

PSCHE Skills and Knowledge Ladder
Dishforth Airfield Progression of Skills for Personal, Social, Health Education and Citizenship

Dishforth Airfield has adopted and follows the PSCHE association thematic approach to PSCHE. This has been developed in partnership with schools to help support schools develop assessment methods that fit in with the school's assessment approach and enables the assessment to be through pupil, peer and teacher assessment. There is reference to both knowledge and skill development alongside the type of questions that can be used to support assessing pupils learning in PSHE and develop their critical thinking skills.

Acquisition of knowledge	Skill development	Type of questions that the pupils could be responding to
Recall, name, list,	Talk about, think of questions to ask	Who....? What....? Where? When? Which...? Why...?
Identify, retell, match give an example of	Talk about, can ask questions, express own opinion, listen to the views of others, select , take part in a group activity	Tell me in your own words..... Which is the best answer and why? What does the information show? How are these the same/ different? How could someone get help in this situation?
Describe, begin to recognise,	Find ways of answering questions using sources provided, can start to solve problems	What is the effect of....? What are the main ideas/ feelings / thoughts of....? What does this mean/ what could happen? Is there a different way of responding?
Show understanding, describe actions,	With help, access sources of information, contribute to discussions, work as part of a team, respect the opinions of others, empathy, motivation	How would the person react to the issue / situation...using what information? What do you already know that could help the person in the situation? What other way could the person in the situation have reacted / done? Where do pressures do something you shouldn't come from? How could people support and encourage others not to do something that is dangerous or harmful What is the person belief/ value/ attitude? What would happen if.....?
Explain, begin to assess, apply, can consider what would happen if	Negotiate with others, know where to find sources of information, discuss sensitive and controversial issues giving reasons for opinions	What do you think the person in the situation could do next? What motivates the person to? How could the person use the information / skills they have learnt to do something different? How could they resist doing....? How isrelated to....? If appropriate for the topic area: Why do you think...? What evidence can you find to support this?
Explain fully, compare and contrast, awareness of, demonstrate how ..., can suggest alternatives	Access information independently, demonstrate, research and present an persuasive argument, can apply what they have learnt, problem solving	What works / worked well? What could the person have changes and / or what would you have changed? Is a risk worth taking? How could the situation be made better? Do you agree with the actions... with the outcomes? What could be an effective strategy to use in this situation and why? What is your opinion of....? What information would you use to support these views?
Recognise complexities, analyse, detailed understanding	Weigh up, argue persuasively, present alternative views. Identify a range of solutions to a problem, Try out different courses of action, evaluate their impact	How would you / the character prove / disprove? What / which is the most important and why? Why did they choose? ... How would another person do it differently? What changes could be made to solve....? To have a different outcome? How could a person resolve this situation?
Draw conclusions, inter-connections	Critically evaluate sources of information for reliability and utility, make reasoned informed judgements and choices. Hypothesise alternative courses of action, ask challenging questions	Can you think of another way? Can you predict what might happen? What do you think it is going to be and why? How could the person adapt...to create a different outcome? How could we pull all your ideas together?

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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships Families and Friendships, Safe Relationships and Respecting ourselves and others.	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
	<ul style="list-style-type: none"> Playing in a group and extending and elaborating play ideas Initiating play, offering opportunities for others to join in Keeping play going by responding to what others are saying 	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. children develop respectful relationships with children and adults. (inspection framework) 	<ul style="list-style-type: none"> Roles of different people; families; feeling cared for Recognising privacy; staying safe; seeking permission How behaviour affects others; being polite and respectful 	<ul style="list-style-type: none"> Making friends; feeling lonely and getting help Managing secrets; resisting pressure and getting help; recognising hurtful behaviour Recognising things in common and differences; playing and working cooperatively; sharing opinions 	<ul style="list-style-type: none"> What makes a family; features of family life Personal boundaries; safely responding to others; the impact of hurtful behaviour Recognising respectful behaviour; the importance of self-respect; courtesy and being polite 	<ul style="list-style-type: none"> Positive friendships, including online Responding to hurtful behaviour; managing confidentiality; recognising risks online Respecting differences and similarities; discussing difference sensitively 	<ul style="list-style-type: none"> Managing friendships and peer influence Physical contact and feeling safe Responding respectfully to a wide range of people; recognising prejudice and discrimination 	<ul style="list-style-type: none"> Attraction to others; romantic relationships; civil partnership and marriage Recognising and managing pressure; consent in different situations Expressing opinions and respecting other points of view, including discussing topical issue
	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge	Key Skills and Knowledge
<ul style="list-style-type: none"> Demonstrating friendly behaviour, initiating conversations and forming strong attachments with peers and familiar adults Being aware of own feelings, and knowing that some actions and words can hurt others' feelings To be able to regulate their feelings and behaviours with adult support where necessary Accept the needs of others Wait for what they want, take turns with support from an adult or classroom routinesUsually tolerating delay when their needs are not immediately met Understanding that their wishes may not always be met 	<ul style="list-style-type: none"> Able to work and play co-operatively in small groups. children learn how to make good friendships, co-operate and resolve conflicts peaceably with adult support where necessary (insp framework) to persist and wait for what they want and direct attention as necessary (insp framework) To be able to make positive attachments with pupils and staff. To be kind and caring towards each other To show empathy towards others. To say how they are feeling about themselves and others and develop a positive sense of self. 	<ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family about situations when someone's body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others • how to ask for and give/not give permission what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns 	<ul style="list-style-type: none"> how to be a good friend, e.g. kindness, listening, honesty about different ways that people meet and make friends strategies for positive play with friends, e.g. joining in, including others, etc. about what causes arguments between friends how to positively resolve arguments between friends how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online about what bullying is and different types of bullying how someone may feel if they are being bullied about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use about the things they have in common with their friends, classmates, and other people how friends can have both similarities and differences how to play and work cooperatively in different groups and situations how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe What is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying what to do and whom to tell if they see or experience bullying or hurtful behaviour to recognise respectful behaviours e.g. helping or including others, being responsible how to model respectful behaviour in different situations e.g. at home, at school, online the importance of self-respect and their right to be treated respectfully by others what it means to treat others, and be treated, politely the ways in which people show respect and courtesy in different cultures and in wider society 	<ul style="list-style-type: none"> about the features of positive healthy friendships such as mutual respect, trust and sharing interests strategies to build positive friendships how to seek support with relationships if they feel lonely or excluded how to communicate respectfully with friends when using digital devices how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know what to do or whom to tell if they are worried about any contact online to differentiate between playful teasing, hurtful behaviour and bullying, including online how to respond if they witness or experience hurtful behaviour or bullying, including online recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable how to manage pressures associated with dares when it is right to keep or break a confidence or share a secret how to recognise risks online such as harmful content or contact how people may behave differently online including pretending to be someone they are not how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online to recognise differences between people such as gender, race, faith to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations about the importance of respecting the differences and similarities between people a vocabulary to sensitively discuss difference and include everyone 	<ul style="list-style-type: none"> what makes a healthy friendship and how they make people feel included strategies to help someone feel included about peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication that it is common for friendships to experience challenges strategies to positively resolve disputes and reconcile differences in friendships that friendships can change over time and the benefits of having new and different types of friends how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable when and how to seek support in relation to friendships to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations how to ask for, give and not give permission for physical contact how it feels in a person's mind and body when they are uncomfortable that it is never someone's fault if they have experienced unacceptable contact how to respond to unwanted or unacceptable physical contact that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about whom to tell if they are concerned about unwanted physical contact to recognise that everyone should be treated equally why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own what discrimination means and different types of discrimination e.g. racism, sexism, homophobia to identify online bullying and discrimination of groups or 	<ul style="list-style-type: none"> what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, ethnicity or faith the difference between gender identity and sexual orientation and everyone's right to be loved about the qualities of healthy relationships that help individuals flourish ways in which couples show their love and commitment to one another, including those who are not married or who live apart what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults that people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal how and where to report forced marriage or ask for help if they are worried to compare the features of a healthy and unhealthy friendship about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online how to assess the risk of different online 'challenges' and 'dares' how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable how to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations about the link between values and behaviour and how to be a positive role model how to discuss issues respectfully how to listen to and respect other points of view how to constructively challenge points of view they disagree with ways to participate effectively in discussions online and manage conflict or disagreements 	

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							individuals e.g. trolling and harassment	
	Key vocabulary	Key vocabulary	Key vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	family friend daddy sister brother home feelings happy Mummy sad like	kind caring feelings safe worried helping sharing differnt Same Special Choices	Admiration Compliment Conflict Problem Resolve Angry Confused Nervous Sad Shy Worried Upset Excited Happy Silly Surprised	Ecstatic Exhausted Feeling Hopeless Jealoud Mood Nervous Strategy Happy Hopeful Proud Escatic Surprised Shocked Worried Exhausted Ashamed Hopeless Afraif Sad Angry Nervous Jealous Conflict Honest Loyalty Rustwroth Sadness loneliness Aner Physical Verbal Cyber Social Aggressive Anti-social Bullying Conflict Consequence teasing	Acceptable Appropriate Consent Permission Personal space Positive Private Stress Decisions Feelings Influence Pressure Respect Sensitivity Self-awareness Strategy Well-being	Discrimination Exclusion Feelings Friendship Inclusion Lonely Mental helath Relationship Respect Change Confidential Feeling Friendship Mood Peerpressure Persuade Secret Strategy	Decision Empathy Respect Self-esteem Self-respect Sensitivity Self awareness Strategy Well-being Differences Disability Discriminate Friendship Exclude Peer Respect Similairities Unique Bullying Friendship Offline Online Relationships Risk Safe Unsafe Advantages disadvantages	Caring Compassion Concens Conflict Empathy Feelings Gratitude Mood Responsibility Respect Affection Behaviour Family Feelings Perpectives Mental health Separation Sibilings realtionships

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By the end of	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p align="center">Living in the wider world</p> <p align="center">Belonging to a community, Media literacy and digital resilience, Money and work</p>	<p>Key Learning Outcomes</p> <ul style="list-style-type: none"> Showing confidence in asking adults for help Usually adapting their behaviour to different events, social situations and changes in routine Demonstrating friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 	<p>Key Learning Outcomes</p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. 	<p>Key Learning Outcomes</p> <ul style="list-style-type: none"> What rules are; caring for others' needs; looking after the environment Using the internet and digital devices; communicating online Strengths and interests; jobs in the community 	<p>Key Learning Outcomes</p> <ul style="list-style-type: none"> Belonging to a group; roles and responsibilities; being the same and different in the community The internet in everyday life; online content and information What money is; needs and wants; looking after money 	<p>Key Learning Outcomes</p> <ul style="list-style-type: none"> The value of rules and laws; rights, freedoms and responsibilities How the internet is used; assessing information online Different jobs and skills; job stereotypes; setting personal goals 	<p>Key Learning Outcomes</p> <ul style="list-style-type: none"> What makes a community; shared responsibilities How data is shared and used Making decisions about money; using and keeping money safe. 	<p>Key Learning Outcomes</p> <ul style="list-style-type: none"> Protecting the environment; compassion towards others How information online is targeted; different media types, their role and impact Identifying job interests and aspirations; what influences career choices; workplace stereotypes 	<p>Key Learning Outcomes</p> <ul style="list-style-type: none"> Valuing diversity; challenging discrimination and stereotypes Evaluating media sources; sharing things online Influences and attitudes to money; money and financial risk
	<p>Key Skills and Knowledge</p> <ul style="list-style-type: none"> To persist independently and know when/who to ask for help from when needed With support regulate their behaviours according to different situations. To tolerate others playing nearby and accept class rules e.g. sharing resources and turn taking with adult support when necessary. To form a secure relationship with adults and pupils. 	<p>Key Skills and Knowledge</p> <ul style="list-style-type: none"> To know the school rules and Class rules, to demonstrate understanding of why class rules are in place and how to follow them. To recognise the impact of their behaviour on others (Insp framework) To be able to get when using dressing up clothes, or changing into outdoor clothing. To Independently use the toilet and wash their hands To know how to wash your hands. To understand what foods are healthy, for example, that we eat fruit at snack time because it is healthy for us. To understand what foods are unhealthy and should be eaten in limited amounts, for example too many sweets and too much sugar are unhealthy for our teeth and bodies. To know how to clean and care for our teeth. (Insp framework) 	<p>Key Skills and Knowledge</p> <ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling how and why people use the internet the benefits of using the internet and digital devices how people find things out and communicate safely with others online that everyone has different strengths, in and out of school about how different strengths and interests are needed to do different jobs about people whose job it is to help us in the community about different jobs and the work people do 	<p>Key Skills and Knowledge</p> <ul style="list-style-type: none"> about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups about different rights and responsibilities that they have in school and the wider community about how a community can help people from different groups to feel included to recognise that they are all equal, and ways in which they are the same and different to others in their community the ways in which people can access the internet e.g. phones, tablets, computers to recognise the purpose and value of the internet in everyday life to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants 	<p>Key Skills and Knowledge</p> <ul style="list-style-type: none"> the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken what human rights are and how they protect people to identify basic examples of human rights including the rights of children about how they have rights and also responsibilities that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn how the internet can be used positively for leisure, for school and for work to recognise that images and information online can be altered or adapted and the reasons for why this happens strategies to recognise whether something they see online is true or accurate to evaluate whether a game is suitable to play or a website is appropriate for their age-group to make safe, reliable choices from search results how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM about some of the skills needed to do a job, such as teamwork and decision-making to recognise their interests, skills and achievements and how these might link to future jobs how to set goals that they would like to achieve this year e.g. learn a new hobby 	<p>Key Skills and Knowledge</p> <ul style="list-style-type: none"> the meaning and benefits of living in a community to recognise that they belong to different communities as well as the school community about the different groups that make up and contribute to a community about the individuals and groups that help the local community, including through volunteering and work how to show compassion towards others in need and the shared responsibilities of caring for them that everything shared online has a digital footprint that organisations can use personal information to encourage people to buy things to recognise what online adverts look like to compare content shared for factual purposes and for advertising why people might choose to buy or not buy something online e.g. from seeing an advert that search results are ordered based on the popularity of the website and that this can affect what information people access how people make different spending decisions based on their budget, values and needs how to keep track of money and why it is important to know how much is being spent about different ways to pay for things such as cash, cards, e-payment and the reasons for using them that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	<p>Key Skills and Knowledge</p> <ul style="list-style-type: none"> about how resources are allocated and the effect this has on individuals, communities and the environment the importance of protecting the environment and how everyday actions can either support or damage it how to show compassion for the environment, animals and other living things about the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information to identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities about stereotyping in the workplace, its impact and how to challenge it that there is a variety of routes into work e.g. college, apprenticeships, university, training 	<p>Key Skills and Knowledge</p> <ul style="list-style-type: none"> what prejudice means to differentiate between prejudice and discrimination how to recognise acts of discrimination strategies to safely respond to and challenge discrimination how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups how stereotypes are perpetuated and how to challenge this about the benefits of safe internet use e.g. learning, connecting and communicating how and why images online might be manipulated, altered, or faked how to recognise when images might have been altered why people choose to communicate through social media and some of the risks and challenges of doing so that social media sites have age restrictions and regulations for use the reasons why some media and online content is not appropriate for children how online content can be designed to manipulate people's emotions and encourage them to read or share things about sharing things online, including rules and laws relating to this how to recognise what is appropriate to share online how to report inappropriate online content or contact about the role that money plays in people's lives, attitudes towards it and what influences decisions about money about value for money and how to judge if something is value for money how companies encourage customers to buy things and why it is important to be a critical consumer how having or not having money can impact on a person's emotions, health and wellbeing about common risks associated with money, including debt, fraud and gambling

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				<ul style="list-style-type: none"> • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 	<ul style="list-style-type: none"> • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 		<p>contact different emergency services</p> <ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception² • about the responsibilities of being a parent or carer and how having a baby changes someone's life • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use
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	Key vocabulary	Key vocabulary	Key vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	body ears mouth nose eyes hands knees head tummy heart healthy unhealthy food exercise sleep drink tired unwell wash clean medicine rest like dislike feelings growing changing safety happy hot cold	Play Resilience Perseverance Problem solving	Dentist Germs hygiene	Dairy Grains Heart Rate Meat Mental Health Physical Activity Physical health Wellbeing Emergency Restrictions Risk Rules Trustworthy	Emotion Experience Feelings Intensity Mental Health Self-awareness Sensitivity Transition Well-being Acidic Enamel Fibre Oral Health Physical Activity Stress Wellbeing Addictive Carbon monoxide Nicotine Passive smoking	Allergy Balanced Diet Defend Disease Healthy lifestyle Immune system Immunisation Physical illness Vaccine Vaccination Bereavement Change Confidential Feelings Loss Physical activity Mental health Strategy Wellbeing Age restriction Confidential Digital footprint Internet Online safety Personal safety Responsibility Safe Social media	Behaviour Benefit Consequence Habit Health Healthy lifestyle Healthy diet Nutritions Obseisty Feelings Risk Body Lanaguage Co-operation Consequence Compassion Feelings Responsibility Self-awareness Sensitivity Vulnerable Consequence Discrimination Equality Fair Justice Safety Law Responsibility Rights	CPR Emergency First Aid Immunisation Injury Skin Cancer Sun Exposure UV Vaccination Addition Drugs Hallucinations Illegal Legal Smoking Solvents Substance abuse Vaping Age restriction Confidential Digital footprint Internet Online safety Personal safety Responsibility Safe Social media Bereavement Loss Mental health Qualities Responsibility Self-worth Separation Setback Transition