

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
Taught content	<p>Pupils are taught:</p> <ul style="list-style-type: none"> about the elements of a balanced, healthy lifestyle that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it that mental health, just like physical health, is part of daily life; the importance of taking care of mental health about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing to recognise that feelings can change over time and range in intensity strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement 	<p>Pupils are taught:</p> <ul style="list-style-type: none"> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing 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 that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely about the impact of bullying, including offline and online, and the consequences of hurtful behaviour that personal behaviour can affect other people; to recognise and model respectful behaviour online 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 recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact about seeking and giving permission (consent) in different situations 	<p>Pupils are taught:</p> <ul style="list-style-type: none"> to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes to recognise there are human rights, that are there to protect everyone ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) about the different groups that make up their community; what living in a community means about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes recognise ways in which the internet and social media can be used both positively and negatively recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images to recognise that people make spending decisions based on priorities, needs and wants to identify the kind of job that they might like to do when they are older to recognise a variety of routes into careers (e.g. college, apprenticeship, university) 	<p>Pupils are taught:</p> <ul style="list-style-type: none"> what the Rule of Law is. why it is important to have a rule of law. to consider what would happen if there was not a law. the difference between civil and criminal law. what democracy is. why democracy is important. how we have a democracy in our school. what respect is. why it is important to be respectful. To give examples of ways to respect others. to give examples of ways to respect myself. what tolerance is. to give examples of ways in which I can be tolerant. to say whether a situation demonstrates tolerance or not. what individual liberty means. To explain everyone’s right to individual liberty.

	<ul style="list-style-type: none">• about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes• to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth• about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking• about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact• strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about• about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe	<ul style="list-style-type: none">• about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong• to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability• that a feature of positive family life is caring relationships; about the different ways in which people care for one another• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	<ul style="list-style-type: none">• about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	
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