

PSHE Key Stage 2 Curriculum Map

Key Stage 2

During key stage 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the key stage 1 stage to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

<p>(Year 5/6)</p> <p>Pupils should know... (Core knowledge and concepts to be learned)</p>	<p><u>Health & wellbeing</u> <u>Mental health</u> How to express our feelings</p> <p>Feelings change over time</p> <p>Feelings change in intensity</p> <p>Recognise warning signs around mental health</p> <p>How to ask for help from others</p> <p><u>Relationships</u> <u>Families & close positive relationships</u></p>	<p><u>Living in the wider world.</u> <u>Aspirations, work and career.</u></p> <p>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>To learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or</p>	<p><u>Health & wellbeing</u> <u>Keeping safe including drugs, alcohol and tobacco.</u></p> <p>Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and</p>	<p><u>Living in the wider world.</u> <u>Media literacy and digital resilience.</u></p> <p>Recognise ways in which the internet and social media can be used both positively and negatively</p> <p>Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>Learn about how text and images in the</p>	<p><u>Health & wellbeing</u> <u>Healthy lifestyles</u></p> <p>How to make informed decisions about health.</p> <p>To learn about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>How regular</p>	<p><u>Living in the wider world.</u> <u>Communities</u></p> <p>To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>About prejudice; how to recognise</p>
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	<p>Recognising different types of relationships</p> <p>Marriage, civil partnerships, life-long commitment to each other.</p> <p>Different types of families.</p> <p>Positive aspects of families and positive relationships.</p> <p>How to recognise if families make them happy and how to ask for help.</p>	<p>businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>To learn about and begin to develop some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>To identify the kind of job that they might like to do when they are older.</p> <p>To recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p><u>Relationships</u> <u>Friendships</u></p>	<p>firework safety; safe use of digital devices when out and about.</p> <p>How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p> <p>To learn that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</p> <p>To learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p>	<p>media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p> <p><u>Relationships</u> <u>Safe relationships</u></p> <p>To learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>To understand why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>To recognise different types of physical</p>	<p>(daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p>To learn about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p><u>Relationships</u> <u>Respect self and others</u></p> <p>To recognise the importance of self-respect and how this can affect their thoughts and</p>	<p>behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p><u>Relationships</u> <u>People who help us</u></p> <p>To identify people who help us e.g. health care, uniform services etc.</p> <p>To recognise when to go to the doctor - GP vs A&E</p> <p>Coastguards</p> <p>Link to careers - how to get involved in this career path.</p>
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		<p>To learn about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. What constitutes knowing someone online?</p> <p>To recognise that healthy friendships make people feel included; recognise</p>	<p>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p><u>Relationships</u> <u>Managing hurtful behaviour and bullying.</u></p> <p>To learn about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>Discrimination: what it means and how to challenge it.</p>	<p>contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>To learn about seeking and giving permission (consent) in different situations.</p> <p>To learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p>	<p>feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>To learn about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>To learn how to discuss and debate topical issues, respect other</p>	
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		<p>when others may feel lonely or excluded; strategies for how to include them.</p> <p>To learn to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p>			<p>people's point of view and constructively challenge those they disagree with.</p>	
<p>Pupils should be able to do... (Skills being developed)</p>	<p><u>Health & wellbeing</u> <u>Mental health</u> Identifies a range of strategies for coping with emotional difficulties</p> <p>Considers how to cope with anger</p> <p>Identifies if they are having difficulties with negative feelings or thoughts</p> <p>Lists alternative methods of getting help or advice, e.g.</p>	<p><u>Living in the wider world.</u> <u>Aspirations, work and career.</u></p> <p>Identifies positive things about themselves</p> <p>Feels positive about themselves, e.g. producing portfolios of achievements, showing what they can do and how much responsibility they can take, etc.</p>	<p><u>Health & wellbeing</u> <u>Keeping safe including drugs, alcohol and tobacco.</u></p> <p>Identifies legal and illegal substances and drugs</p> <p>Identifies the ages when it is legal to buy, use or sell drink or tobacco</p> <p>Identifies that increased independence relates to increased self-responsibility</p>	<p><u>Living in the wider world.</u> <u>Media literacy and digital resilience.</u></p> <p>Identifies a range of strategies to keep safe online</p> <p>Explores social media privacy settings</p> <p>Considers how balanced the information is, depending on the purpose of the website</p>	<p><u>Health & wellbeing</u> <u>Healthy lifestyles</u></p> <p>Identifies that a varied diet is required to remain healthy</p> <p>Makes their own judgements on healthy drink options, e.g. checking sugar content</p> <p>Details the importance of elements of a</p>	<p><u>Living in the wider world.</u> <u>Communities</u></p> <p>Appreciates the range of regional, religious and ethnic identities in the United Kingdom</p> <p>Knows what a stereotype is, and how stereotypes can be unfair or destructive</p> <p>Knows that their actions affect</p>

	<p>ChildLine</p> <p><u>Relationships</u> <u>Families & close positive relationships</u></p> <p>Describes different family structures</p> <p>Knows how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>Knows that families are important for children growing up because they can give love, security and stability</p> <p>Knows that marriage represents a formal and legal commitment</p> <p>Knows that stable, caring relationships are at the heart of happy families, and</p>	<p>Sets personal targets that may take several days or weeks to complete</p> <p>Engages with others on an appropriate level, e.g. informal with friends, more formal with an instructor</p> <p>Recognises their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</p> <p><u>Relationships</u> <u>Friendships</u></p> <p>Identifies characteristics of friendships, e.g. respect, truth, trust, loyalty, etc.</p>	<p>Identifies ways they can keep themselves safe, e.g. have means of contact, tell someone where they are going, etc</p> <p>Identifies situations which would warrant calling 999 and 101</p> <p>Recognises that some cultural practices are against British law and universal human rights.</p> <p>Identifies how drugs (including alcohol and tobacco) can affect health and safety in short and long terms</p> <p><u>Relationships</u> <u>Managing hurtful behaviour and bullying.</u></p> <p>Describe different ways to prevent or resolve conflict</p> <p>Recognises the need to save evidence of cyberbullying</p>	<p>Identifies some websites which have an obvious bias and do not tell the whole truth</p> <p>Identifies a range of ways to reports concerns about content or contact</p> <p><u>Relationships</u> <u>Safe relationships</u></p> <p>Identifies a range of strategies to keep safe online</p> <p>Knows how to critically consider online friendships</p> <p>Recognises that photos, videos, and text that have been posted or live streamed be recorded or re-posted</p> <p>Explains how to respond to acceptable or</p>	<p>healthy diet, such as fibre or water on the digestive system</p> <p>Explains in basic terms what the nutritional value informs us of, e.g. fat, sugar, calories, etc.</p> <p>Organises a plate to show appropriate portion sizes for each food group</p> <p>Chooses and takes part regularly in an outdoor activity over an agreed period</p> <p>Outlines the balance of energy for a healthy weight, e.g. energy input = energy output</p> <p>Recognises it is their responsibility to decide what goes</p>	<p>themselves and others, and knows to care about other people's feelings and to try to see things from their points of view</p> <p>Realises the nature and consequences of racism, teasing, bullying and aggressive behaviours, how to respond to them and ask for help</p> <p><u>Relationships</u> <u>People who help us</u></p> <p>Lists alternative methods of getting help or advice, e.g. ChildLine</p> <p>Identifies sources of information, support and advice for children and young people</p> <p>Knows where to get advice e.g. family, school and/or other</p>
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	<p>are important for childhood security</p> <p>Knows that there are different families that should be respected and know that they are also characterised by love and care</p> <p>Knows the characteristics of healthy family life: commitment, protection, care and time.</p>	<p>Identifies responsibilities of being a friend</p> <p>Knows that people online can pretend to be someone else</p> <p>Knows how to: recognise who to trust, judge when a friendship is making them unhappy, manage conflict, and seek help</p> <p>Knows that friendships may have hard times, but can be repaired</p>	Identifies racial and gender-based stereotypes	<p>unacceptable physical contact</p> <p>Explains the steps they would take if touched or spoken to inappropriately</p> <p>Identifies strategies to resist dares</p> <p>Recognises the pressure someone can be put under when 'dared'</p>	<p>into their body</p> <p><u>Relationships</u> <u>Respect self and others</u></p> <p>Deals politely with those who have an opposing point of view</p> <p>Demonstrates respect for other people's viewpoints and beliefs</p> <p>Knows steps they can take to improve respectful relationships</p> <p>Knows they should be respected and respect others, including authority figures</p> <p>Demonstrates respect for other people's viewpoints and beliefs.</p>	<p>sources</p> <p>Identifies when they need to seek specific treatment for an injury, e.g. pharmacist, GP or A&E</p> <p>Identifies how often they need to visit a dentist for checkups</p>
Key terminology	Mental health Mood	Job Money	Tobacco Alcohol	Misleading Marketing	Respect Stereotype	Vet Teacher

	<p> Feelings Intensity Strategies Support Emotions Relationship Friendship Marriage Civil partnership Commitment Adoption </p>	<p> Careers Salary Goals Achievements Positivity Qualities Assumption Trade Team work Negotiation University Apprenticeship Strategies Respect Loyalty Truthfulness Generosity Inclusivity </p>	<p> Risks Advice Illegal Legal Vaping Addiction Peer pressure Volatile substance abuse Emergency services Female genital mutilation FGM) Cyber bullying Discrimination </p>	<p> Consumers Role model Media Social media Indecent images Distribution Mis-information Reality Manipulate Boundaries Consent Catfishing Content Concern Pressure </p>	<p> Health Well being Responsibility Relationships Nutrition Obesity Sedentary Fatigue Personality Race Religion Debate </p>	<p> Paramedic Nurse Doctor Hospital Police officer Lifeguard Coastguard Diversity Community Prejudice </p>
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