



PSHE & British Values – Programme of Study KEY STAGE 2				
	Health and Wellbeing	Relationships and Sex Education	Living in the Wider World and Enterprise	SMSC and British Values
Prior learning: KS1	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> Maintaining a healthy lifestyle. Making informed choices To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. <ul style="list-style-type: none"> About good and not so good feelings/ change and loss. Personal hygiene (spreading of diseases) About the process of growing and new opportunities. The names for the main parts of the body and the bodily similarities and differences between boys and girls. That household products, including medicines, can be harmful. Rules for and ways of keeping physically and emotionally safe. About people who look after them. About the ways that pupils can help the people who look after them to more easily protect them. To recognise that they share a responsibility for keeping themselves and others safe. What is meant by ‘privacy.’ 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> How to communicate their feelings to others. How to recognise that their behaviour can affect other people. The difference between secrets and nice surprises. To recognise what is fair and unfair, etc. To share their opinions. To listen and play/work cooperatively. To offer constructive support and feedback to others. The differences and similarities between people. To identify their special people (e.g. family). About acceptable physical contact. That people’s bodies and feelings can be hurt. To recognise when people are being unkind and how to respond. To recognise different types of bullying. Strategies to resist bullying and how to get help. 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> How they can contribute to the life of the classroom and school. To help construct, and agree to follow, group, class and school rules and to understand how these rules help them. That they belong to different groups and communities such as family and school. Environmental responsibility. That money comes from different sources and its role. Ways in which they are all unique; understand that there has never been and will never be another ‘them’. About the ‘special people’ who work in their community (inc. How to dial 999). 	<p>Roles of key individuals.</p> <ul style="list-style-type: none"> That people and other living things have rights and that everyone has responsibilities to protect those rights. Ways in which we are the same as all other people; what we have in common with everyone else. Roles of key individuals who make up our society (Parliament= monarch, House of Commons and House of Lords). Basic understanding of democracy (fair voting). Help in creating an inclusive atmosphere. Understanding that it is ok to have different beliefs and faiths and to celebrate those.
Taught content: Knowledge/ Skills: KS2 Taught all years.	<p>Pupils are taught:</p> <ul style="list-style-type: none"> What positively and negatively affects their physical, mental and emotional health. How to make informed choices and have a ‘balanced lifestyle.’ To recognise opportunities and develop the skills to make their own choices about food. To recognise how images in the media (and online) do not always reflect reality. To reflect on and celebrate their achievements. To deepen their understanding of good and not so good feelings (extend emotional literacy vocabulary). To recognise and manage conflicting emotions. About change, loss, separation, divorce and bereavement. To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard.’ 	<p>Pupils are taught:</p> <ul style="list-style-type: none"> To recognise and respond appropriately to a wider range of feelings in others. To recognise and develop positive, healthy relationships. To recognise ways in which a relationship can be unhealthy. To recognise different types of relationships. That civil partnerships and marriage are examples of a public demonstration of commitment and is freely entered. That their actions affect themselves and others. How to respond to unacceptable contact. The concept of ‘keeping something confidential or secret’. To listen and respond respectfully to a wide range of people. To work collaboratively towards shared goals and to develop strategies to resolve disputes and conflict through negotiation 	<p>Pupils are taught:</p> <ul style="list-style-type: none"> To research, discuss and debate topical issues. Why and how rules and laws that protect them and others are made and enforced. 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. That these universal rights are there to protect everyone. To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM). 	<p>Pupils are taught:</p> <ul style="list-style-type: none"> What democracy is, and about the basic institutions that support it locally and nationally. About the Houses of Parliament. How laws are passed, about petitions and voting. 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).



	<ul style="list-style-type: none"> To recognise, predict and assess risks in different situations and decide how to manage them responsibly and build resilience. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. That bacteria and viruses can affect health and that following simple routines can reduce their spread. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help. School rules about health and safety What is meant by the term 'habit' and why habits can be hard to change. Which, why and how, commonly available substances and drugs can damage their immediate and future health and safety. Strategies for keeping physically and emotionally safe including road safety Strategies for keeping safe online. About people who are responsible for helping them stay healthy and safe. The responsible use of mobile phones. How to manage requests for images of themselves or others. 	<p>and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <ul style="list-style-type: none"> To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. To recognise and manage 'dares' About the difference between, and the terms associated with, sex, gender identity and sexual orientation How to recognise bullying and abuse in all its forms. 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 That forcing anyone to marry is a crime. To understand personal boundaries. How their body will, and their emotions may, change as they approach and move through puberty. About human reproduction. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact. 	<ul style="list-style-type: none"> To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices What being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. To consider the lives of people living in other places, and people with different values and customs. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax.' 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 What is meant by enterprise and begin to develop enterprise skills. Take part in at least one enterprise activity per year. To explore and critique how the media present information. To critically examine what is presented to them in social media. 	<ul style="list-style-type: none"> To recognise and challenge stereotypes. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. Develop a range of vocabulary related to British Values. Develop a broad knowledge and respect for public institutions. Distinguish right from wrong and respect civil and criminal law. Promote tolerance and harmony between different cultures.
Subsequent learning:				
Year 6: Working at Greater Depth	Pupils will be able to display effective skills and responsible attitudes towards a healthy lifestyle and keeping themselves safe.	Pupils will be able to display responsible attitudes towards relationships and a broad knowledge of acceptable/unacceptable relationship traits.	Pupils will have a broad understanding of what it means to be part of a community and will be able to display a sense of belonging to a group (family, school, clubs etc).	Pupils will consistently display positive attitudes to those that are different from them. They will have a deep understanding of why rules are in place and share the ethos of the school.
KS3	Pupils will be taught: <ul style="list-style-type: none"> About change and resilience. About managing risk. About healthy lifestyles. About their own identity. 	Pupils will be taught: <ul style="list-style-type: none"> About power in relationships. About managing relationships. Sexual health and consent. 	Pupils will be taught: <ul style="list-style-type: none"> About economic wellbeing. About careers and progression throughout education. Enterprise skills including taking part and leading enterprise activities. 	Pupils will be taught: <ul style="list-style-type: none"> About their rights and responsibilities. About diversity and equality. About the structure of the Government, Parliament and the role of the Monarch.



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