



KS2 PSHCe curriculum

Year 3

Core theme 1: Health and Wellbeing

Objectives	<ul style="list-style-type: none">• *how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of 'healthy lifestyle'• to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet• *to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals• *to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain the range and intensity of their feelings to others• *to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them• *about change, including transition (between Key Stages and schools), loss, separation, divorce and bereavement• 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 to use this as an opportunity to build resilience• to recognise when and how to ask for help and to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe to be wrong• *school rules about health and safety, basic emergency aid procedures, where and how to get help• what is meant by the term 'habit' and why habits can be hard to change• *the importance of protecting personal information, including passwords, addresses• *about people who are responsible for helping them stay healthy and safe and ways that they can help these people
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Year 4

Core theme 1: Health and Wellbeing

Objectives	<ul style="list-style-type: none">• *how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)• *to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals• *to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain the range and intensity of their feelings to others• *to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them• *to differentiate between the terms, 'risk', 'danger' and 'hazard'• *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 to use this as an opportunity to build resilience• *school rules about health and safety, basic emergency aid procedures, where and how to get help• *the importance of protecting personal information, including passwords, addresses• *about people who are responsible for helping them stay healthy and safe and ways that they can help these people
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Year 5

Core theme 1: Health and Wellbeing

Objectives	<ul style="list-style-type: none">• 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 - Drugs• *how their body will, and emotions may, change as they approach and move through puberty• *how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)• *what positively and negatively affects their physical, mental and emotional health (including the media)• *to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals• *to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them• *to differentiate between the terms, 'risk', 'danger' and 'hazard'• *to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including local environment issues) and to use this as an opportunity to build resilience• *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• *school rules about health and safety, basic emergency aid procedures, where and how to get help• *the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
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Year 6

Core theme 1: Health and Wellbeing

Objectives	<ul style="list-style-type: none">• to recognise how images in the media do not always reflect reality and can affect how people feel about themselves• 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 - Drugs• *how their body will, and emotions may, change as they approach and move through puberty• about human reproduction• about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers• *how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)• *what positively and negatively affects their physical, mental and emotional health (including the media)• *to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals• *about change, including transition (between Key Stages and schools), loss, separation, divorce and bereavement• *to differentiate between the terms, 'risk', 'danger' and 'hazard'• *to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including local environment issues) and to use this as an opportunity to build resilience• to recognise their increasing independence brings increased responsibility to keep themselves and others safe
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	<ul style="list-style-type: none"> • that bacteria and viruses can affect health and that following simple routines can reduce their spread • *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 • *school rules about health and safety, basic emergency aid procedures, where and how to get help • *strategies for keeping physically and emotionally safe including road safety (including cycle safety – the Bikeability programme), safety in the environment (including social media, the responsible use of ICT and mobile phones) • *the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
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Year 3	
Core theme 2: Relationships	
Objectives	<ul style="list-style-type: none"> • *that their actions affect themselves and others • *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’ • *to listen to 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 views • *to work collaboratively towards shared goals • *to recognise and manage ‘dares’

Year 4	
Core theme 2: Relationships	
Objectives	<ul style="list-style-type: none"> • to recognise and respond appropriately to a wider range of feelings in others • *that their actions affect themselves and others • *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’ • *to listen to 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 views • *to work collaboratively towards shared goals • *to recognise and manage ‘dares’

Year 5	
Core theme 2: Relationships	
Objectives	<ul style="list-style-type: none"> • *to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships - linked also to SRE • *that their actions affect themselves and others • *to judge what kind of physical contact is acceptable or unacceptable and how to respond • *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’ • *to listen to 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 views • *to work collaboratively towards shared goals • *to develop strategies to resolve disputes and conflict through negotiation and

	<p>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"> • 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 • *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) • *to recognise and challenge stereotypes
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Year 6	
Core theme 2: Relationships	

Objectives	<ul style="list-style-type: none"> • *to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships - linked also to SRE • to recognise ways in which a relationship can be unhealthy and who to talk to if they need to – linked also to SRE • to be aware of different types of relationships, including those between acquaintances, friends, relatives and families • that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment • to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so • *to judge what kind of physical contact is acceptable or unacceptable and how to respond • *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' • *to listen to 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 views • *to work collaboratively towards shared goals • *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 • *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) • to recognise and challenge stereotypes
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Year 3	
Core theme 3: Living in the wider world	

Objectives	<ul style="list-style-type: none"> • *to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people • that there are 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 think about the lives of people living in other places, and people with different values and customs -humanities
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Year 4

Core theme 3: Living in the wider world

Objectives	<ul style="list-style-type: none">• *to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people• *to understand that everyone has human rights, 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 and have primacy both over national law and family and community practices• *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 think about the lives of people living in other places, and people with different values and customs -humanities
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Year 5

Core theme 3: Living in the wider world

Objectives	<ul style="list-style-type: none">• *to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people• *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• *that these universal rights are there to protect everyone and have primacy both over national law and family and community practices• *to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities• *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• *what being part of a community means, and about the varied institutions that support communities locally and nationally• *to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom -humanities• *to think about the lives of people living in other places, and people with different values and customs -humanities• that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
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Year 6

Core theme 3: Living in the wider world

Objectives	<ul style="list-style-type: none">• *to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people• *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• *to understand that everyone has human rights, 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 and have primacy both over national law and family and community practices• to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation• * to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities• * 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
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	<p>part in making and changing rules</p> <ul style="list-style-type: none"> • *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 appreciate the range of national, regional, religious and ethnic identities in the United Kingdom -humanities • *to think about the lives of people living in other places, and people with different values and customs -humanities • 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' (e.g. their contribution to society through the payment of VAT) • that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • *about enterprise and the skills that make someone 'enterprising' to explore and critique how the media present information
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Year 3	
British Values	
Objectives	<p>To develop an awareness of self and others:</p> <ul style="list-style-type: none"> • pupils need to develop their self-knowledge, self-esteem and self-confidence • pupils need to learn to accept responsibility for their behaviour • pupils need to develop and demonstrate initiative and understand how they contribute positively to the lives of those living and working locally and to society more widely • pupils need to develop the skills to express their opinions, know that their opinions matter and can challenge the ideas of others with respect <p>To develop an understanding of right and wrong and civil and criminal law:</p> <ul style="list-style-type: none"> • pupils need to learn to distinguish right from wrong • pupils need to gain an appreciation that living under the rule of law protects individual citizens and understand how this contributes to their wellbeing and safety • pupils need to understand that the freedom to choose and hold other faiths and beliefs is protected in law <p>To understand the importance of respect for self and others:</p> <ul style="list-style-type: none"> • pupils need to develop respect for themselves and learn to respect others • pupils will have opportunities to develop a strong sense of identity and know that difference, diversity and uniqueness is accepted and valued as long as it does not infringe the law <p>To develop an understanding of democracy:</p> <ul style="list-style-type: none"> • pupils need to develop an understanding of how citizens can influence decision-making through the democratic process • pupils will learn about the advantages and disadvantages of democracy and how democracy and the law works in Britain <p>all pupils within the school should have a voice that is listened to, and they can actively take part in democratic processes that demonstrate how democracy works</p>

Year 4

British Values

Objectives

To develop an awareness of self and others:

- pupils need to develop their self-knowledge, self-esteem and self-confidence
- pupils need to learn to accept responsibility for their behaviour
- pupils need to develop and demonstrate initiative and understand how they contribute positively to the lives of those living and working locally and to society more widely
- pupils need to develop the skills to express their opinions, know that their opinions matter and can challenge the ideas of others with respect

To develop an understanding of right and wrong and civil and criminal law:

- pupils need to learn to distinguish right from wrong
- pupils need to gain an appreciation that living under the rule of law protects individual citizens and understand how this contributes to their wellbeing and safety
- pupils need to understand that the freedom to choose and hold other faiths and beliefs is protected in law

To understand the importance of respect for self and others:

- pupils need to develop respect for themselves and learn to respect others
- pupils will have opportunities to develop a strong sense of identity and know that difference, diversity and uniqueness is accepted and valued as long as it does not infringe the law

To develop an understanding of democracy:

- pupils need to develop an understanding of how citizens can influence decision-making through the democratic process
- pupils will learn about the advantages and disadvantages of democracy and how democracy and the law works in Britain
- all pupils within the school should have a voice that is listened to, and they can actively take part in democratic processes that demonstrate how democracy works

Year 5

British Values

Objectives

To develop an awareness of self and others:

- pupils need to develop their self-knowledge, self-esteem and self-confidence
- pupils need to learn to accept responsibility for their behaviour
- pupils need to develop and demonstrate initiative and understand how they contribute positively to the lives of those living and working locally and to society more widely
- pupils need to develop the skills to express their opinions, know that their opinions matter and can challenge the ideas of others with respect
- pupils will understand that conflict, disagreement and differences of opinion are part of life and develop skills to manage these situations
- pupils should know that Britain seeks to provide safeguards to protect the most vulnerable people in our society
- pupils need to know that Britain values education for all, learning for life and encourages all to aspire and to fulfil their potential

To develop an understanding of right and wrong and civil and criminal law:

- pupils need to learn to distinguish right from wrong and be encouraged to respect the civil and criminal laws of Britain
- pupils need to gain an appreciation that living under the rule of law protects individual citizens and understand how this contributes to their wellbeing and

	<p>safety</p> <ul style="list-style-type: none"> • pupils must acquire a broad general knowledge of and respect for public institutions and services in Britain • pupils need to understand that the freedom to choose and hold other faiths and beliefs is protected in law <p>To understand the importance of respect for self and others:</p> <ul style="list-style-type: none"> • pupils need to develop respect for themselves and learn to respect others • pupils will have opportunities to develop a strong sense of identity and know that difference, diversity and uniqueness is accepted and valued as long as it does not infringe the law • pupils should understand the importance of identifying and combatting discrimination • pupils need to have access to a wide range of resources to help them learn about different faiths and cultures and also to gain an acceptance that other people having different faiths or beliefs should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour – humanities/RE <p>To develop an understanding of democracy:</p> <ul style="list-style-type: none"> • pupils need to develop an understanding of how citizens can influence decision-making through the democratic process • pupils will learn about the advantages and disadvantages of democracy and how democracy and the law works in Britain, in contrast to other forms of government in other countries • pupils should learn that there is a separation of power between the executive and the judiciary and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence • all pupils within the school should have a voice that is listened to, and they can actively take part in democratic processes that demonstrate how democracy works <p>pupils need to develop the skills to evaluate the values and arguments of people wanting their support or their vote</p>
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Year 6	
British Values	
Objectives	<p>To develop an awareness of self and others:</p> <ul style="list-style-type: none"> • pupils need to develop their self-knowledge, self-esteem and self-confidence • pupils need to learn to accept responsibility for their behaviour • pupils need to develop and demonstrate initiative and understand how they contribute positively to the lives of those living and working locally and to society more widely • pupils need to develop the skills to express their opinions, know that their opinions matter and can challenge the ideas of others with respect • pupils will understand that conflict, disagreement and differences of opinion are part of life and develop skills to manage these situations • pupils should know that Britain seeks to provide safeguards to protect the most vulnerable people in our society • pupils need to know that Britain values education for all, learning for life and encourages all to aspire and to fulfil their potential <p>To develop an understanding of right and wrong and civil and criminal law:</p> <ul style="list-style-type: none"> • pupils need to learn to distinguish right from wrong and be encouraged to respect the civil and criminal laws of Britain • pupils need to gain an appreciation that living under the rule of law protects individual citizens and understand how this contributes to their wellbeing and safety • pupils must acquire a broad general knowledge of and respect for public institutions and services in Britain • pupils need to understand that the freedom to choose and hold other faiths and beliefs is protected in law

- pupils should know that there are mechanisms for legal protest under the law and that these can lead to changes in the law and in society

To understand the importance of respect for self and others:

- pupils need to develop respect for themselves and learn to respect others
- pupils will have opportunities to develop a strong sense of identity and know that difference, diversity and uniqueness is accepted and valued as long as it does not infringe the law
- pupils should understand the importance of identifying and combatting discrimination
- pupils need to have access to a wide range of resources to help them learn about different faiths and cultures and also to gain an acceptance that other people having different faiths or beliefs should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour – humanities/RE
- pupils should understand that we can respect, work with and learn from people who have very different beliefs and experiences
- pupils will understand that laws that protect our freedom also require us to fulfil responsibilities to others and that British people are free to live as they wish, as long as they do not hurt, disrupt or affect the rights of anyone else

To develop an understanding of democracy:

- pupils need to develop an understanding of how citizens can influence decision-making through the democratic process
 - pupils will learn about the advantages and disadvantages of democracy and how democracy and the law works in Britain, in contrast to other forms of government in other countries
 - pupils should learn that there is a separation of power between the executive and the judiciary and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
 - all pupils within the school should have a voice that is listened to, and they can actively take part in democratic processes that demonstrate how democracy works
- pupils need to develop the skills to evaluate the values and arguments of people wanting their support or their vote