



PSHCE KNOWLEDGE, SKILLS AND VOCABULARY PROGRESSION

Being Me in My World Puzzle – Autumn 1

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DfE Statutory Relationships & Health Education outcomes	PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: MANAGING SELF Explain the reasons for rules, know right from wrong and try to behave accordingly. PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others. Show sensitivity to their own and to others' needs.	Relationships Education – By end of primary, pupils should know: Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults. Online relationships (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources.					
		Physical Health and Well-Being – By end of primary, pupils should know: Mental well-being (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.					

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught knowledge (Key objectives are in bold)	Know they have a right to learn and play, safely and happily	Understand their own rights and responsibilities with their classroom	Understand the rights and responsibilities of class members	Know that the school has a shared set of values	Know their place in the school community	Understand how democracy and having a voice benefits the school community	Know about children's universal rights (United Nations Convention on the Rights of the Child)
	Know that some people are different from themselves		Know about rewards and consequences and that these stem from choices	Know why rules are needed and how these relate to choices and consequences	Know what democracy is (applied to pupil voice in school)	Understand how to contribute towards the democratic process	Know about the lives of children in other parts of the world
	Know that hands can be used kindly and unkindly	Understand that their choices have consequences	Know that it is important to listen to other people	Know that actions can affect others' feelings	Know how groups work together to reach a consensus	Understand the rights and responsibilities associated with being a citizen in the wider community and their country	Know that personal choices can affect others locally and globally
	Know special things about themselves	Understand that their views are important	Understand that their own views are valuable	Know that others may hold different views	Know that having a voice and democracy benefits the school community	Know how to face new challenges positively	Know how to set goals for the year ahead
	Know how happiness and sadness can be expressed	Understand the rights and responsibilities of a member of a class	Know that positive choices impact positively on self-learning and the learning of others	Understand that they are important	Know how individual attitudes and actions make a difference to a class	Understand how to set personal goals	Understand what fears and worries are
	Know that being kind is good		Identifying hopes and fears for the year ahead	Know what a personal goal is	Know about the different roles in the school community	Know how an individual's behaviour can affect a group and the consequences of this	Understand that their own choices result in different consequences and rewards
				Understanding what a challenge is	Know that their own actions affect themselves and others		Understand how democracy and having a voice benefits the school community
							Understand how to contribute towards the democratic process

Vocabulary	Social and Emotional skills (Key objectives are in bold)						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Identify feelings associated with belonging Skills to play co-operatively with others Be able to consider others' feelings Identify feelings of happiness and sadness Be responsible in the setting	Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Understand that they have choices Understanding that they are special Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences	Know how to make their class a safe and fair place Show good listening skills Be able to work co-operatively Recognise own feelings and know when and where to get help Recognise the feeling of being worried	Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others	Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome Know how to regulate my emotions Can make others feel cared for and welcome Recognise the feelings of being motivated or unmotivated Can make others feel valued and included Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices	Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Be able to identify what they value most about school Identify hopes for the school year Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions	Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions Be able to make others feel welcomed and valued

Kind, Gentle, Friend, Similar(ity), Different, Rights,

Safe, Special, Calm,

Worries, Hopes, Fears, Responsible,

Welcome, Valued,

Included, Excluded, Role, Job

Challenge, Goal, Attitude, Citizen,

Ghana, West Africa, Cocoa Plantation, Cocoa

	Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving	Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong	Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)	Views, Opinion, Collective	Pods, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision
--	---	---	---	---	--	----------------------------	---

Celebrating Difference Puzzle – Autumn 2							
DfE Statutory Relationships & ...	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. PSED – ELG: BUILDING RELATIONSHIPS Show sensitivity to their own and to others' needs.	Relationships Education – By end of primary, pupils should know: Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships					

		(R14) the conventions of courtesy and manners (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission seeking and giving in relationships with friends, peers and adults. Online relationships (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources.					
		Physical Health and Well-Being – By end of primary, pupils should know: Mental well-being (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online). Internet safety and harms (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H14) why social media, some computer games and online gaming, for example, are age restricted (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health (H17) where and how to report concerns and get support with issues online.					
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Taught knowledge (Key objectives are in bold)	Know what being unique means	Know what bullying means	Know the difference between a one-off incident and bullying	Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do	Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying	Know external forms of support in regard to bullying e.g. Childline	Know that people can hold power over others individually or in a group
	Know the names of some emotions such as happy, sad, frightened, angry	Know who to tell if they or someone else is being bullied or is feeling unhappy	Know that sometimes people get bullied because of difference			Know that bullying can be direct and indirect	Know that power can play a part in a bullying or conflict situation
	Know why having friends is important	Know that people are unique and that it is OK to be different	Know that friends can be different and still be friends	Know that conflict is a normal part of relationships	Know the reasons why witnesses sometimes join in with bullying and don't tell anyone	Know what racism is and why it is unacceptable	Know that there are different perceptions of 'being normal' and where these might come from
	Know some qualities of a positive friendship		Know that there are stereotypes about boys and girls	Know that some words are used in hurtful ways and that this can have consequences	Know that sometimes people make assumptions about a person because of the way they look or act	Know what culture means	Know that difference can be a source of celebration as well as conflict
	Know that they don't have to be 'the same as' to be a friend	Know skills to make friendships	Know where to get help if being bullied	Know why families are important	Know there are influences that can affect how we judge a person or situation	Know that differences in culture can sometimes be a source of conflict	Know that being different could affect someone's life
	Know what being proud means and that people can be proud of different things	Know that people have differences and similarities	Know that it is OK not to conform to gender stereotypes	Know that everybody's family is different	Know what to do if they think bullying is or might be taking place	Know that rumour-spreading is a form of bullying online and offline	Know why some people choose to bully others
	Know that people can be good at different things		Know it is good to be yourself	Know that sometimes family members don't get along and some reasons for this		Know how their life is different from the lives of children in the developing world	Know that people with disabilities can lead amazing lives
	Know that families can be different		Know the difference between right and wrong and the role that choice has to play in this		Know that first impressions can change		
	Know that people have different homes and why they are important to them						
	Know different ways of making friends						
	Know different ways to stand up for myself						

Vocabulary	Social and Emotional skills (Key objectives are in bold)						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Recognise emotions when they or someone else is upset, frightened or angry Identify and use skills to make a friend Identify some ways they can be different and the same as others Identify and use skills to stand up for themselves Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes Recognise similarities and differences between their family and other families	Identify what is bullying and what isn't Understand how being bullied might feel Recognise ways in which they are the same as their friends and ways they are different Know ways to help a person who is being bullied Identify emotions associated with making a new friend Verbalise some of the attributes that make them unique and special	Explain how being bullied can make someone feel Know how to stand up for themselves when they need to Understand that everyone's differences make them special and unique Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Can choose to be kind to someone who is being bullied Recognise that they shouldn't judge people because they are different	Use the 'Solve it together' technique to calm and resolve conflicts with friends and family Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary Be able to show appreciation for their families, parents and carers Empathise with people who are bullied Employ skills to support someone who is bullied Be able to recognise, accept and give compliments Recognise feelings associated with receiving a compliment	Be comfortable with the way they look Try to accept people for who they are Be non-judgemental about others who are different Identify influences that have made them think or feel positively/negatively about a situation Identify feelings that a bystander might feel in a bullying situation Identify reasons why a bystander might join in with bullying Revisit the 'Solve it together' technique to practise conflict and bullying scenarios Identify their own uniqueness Identify when a first impression they had was right or wrong	Appreciate the value of happiness regardless of material wealth Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Develop respect for cultures different from their own Identify a range of strategies for managing their own feelings in bullying situations Identify some strategies to encourage children who use bullying behaviours to make other choices Be able to support children who are being bullied	Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being excluded Be able to recognise when someone is exerting power negatively in a relationship Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens ++ Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict Identify different feelings of the bully, bullied and bystanders in a bullying scenario Appreciate people for who they are Show empathy

	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,	Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed	Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights
--	--	--	--	---	---	--	--

Dreams and Goals Puzzle – Spring 1							
DfE Statutory Relationships & Health Education outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	PSED ELG – SELF-REGULATION Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Relationships Education – By end of primary, pupils should know: Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R19) the importance of permission seeking and giving in relationships with friends, peers and adults. Being safe (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.					
	PSED ELG: MANAGING SELF Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. PSED – ELG: BUILDING RELATIONSHIPS	Physical Health and Well-Being – By end of primary, pupils should know: Mental well-being (H1) that mental well-being is a normal part of daily life, in the same way as physical health (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate					

	Work and play co-operatively and take turns with others.	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.					
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Taught knowledge (Key objectives are in bold)	Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal	Know how to set simple goals Know how to achieve a goal Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved Know how to work well with a partner Know that tackling a challenge can stretch their learning	Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere Know how to recognise what working together well looks like Know what good group-working looks like Know how to share success with other people	Know that they are responsible for their own learning Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles Know what dreams and ambitions are important to them Know about specific people who have overcome difficult challenges to achieve success Know how they can best overcome learning challenges Know what their own strengths are as a learner Know how to evaluate their own learning progress and identify how it can be better next time	Know how to make a new plan and set new goals even if they have been disappointed Know how to work as part of a successful group Know how to share in the success of a group Know what their own hopes and dreams are Know that hopes and dreams don't always come true Know that reflecting on positive and happy experiences can help them to counteract disappointment Know how to work out the steps they need to take to achieve a goal	Know about a range of jobs that are carried out by people I know Know the types of job they might like to do when they are older Know that young people from different cultures may have different dreams and goals Know that they will need money to help them to achieve some of their dreams Know that different jobs pay more money than others Know that communicating with someone from a different culture means that they can learn from them and vice versa Know ways that they can support young people in their own culture and abroad	Know their own learning strengths Know what their classmates like and admire about them Know a variety of problems that the world is facing Know some ways in which they could work with others to make the world a better place Know what the learning steps are they need to take to achieve their goal Know how to set realistic and challenging goals
--	---	---	--	---	---	---	--

Voc abu	Social and Emotional skills	Understand that challenges can be difficult Resilience Recognise some of the feelings linked to perseverance Recognise how kind words can encourage people Talk about a time that they kept on trying and achieved a goal Be ambitious Feel proud Celebrate success	Recognise things that they do well Explain how they learn best Recognise their own feelings when faced with a challenge/obstacle Recognise how they feel when they overcome a challenge/obstacle Celebrate an achievement with a friend Can store feelings of success so that they can be used in the future	Recognise how working with others can be helpful Be able to work effectively with a partner Be able to choose a partner with whom they work well Be able to work as part of a group Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner Recognise how it feels to be part of a group that succeeds and store this feeling	Can break down a goal into small steps Can manage feelings of frustration linked to facing obstacles Imagine how it will feel when they achieve their dream/ambition Recognise other people's achievements in overcoming difficulties Recognise how other people can help them to achieve their goals Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time	Have a positive attitude Can identify the feeling of disappointment Be able to cope with disappointment Can identify what resilience is Can identify a time when they have felt disappointed Can talk about their hopes and dreams and the feelings associated with these Help others to cope with disappointment Enjoy being part of a group challenge Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time	Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture Understand why they are motivated to make a positive contribution to supporting others Appreciate the opportunities learning and education can give them	Understand why it is important to stretch the boundaries of their current learning Be able to give praise and compliments to other people when they recognise that person's achievements Empathise with people who are suffering or living in difficult situations Set success criteria so that they know when they have achieved their goal Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage	Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate	Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise	Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference	Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition
--	--	---	---	---	--	--	--

Healthy Me Puzzle – Spring 2

D &	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-----	------	--------	--------	--------	--------	--------	--------

**PSED –
ELG: SELF-REGULATION**
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**PSED
ELG: MANAGING SELF**
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Relationships Education – By end of primary, pupils should know:

Caring friendships

(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends
(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships
(R14) the conventions of courtesy and manners
(R15) the importance of self-respect and how this links to their own happiness
(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.

Online relationships

(R20) that people sometimes behave differently online, including by pretending to be someone they are not
(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
(R24) how information and data is shared and used online.

Being safe

(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult
(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard
(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so
(R32) where to get advice e.g. family, school and/or other sources.

Physical Health and Well-Being – By end of primary, pupils should know:

Mental well-being

(H1) that mental well-being is a normal part of daily life, in the same way as physical health
(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others'

feelings
(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness
(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being
(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online)
(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms
(H11) that for most people the internet is an integral part of life and has many benefits
(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being
(H17) where and how to report concerns and get support with issues online.

Physical health and fitness
(H18) the characteristics and mental and physical benefits of an active lifestyle
(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
(H20) the risks associated with an inactive lifestyle (including obesity)
(H21) how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating
(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)
(H23) the principles of planning and preparing a range of healthy meals
(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol
(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention
(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
(H31) the facts and science relating to allergies, immunisation and vaccination.

Basic first aid
(H32) how to make a clear and efficient call to emergency services if necessary
(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries.

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Taught knowledge

Know what the word 'healthy' means	Know the difference between being healthy and unhealthy	Know what their body needs to stay healthy	Know how exercise affects their bodies	Know that there are leaders and followers in groups	Know basic emergency procedures, including the recovery position	Know how to take responsibility for their own health
Know some things that they need to do to keep healthy	Know some ways to keep healthy	Know what relaxed means	Know that the amount of calories, fat and sugar that they put into their bodies will affect their health	Know the facts about smoking and its effects on health		
Know the names for some parts of their body	Know how to make healthy lifestyle choices	Know why healthy snacks are good for their bodies	Know that there are different types of drugs	Know the facts about alcohol and its effects on health, particularly the liver	Know the health risks of smoking	Know what it means to be emotionally well
Know when and how to wash their hands properly	Know that all household products, including medicines, can be harmful if not used properly	Know which foods given their bodies energy	Know that there are things, places and people that can be dangerous	Know ways to resist when people are putting pressure on them	Know how smoking tobacco affects the lungs, liver and heart	Know how to make choices that benefit their own health and well-being
Know how to say no to strangers		Know that it is important to use medicines safely	Know when something feels safe or unsafe	Know what they think is right and wrong	Know how to get help in emergency situations	Know about different types of drugs and their uses
Know that they need to exercise to keep healthy	Know that medicines can help them if they feel poorly	Know what makes them feel relaxed/stressed	Know why their hearts and lungs are such important organs	Know how different friendship groups are formed and how they fit into them	Know that the media, social media and celebrity culture promotes certain body types	Know how these different types of drugs can affect people's bodies, especially their liver and heart
Know how to help themselves go to sleep and that sleep is good for them	Know how to keep safe when crossing the road	Know how medicines work in their bodies	Know a range of strategies to keep themselves safe	Know which friends they value most	Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure	Know that stress can be triggered by a range of things
Know what to do if they get lost	Know how to keep themselves clean and healthy	Know how to make some healthy snacks	Know that their bodies are complex and need taking care of	Know that they can take on different roles according to the situation		Know that being stressed can cause drug and
	Know that germs cause disease/illness			Know some of the reasons some people start to smoke		
	Know about people who can keep them safe			Know some of the reasons some people drink alcohol		

						Know some of the risks linked to misusing alcohol, including antisocial behaviour Know what makes a healthy lifestyle	alcohol misuse Know that some people can be exploited and made to do things that are against the law Know why some people join gangs and the risk that this can involve
--	--	--	--	--	--	---	--

Social and Emotional skills (Key objectives are in bold)	Can explain what they need to do to stay healthy	Keep themselves safe	Feel positive about caring for their bodies and keeping it healthy	Respect their own bodies and appreciate what they do	Can identify the feelings that they have about their friends and different friendship groups	Respect and value their own bodies	Are motivated to care for their own physical and emotional health
	Recognise how exercise makes them feel	Recognise how being healthy helps them to feel happy	Have a healthy relationship with food	Can take responsibility for keeping themselves and others safe		Can reflect on their own body image and know how important it is that this is positive	
	Can give examples of healthy food	Recognise ways to look after themselves if they feel poorly	Desire to make healthy lifestyle choices	Identify how they feel about drugs	Recognise negative feelings in peer pressure situations		Suggest strategies someone could use to avoid being pressured
	Can explain what to do if a stranger approaches them	Recognise when they feel frightened and know how to ask for help	Identify when a feeling is weak and when a feeling is strong	Can express how being anxious or scared feels	Can identify the feelings of anxiety and fear associated with peer pressure	Recognise strategies for resisting pressure	Can use different strategies to manage stress and pressure
	Can explain how they might feel if they don't get enough sleep	Feel good about themselves when they make healthy choices	Express how it feels to share healthy food with their friends	Able to set themselves a fitness challenge	Can tap into their inner strength and know-how to be assertive	Can identify ways to keep themselves calm in an emergency	
	Recognise how different foods can make them feel	Realise that they are special		Recognise what it feels like to make a healthy choice	Recognise how different people and groups they interact with impact on them	Can make informed decisions about whether or not they choose to smoke when they are older	Are motivated to find ways to be happy and cope with life's situations without using drugs
					Identify which people they most want to be friends with		Identify ways that someone who is being exploited could help themselves
						Can make informed decisions about whether they choose to drink alcohol when they are older	Recognise that people have different attitudes towards mental health/illness
						Accept and respect themselves for who they are	
						Be motivated to keep themselves healthy and happy	

Vocabulary	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious	Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice	Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation	Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure

Relationships Puzzle – Summer 1							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	PSED – ELG SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate	Relationships Education – By end of primary, pupils should know: Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives (R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up					

their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. PSED – ELG: BUILDING RELATIONSHIPS Form positive attachments to adults and friendships with peers.	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults. Online relationships (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online. Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources. Physical Health and Well-Being – By end of primary, pupils should know: Mental well-being (H1) that mental well-being is a normal part of daily life, in the same way as physical health (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
--	---

(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
 (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness
 (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
 (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
 (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being
 (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online)
 (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

(H11) that for most people the internet is an integral part of life and has many benefits
 (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being
 (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
 (H14) why social media, some computer games and online gaming, for example, are age restricted
 (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
 (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
 (H17) where and how to report concerns and get support with issues online.

Physical health and fitness

(H18) the characteristics and mental and physical benefits of an active lifestyle
 (H21) how and when to seek support including which adults to speak to in school if they are worried about their health.

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Taught knowledge (Key objectives are in bold)	Know what a family is	Know that everyone's family is different	Know that there are lots of forms of physical contact within a family	Know that different family members carry out different roles or have different responsibilities within the family	Know some reasons why people feel jealousy	Know that there are rights and responsibilities in an online community or social network	Know that it is important to take care of their own mental health
	Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendships Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry	Know that families are founded on belonging, love and care Know that physical contact can be used as a greeting Know how to make a friend Know who to ask for help in the school community Know that there are lots of different types of families Know the characteristics of healthy and safe friends Know about the different people in the school community and how they help	Know how to stay stop if someone is hurting them Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation Know some reasons why friends have conflicts Know that friendships have ups and downs and sometimes change with time Know how to use the Mending Friendships or Solve it together problem-solving methods	Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online Know that they and all children have rights (UNCRC) Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc Know how some of the actions and work of people around the world help and influence my life Know the lives of children around the world can be different from their own	Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe Know that jealousy can be damaging to relationships Know that memories can support us when we lose a special person or animal	Know that there are rights and responsibilities when playing a game online Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends Know that a personality is made up of many different characteristics, qualities and attributes Know that belonging to an online community can have positive and negative consequences	Know ways that they can take care of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve Know that sometimes people can try to gain power or control them Know some of the dangers of being 'online' Know how to use technology safely and positively to communicate with their friends and family

Social and Emotional skills (Key objectives are in bold)

Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely Can use different ways to mend a friendship Can recognise what being angry feels like Can use Calm Me when angry or upset	Can express how it feels to be part of a family and to care for family members Can say what being a good friend means Can identify forms of physical contact they prefer Can say no when they receive a touch they don't like Can show skills of friendship Can praise themselves and others Can recognise some of their personal qualities Can say why they appreciate a special relationship	Can identify the different roles and responsibilities in their family Can recognise the value that families can bring Can recognise and talk about the types of physical contact that is acceptable or unacceptable Can identify the negative feelings associated with keeping a worry secret Can identify who they trust in their own relationships Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict Can identify the feelings associated with trust Can give and receive compliments Can say who they would go to for help if they were worried or scared	Can identify the responsibilities they have within their family Know how to access help if they are concerned about anything on social media or the internet Can empathise with people from other countries who may not have a fair job or are less fortunate Understand that they are connected to the global community in many different ways Can use Solve it together in a conflict scenario and find a win-win outcome Can identify similarities in children's rights around the world Can identify their own wants and needs and how these may be similar or different from other children in school and the global community	Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy Can identify people who are special to them and express why Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can tell you about someone they no longer see Can suggest ways to manage relationship changes including how to negotiate	Can suggest strategies for building self-esteem of themselves and others Can identify when an online community/social media group feels risky, uncomfortable, or unsafe Can suggest strategies for staying safe online/social media Can say how to report unsafe online/social network activity Can identify when an online game is safe or unsafe Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks	Recognise that people can get problems with their mental health and that it is nothing to be ashamed of Can help themselves and others when worried about a mental health problem Recognise when they are feeling grief and have strategies to manage them Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being
--	--	---	--	---	---	--

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude	Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety