand the consequences of breaking the law and how the criminal justice system works in the UK I know how to access local and national support groups both on and offline I know that circumstances in other countries and cultures may be different from our own I understand why some people have chosen to leave their country and migrate to the UK I understand the difference between economic migrant, asylum seeker and refugee I know about Fair Trade and what it means I know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc) I understand that choices we make as individuals, a community and a nation impact internationally I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances I can recognise and challenge stereotypes I know where to find impartial advice to inform my decision making and understand about media bias I can express my views confidently and listen to and show respect for the views of others I can talk and write about my opinions confidently and listen to and show respect for the opinions of others I can resolve differences, looking at alternatives, making	Justice Equality Poverty Migrate Immigration Democratic/democracy Election Law Criminal justice system Fairtrade Explained choice Asylum seeker Refugee Economic migrant International Migrate Migration

decisions and explaining choices	
Year 6 I understand how democracy works in the UK at a local, regional and national scale I understand that there are other forms of government that are not democratic and can give some examples of these I understand what being part of a community means and I can take part more fully in school and community activities I understand the mental health benefits of community participation and volunteering I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment I can research, discuss and debate topical issues, problems and events I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation I am aware of how the media present information and that the media can be both a positive and negative influence I can critique how the media present information I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism	United Nations Rights of a child Dictatorship Communist Mental Health Participation Volunteer Social Justice Moral responsibility Research Discuss Debate Ethnic identities Positive & negative influence Critique Controversial Issues Sensitive Manner Multicultural Nations