

## PSHE – UKS2

The aim of our PSHE curriculum is to develop the concepts, skills and attributes set out below. It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to *manage* such issues should they encounter them. These concepts, skills and attributes are taught under the themes Health and Well Being, Relationships and Living in the wider community.

- Identity
- Relationships,
- A healthy and balanced lifestyle
- Risk and Safety
- Diversity and Equality
- Rights, responsibilities and consent
- Change and Resilience
- Power
- Career

<p><b>Autumn 1 and 2</b></p> <p><b>Health and Well being</b></p>	<p>Pupils learn</p> <ul style="list-style-type: none"> <li>• about positively and negatively affects health and wellbeing (including mental and emotional health) • how to make informed choices that contribute to a ‘balanced lifestyle’</li> <li>• about the benefits of a balanced diet</li> <li>• about different influences on food and diet • about developing skills to help make their own choices about food</li> <li>• how images in the media can distort reality • that this can affect how people feel about themselves</li> <li>• about different ways of achieving and celebrating personal goals • how having high aspirations can support personal achievements</li> <li>• how to further describe the range and intensity of their feelings to others • how to manage complex or conflicting emotions</li> <li>• about coping with change and transition - how this relates to bereavement and the process of grieving</li> <li>• about independence, increased responsibility and keeping safe • strategies for managing risk</li> <li>• how the spread of infection can be prevented</li> <li>• about different influences on behaviour, including peer pressure and media influence • how to resist unhelpful pressure and ask for help</li> <li>• about the skills needed in an emergency: about habits (in relation to drug, alcohol and tobacco education)</li> <li>• about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)</li> <li>• about the changes that happen at puberty</li> <li>• about human reproduction in the context of the human lifecycle</li> <li>• how a baby is made and how it grows</li> <li>• about roles and responsibilities of parents</li> <li>• about the right they have to protect their body</li> <li>• about strategies for managing personal safety - local environment</li> <li>• about strategies for managing personal safety – online • what to consider before sharing pictures of themselves and others online</li> <li>• about who is responsible for their health and wellbeing • where to get help advice and support</li> <li>• how to keep safe and well when using a mobile phone</li> </ul>
<p><b>Spring 1 and 2</b></p> <p><b>Relationships</b></p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> <li>• how to respond appropriately to a wider range of feelings in others</li> <li>• about different types of relationships (friends, families, couples, marriage, civil partnership)</li> <li>• about what constitutes a positive, healthy relationship • about the skills to maintain positive relationships</li> <li>• about different types of relationships (friends, families, couples, marriage, civil partnership)</li> <li>• about what constitutes a positive, healthy relationship • about the skills to maintain positive relationships</li> <li>• to recognise when a relationship is unhealthy</li> <li>• about committed loving relationships (including marriage and civil partnership)</li> <li>• that marriage, arranged marriage and civil partnership is between two people who willingly agree</li> <li>• about the consequences of their actions on themselves and others:</li> <li>• about judging whether physical contact is acceptable or unacceptable • how to respond</li> <li>• about confidentiality • about times when it appropriate and necessary to break a confidence</li> <li>• to respectfully listen to others but raise concerns and challenge points of view when necessary</li> </ul>

<p><b>Summer 1 and 2</b></p> <p><b>Living in the wider world</b></p>	<p>Pupils learn:</p> <ul style="list-style-type: none"><li>• To research, discuss and debate to discuss and debate issues concerning health and wellbeing</li><li>• why and how laws are rules and laws are made • how to take part in making and changing rules</li><li>• about the importance of human rights (and the Rights of the Child) • about the UN declaration on the Rights of the Child</li><li>• that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights • that human rights overrule any beliefs, ideas or practices that harm others</li><li>• how anti-social behaviours can affect wellbeing</li><li>• how to handle, challenge or respond to anti-social or aggressive behaviours</li><li>• about different kinds of responsibilities (home, school, community and the environment)</li><li>• about resolving differences, respecting different points of view and making their own decisions</li><li>• about what it means to be a part of a community</li><li>• about different groups / individuals that support the local community • about the role of voluntary, community and pressure groups</li><li>• To appreciate the range of national, regional, religious and ethnic identities of people living in the UK</li><li>• about the lives, values and customs of people living in other places</li><li>• about what is meant by 'interest', 'loan', 'debt'</li><li>• about the importance of looking after money, including managing loans and debts • that people pay 'tax' to contribute to society</li><li>• about how resources are allocated and the effect this has on individuals, communities and the environment</li><li>• what it takes to set up an enterprise • about what enterprise means for work and society</li><li>• to be critical of what they see and read in the media • to critically consider information they choose to forward to others</li></ul>
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