

PSHE in Key Stage 2

Children develop their personal and interpersonal skills and learn about health and well-being, relationships and living in the wider world through their work in PSHE as well as science, literacy, religious education and physical education. An enquiry approach is adopted and children have opportunities to work individually, in pairs and in groups.

Lessons on Social and Emotional Aspects of Learning (SEAL) are held weekly, and targets set around the themes which run for between three and six weeks:

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| ✓ New beginnings | ✓ Financial education |
| ✓ Getting on and falling out | ✓ Going for goals |
| ✓ Keeping safe | ✓ Relationships |
| ✓ Saying no to bullying | ✓ Changes |
| ✓ Good to be me | ✓ Sustainability |

At the end of each week, children nominate others in the class who have worked particularly hard on the target and then a vote for the week's 'SEAL Superstar' is held. Achievement is recognised in assembly and badges awarded.

Themed weeks are also held during the year to support our work in PSHE covering safety, anti-bullying, internet safety, Fairtrade, money, 'Bikeability' and 'Feeling Good' and pupils organise and run an annual Children's Fair.

The main themes are covered with the children as follows:

Health and Well-Being	Relationships	Living in the Wider World
<ul style="list-style-type: none"> ✓ Things that positively and negatively affects their physical, mental and emotional health (including the media) ✓ Making informed choices ✓ Recognising that choices can have positive, neutral and negative consequences ✓ Beginning to understand the concept of a 'balanced lifestyle' ✓ Recognising opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet ✓ Recognising how images in the media do not always reflect reality and can affect how people feel about themselves ✓ Reflect on and celebrating their achievements, identifying their strengths, areas for improvement, setting high aspirations and goals ✓ Deepening their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others ✓ Recognising that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them ✓ About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement 	<ul style="list-style-type: none"> ✓ Recognise and responding appropriately to a wider range of feelings in others ✓ Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships ✓ Recognising ways in which a relationship can be unhealthy and who to talk to if they need support. ✓ To be aware of different types of relationship, including those between acquaintances, friends, relatives and families, ✓ That their actions affect themselves and others ✓ Judging 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' ✓ Listening and responding respectfully to a wide range of people, to feel confident to raise their own concerns, to 	<ul style="list-style-type: none"> ✓ How 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 ✓ Understanding that everyone has human rights ✓ Realising the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities ✓ Knowing that there are different kinds of responsibilities, rights and duties at home, at school, in the community

<ul style="list-style-type: none"> ✓ 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 risks in their local environment) and to use this as an opportunity to build resilience ✓ Recognising 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 ✓ 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 ✓ Recognising when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them 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 ✓ 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 ✓ How their body will, and emotions may, change as they approach and move through puberty ✓ About human reproduction ✓ Taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact ✓ Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(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 ✓ About people who are responsible for helping them stay healthy and safe and ways that they can help these people 	<p>recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</p> <ul style="list-style-type: none"> ✓ Working collaboratively towards shared goals ✓ Developing 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 ✓ 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 manage 'dares' ✓ Recognising and challenging stereotypes 	<p>and towards the environment</p> <ul style="list-style-type: none"> ✓ Resolving 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 ✓ Appreciating the range of national, regional, religious and ethnic identities in the United Kingdom ✓ Thinking about 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 ✓ 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' ✓ Exploring and critiquing how the media present information
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