

A new PSHE education Programme of Study KS2

Core Theme 1: Health and wellbeing

Pupils should be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, such as puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing.

Core Theme 2: Relationships

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

Core Theme 3: Living in the wider world– Economic wellbeing and being a responsible citizen

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

Key Stage 2: Building on key stage 1, pupils should have the opportunity to learn

ONGOING SKILLS Including safety

- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding 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)
- strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)
- to recognise what constitutes a positive, healthy relationship and to develop the skills to develop and maintain positive and healthy relationships
- that their actions affect themselves and others
- 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 their points of view
- to work collaboratively towards shared goals
- . 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 (circle time)
- to recognise and challenge stereotypes. (RE and diversity work)
- to think about the lives of people living in other places, and people with different values and customs (ART RE diversity)

Cross curricular / Science

- . what positively and negatively affects **their physical**, mental and emotional health (including the media)
to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet (Linked to DT) Y4
- to recognise their increasing independence brings increased responsibility to keep themselves and others safeY3
- that bacteria and viruses can affect health and that following simple routines can reduce their spreadY4
- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong (circle time/class assembly?)Y6
- what is meant by the term 'habit' and why habits can be hard to changeY4
- to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeingY5
- which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others Y6/Y4
- how their body will change as they approach and move through pubertyY5

Autumn Term 1 Valuing Myself and others (New Beginnings)

- school rules about health and safety, basic emergency aid procedures, where and how to get help (all)
- . 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(all)
- 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)Y6
- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, and towards all minority groups (including gay lesbian, bisexual and transsexual and those suffering from poor mental health), and how to respond to them and ask for helpY6

- to recognise and challenge stereotypes.Y4/6
- why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (manifesto – trip to council chambers?)Y5

Autumn Term 2 Valuing Myself and others (Getting on and falling out/say no to bullying)

- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them (all)
- that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the mediaY4
- to recognise and respond appropriately to a wider range of feelings in others Y3
- that their actions affect themselves and others Y3/4
- to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities Y4
- that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environmentY3
- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choicesY3
- what being part of a community means, and about the varied institutions that support communities locally and nationallyY4

Spring 1 Curiosity (Good to be me)

- what positively and negatively affects their physical, **mental and emotional health (including the media)Y4**
- 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'Y4
- 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 (all)
- to differentiate between the terms, 'risk', 'danger' and 'hazard'Y3
- that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the mediaY4
- to recognise how images in the media do not always reflect reality and can affect how people feel about themselvesY4
- to explore and critique how the media present information. Y5
- **strategies for keeping physically and emotionally safe** including road safety, safety in the environment and **safety online (including social media, the responsible use of ICT and mobile phones) (all)**
- the importance of protecting personal information, including passwords, addresses and images (all)
- to recognise what constitutes a positive, healthy relationshipY3
- to develop the skills to develop and maintain positive and healthy relationships Y3
- to judge what kind of physical contact is acceptable or unacceptable and how to respond Y3
- the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' Y3
- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, and towards all minority groups (including gay lesbian, bisexual and transsexual and those suffering from poor mental health), and how to respond to them and ask for help Y6

- . to recognise and manage 'dares' (all)
- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people (Literacy link) Y4

• **Spring 2 Curiosity / Resilience (Relationships)**

- about people who are responsible for helping them stay healthy and safe and ways that they can help these people Y4
- to recognise and respond appropriately to a wider range of feelings in others(all)
- to recognise what constitutes a positive, healthy relationship (Y5)
- to be aware of different types of relationship, including those between friends and families civil partnerships and marriage Y6
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (RE link) (all)

• **Summer 1 Resilience (Going for Goals)**

- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (all)
- to work collaboratively towards shared goals (all)
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment Y5

Summer 2 Aspiration (Changes)

- about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement Y6
- about human reproduction including conception (and that this can be prevented) Y6
- to recognise what constitutes a positive, healthy relationship Y6
- to be aware of different types of relationship, including those between friends and families civil partnerships and marriage Y6
- 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) Y6
- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, and towards all minority groups (including gay lesbian, bisexual and transsexual and those suffering from poor mental health), and how to respond to them and ask for help Y6
- to recognise and challenge stereotypes. Y6
- what being part of a community means, and about the varied institutions that support communities locally and nationally Y5
- about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (all – financial capability week)
- 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) (all – financial capability week)
- about enterprise and the skills that make someone 'enterprising'(all – financial capability week)