



KS2 Subject Area: PSHE Education

National Curriculum Objectives	<p><b>Pupils should be taught:</b> All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.</p>
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	Lower KS2	Upper KS2
Living in the wider world	<ul style="list-style-type: none"> <li>• Know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>• To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</li> <li>• To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li> <li>• To explore and critique how the media present information</li> <li>• To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</li> <li>• Know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> </ul>	<ul style="list-style-type: none"> <li>• To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</li> <li>• To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</li> <li>• To know that that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</li> <li>• To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> <li>• To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</li> <li>• Understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</li> <li>• Understand what being part of a community means, and about the varied institutions that support communities locally and nationally</li> <li>• To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>• To consider the lives of people living in other places, and people with different values and customs</li> <li>• To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</li> <li>• Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</li> <li>• Know what is meant by enterprise and begin to develop enterprise skills</li> </ul>

<p>Health</p>	<ul style="list-style-type: none"> <li>• Know what positively and negatively affects their physical, mental and emotional health</li> <li>• Know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</li> <li>• To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</li> <li>• To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</li> <li>• To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> <li>• To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</li> <li>• Know that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> <li>• Understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</li> <li>• To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</li> <li>• Know school rules about health and safety, basic emergency aid procedures, where and how to get help</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</li> <li>• Understand about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</li> <li>• To differentiate between the terms, 'risk', 'danger' and 'hazard'</li> <li>• To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</li> <li>• To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• Know what is meant by the term 'habit' and why habits can be hard to change</li> <li>• Know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted, and some are illegal to own, use and give to others</li> <li>• Understand how their body will, and their emotions may, change as they approach and move through puberty</li> <li>• Know about human reproduction</li> <li>• Know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</li> <li>• Know strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</li> </ul>
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<p>Relationships</p>	<ul style="list-style-type: none"> <li>• To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>• To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</li> <li>• To recognise different types of relationship, including those between acquaintances, friends, relatives and families</li> <li>• Know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</li> <li>• Understand that their actions affect themselves and others</li> <li>• To judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• Understand the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’</li> <li>• To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others’ points of view</li> <li>• To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</li> <li>• Know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</li> <li>• To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise and respond appropriately to a wider range of feelings in others</li> <li>• To recognise and challenge stereotypes</li> <li>• Know that marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves</li> <li>• Learn about the difference between, and the terms associated with, sex, gender identity and sexual orientation</li> <li>• Know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</li> <li>• Know that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</li> <li>• To work collaboratively towards shared goals</li> <li>• Understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)</li> <li>• To recognise and manage ‘dares’</li> <li>• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)</li> </ul>
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