

Key Stage 2 – PSHE Curriculum

	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing	<ol style="list-style-type: none"> 1. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet 2. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals 3. 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 4. school rules about health and safety, basic emergency aid 	<ol style="list-style-type: none"> 1. 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' 2. 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 3. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them 4. the importance of protecting personal information, including passwords, addresses and images 5. to recognise their increasing independence brings increased responsibility to keep themselves and others safe 	<ol style="list-style-type: none"> 1. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement 2. to differentiate between the terms, 'risk', 'danger' and 'hazard' 3. 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 4. what is meant by the term 'habit' and why habits can be hard to change 5. how their body will change as they approach and move through puberty 6. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves 	<ol style="list-style-type: none"> 1. what positively and negatively affects their physical, mental and emotional health (including the media) 2. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement 3. that bacteria and viruses can affect health and that following simple routines can reduce their spread 4. that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media 5. 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 6. about human reproduction

	<p>procedures, where and how to get help</p> <p>5. 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)</p>	<p>6. about people who are responsible for helping them stay healthy and safe and ways that they can help these people</p>		
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<p style="text-align: center;">Relationships</p>	<ol style="list-style-type: none"> 6. to recognise and respond appropriately to a wider range of feelings in others 7. to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage 8. that their actions affect themselves and others 9. to judge what kind of physical contact is acceptable or unacceptable and how to respond 10. 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 	<ol style="list-style-type: none"> 7. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 8. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. 9. 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) 	<ol style="list-style-type: none"> 7. to work collaboratively towards shared goals 8. 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' 9. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) 10. to recognise and manage 'dares' 	<ol style="list-style-type: none"> 7. 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 8. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) 9. to recognise and challenge stereotypes
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<p style="text-align: center;">Living in the Wider World</p>	<p>11. 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</p> <p>12. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities</p> <p>13. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<p>10. to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people</p> <p>11. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>12. to think about the lives of people living in other places, and people with different values and customs</p> <p>13. to explore and critique how the media present information</p>	<p>11. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p>12. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>13. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>14. to explore and critique how the media present information</p>	<p>10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>12. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>13. 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)</p> <p>14. about enterprise and the skills that make someone 'enterprising'</p>
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