

PSHE KS2



	Knowledge	Skills
Health and Wellbeing	<p>Healthy Lifestyles To recognise opportunities to make their own healthy choices</p>	<p>Y3</p> <ul style="list-style-type: none"> • Explain what makes a balanced diet • Recognise when they have the opportunity to make choices about food • Identify what influences their food choices • Understand the term habit and why habits can hard to change <p>Y4 as above and</p> <ul style="list-style-type: none"> • Explain what makes a balanced lifestyle • Recognise that choices made can have an positive, neutral, negative consequence • Identify common drugs (medicine, caffeine, alcohol, tobacco) • Explain how to stop infection spreading <p>Y5 as above and</p> <ul style="list-style-type: none"> • Explain why and how rules/laws are made • Understand the need to enforce rules and laws • Understand the term anti-social behaviour and how to handle, challenge or respond to it • Resolve differences by respecting others view points and making own decisions <p>Y6 as above and</p> <ul style="list-style-type: none"> • Recognise images in media can distort reality • Recognise the risks and effects of using some legal/illegal drugs
	<p>Growing and Changing To know how to celebrate achievements. To know how to recognise good and not so good feelings</p>	<p>Y3</p> <ul style="list-style-type: none"> • Recognise achievements and strengths • Set aspirational goals for the future • Recognise that people can have conflicting feelings at the same time • Explain the range of intensity of feelings to others <p>Y4 as above and</p> <ul style="list-style-type: none"> • Recognise the changes that happen during puberty <p>Y5 as above and</p> <ul style="list-style-type: none"> • Explore different ways of achieving personal goals • Further describe the range of intensity of their feelings to others • Manange complex or conflicting emotions <p>Y6 as above and</p> <ul style="list-style-type: none"> • Further recognise the changes that happen during puberty • Identify the stages of the human lifecycle (Science) • How a baby is made • Recognise the roles and responsibilities of Parents/Carers • Recognise that pregnancy can be prevented
	<p>Keeping Safe To know how to keep physically and emotionally safe</p>	<p>Y3</p> <ul style="list-style-type: none"> • Recognise the importance of school rules for Health and safety • Explain what to do in an emergency and where to get help <p>Y4 as above and</p> <ul style="list-style-type: none"> • Develop strategies for keeping physical and emotionally safe in the environment (online safety, bikeability, road safety etc) <p>Y5 as above and</p> <ul style="list-style-type: none"> • What they should do before sharing pictures of themselves online • How to use a mobile phone safely <p>Y6 as above and</p> <ul style="list-style-type: none"> • Differentiate between the term risk, danger, hazard • Recognise inflences on behaviour including peer pressure, media influence. • Understand that FGM and physical abuse is illegal • Identify where they can access help, advice and support.

Feelings and Emotions

To know how to recognise and respond to a wider range of feelings appropriately, including in others.

Y3

- Identify different types of behaviour and how this make others feel
- Identify how bodies and feelings can hurt

Y4 as above and

- Understand the concept of confidentiality
- Recognise when not to keep a secret
- Recognise and manage dares

Y5 as above and

- Respond appropriately to a wider range of feelings in others

Y6 as above and

- Decide when it is necessary to beak confidence

Healthy Relationships

To know what constitutes an positive healthy relationship

Y3

- Recognise what a positive healthy relationship is
- Understand the terms acquaintance, friend, relative and family
- Recognise what you should do to form and maintain a positive healthy relationship
- Discuss appropriate and inappropriate touching and what it is and what to do if it is happening
- Explain how to respond to teasing and bullying

Y4 as above and

- Recognise the difference between acceptable and unacceptable physical contact
- Respond appropriately to acceptable/unacceptable physical contact
- Solve disputes and conflict

Y5 as above and

- Recognise the consequence their actions can have on themselves and others
- Work collaboratively to achieve a shared goal
- Understand the term negotiate and compromise
- Give helpful feedback and support others

Y6 as above and

- Understand that civil partnerships and marriage are examples of stable, loving relationships and a demonstration of commitment between two people
- Understand that people who are in stable, loving relationships do not have to be in a civil partnership or married
- Recognise how to keep personal boundaries
- Recognise the right to privacy

Valuing Difference

To know the consequences of discrimination, aggressive behaviours and bullying

Y3

- Understand the terms discrimination, aggressive behaviours, bullying and consequence
- Use language associated with the above including cyberbullying, trolling, prejudice language
- Identify what you should do to ask for help if the above is happening

Y4 as above and

- Listen and respond respectfully to a wide range of people

Y5 as above and

- Respectfully listen to others but be confident to challenge points when necessary

Y6 as above and

- Recognise and challenge stereotypes
- Use the terms sex, gender, identity and sexual orientation

Living in the Wider World	<p>Rights and Responsibilities To know why rules are important in society To know what being part of a community means</p> <p>Environment To recognise their roles and responsibilities within the environment</p> <p>Money To know what is meant by enterprise and develop enterprise skills</p>	<p>Y3</p> <ul style="list-style-type: none"> • Discuss and debate topical issues, problems or events that are of concern to them • Make recommendations to appropriate people • Find out what community groups support locally and nationally <p>Y4 as above and</p> <ul style="list-style-type: none"> • Appreciate the range of national, regional, religious and ethnic identities in the UK <p>Y5 as above and</p> <ul style="list-style-type: none"> • Understand the need to enforce rules and laws • Understand the term anti-social behaviour and how to handle, challenge or respond to it <p>Y6 as above and</p> <ul style="list-style-type: none"> • Appreciate the importance of human rights including the rights of the child • Recognise which harmful practices are against British Law (FGM/Forced Marriage) • Critically analyse the information they read in the media and decide what is truthful to pass on to others. <p>Y3</p> <ul style="list-style-type: none"> • Identify their responsibilities , rights and duties at school, home, community, towards the environment • Exercise their responsibilities in the above environments <p>Y4 as above and</p> <ul style="list-style-type: none"> • Identify how resource allocation can affect individuals and communities across the world <p>Y5 as above</p> <ul style="list-style-type: none"> • <p>Y6 as above</p> <ul style="list-style-type: none"> • <p>Y3</p> <ul style="list-style-type: none"> • Understand the term enterprise • Spending and saving and the importance of them <p>Y4 as above and</p> <ul style="list-style-type: none"> • Begin to understand the concepts of interest, loan, debt and tax (VAT) <p>Y5 as above and</p> <ul style="list-style-type: none"> • What managing loans and debts means and how to do this • What tax people pay and how it contributes to society <p>Y6 as above and</p> <ul style="list-style-type: none"> • What it takes to set up an enterprise • What enterprise means for work and society
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10 lessons per topic