



PSHE KS2 Overview

KS2	Health and Wellbeing			Relationships			Living in the wider world		
	All of these objectives are underpinned by the principles of Catholic Social Teaching: Protecting the dignity of the human person, placing value on family and community, working for the common good, recognising we have rights but also responsibilities, helping the poor and vulnerable, caring for all creation and the importance for work and rest.								
Objectives	Year 3/4	Year 5/ 6		Year 3/4	Year 5/ 6		Year 3/4	Year 5/6	
	Can I use a broad vocabulary to describe how I feel? Can I explain the feeling of change? Can I describe what positively and negatively affects my physical, emotional, and mental health and how these are affected? Can I keep myself safe physically and emotionally? Can I identify my strengths and goals? Can I take responsibility for my safety and help an adult keep me safe? Can I ask an appropriate person for help depending on the scenario? Can I differentiate between the language of risk, danger and hazard? Can I make informed choices and understand what consequences they will incur? Can I explain how to keep myself safe	Can I recognise that choices have positive, neutral, and negative consequences? Can I recognise that increasing independence results in me having increased responsibility for my safety? Can I recognise risks in different situations and manage them responsibly? Can I explain what a habit is and how it can be hard to break? Can I show awareness of what 'peer pressure' is? Can I recognise that I might experience conflicting emotions? Can I show strategies to overcome conflicting emotions? Can I understand the health benefits of enough good quality sleep and exercise? Can I understand that a lack of sleep can affect weight, mood and ability to learn? Can I show awareness that some substances are bad for health and restricted/illegal?	Can I make choices over what positively and negatively affects my physical, emotional, and mental wellbeing? Can I give examples of how choices have positive, neutral and negative consequences? Can I predict and assess risks in different situations and manage them responsibly? Can I recall the physical and emotional changes that occur as we get older? Can I recall the key facts about the menstrual cycle and associated wellbeing? Can I explain the emotional changes I may go through during puberty? Can I recognise early signs of physical illness, such as weight loss, or unexplained changes to the body? Can I show an awareness of the facts and science relating to allergies, immunisation and vaccination?	Can I recognise and respond to a wider range of feelings in others? Can I recognise ways in which my actions affect myself and others? Can I recognise different types of relationships, including acquaintances, friends, relatives and family? Can I recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships? Can I recognise that a relationship can be unhealthy? Can I explain what kind of physical contact is acceptable or unacceptable and how to respond? Can I recognise different forms of bullying?	Can I recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships? Can I explain how marriage and civil partnerships are examples of the commitment made between two people who love and care for each other and want to spend their lives together and who are a legal age to make that commitment? Can I explain how two people who love and care for each other can be in a committed relationship and not be married or in a civil partnership? Can I recognise that marriage is a commitment freely entered into by both people and that no one should do so unless they want to	Can I listen to and respond respectfully to a wide range of people, feel confident to raise concerns and recognise and care about other people's feelings? Can I understand the importance of self-respect and how this links to my own happiness? Can I understand personal boundaries, identify what I am willing to share with others and know that we all have a right to privacy? Can I constructively challenge the viewpoints of others? Can I develop strategies to resolve disputes and conflict through negotiation and appropriate compromise? Can I recognise that the similarities and differences in people arise from a number of factors, including family, cultural,	Can I understand my responsibilities, rights and duties (home, school, community and environment) to continue to develop the skills to exercise these responsibilities? Can I understand how rules and laws protect me and others are made and enforced? Can I recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing? Can I explain about different institutions that support communities locally and nationally? Can I consider the lives of others in other places, their different values and customs? Can I resolve differences by looking at alternatives, seeing	Can I appreciate the range of national, regional, religious and ethnic identities in the UK? Can I understand that there are basic human rights shared by all people and societies and that children have their own rights? Can I understand that universal rights are there to protect everyone? Can I understand why different rules are needed in different situations and how to take part in making and changing rules? Can I explore and critique how the media present information? Can I critically examine what is presented to me in the media? Can I research, discuss and debate	Can I recognise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities? Can I show awareness of some cultural practices which are against British Law and universal human rights? (FGM) Can I explain the role of money in my life and the lives' of others, including how to manage money? Can I develop an initial concept of 'interest'; loan' 'debt' and 'tax'? Can I understand how resources can be allocated in different ways and how economic choices affect individuals, communities and



	online, protecting information? Can I show an awareness that what I see online might not be true? Can I understand the sensible use of electronic devices? (time limits/pass codes)? Can I recognise what foods constitute a balanced diet? Can I understand how to stay safe whilst exposed to the sun? Can I explain the importance of dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist? Can I explain how bacteria and viruses affect health?	Can I show awareness of how some medicines and products can be unsafe if used incorrectly? Can I show an awareness of some concepts of basic first aid relating to common injuries, e.g. dealing with head injuries? Can I understand that I have the right to protect my body from inappropriate and unwanted contact? Can I show awareness of how media and the internet can filter images?	Can I explore how images in the media and online affects how people feel? Can I recognise flaws in the media and online persona of images? Can I show awareness of how to manage requests from others for images? Can I explain that pressure to behave in an unacceptable way can come from a variety of sources? Can I develop strategies to get support when I feel pressured? Can I understand how certain acts constitute abuse and are a crime (FCM)? Can I recall the benefits of eating a balanced diet? Can I explain which substances are harmful to health and illegal?	Can I explain how to handle bullying behaviour? Can I explain the concept of 'keeping something confidential or secret' and understand when I should or shouldn't agree to this, knowing when it is right to 'break a confidence'? Can I show an awareness of how to recognise and report when I'm feeling unsafe? Can I understand where and who I can go to for advice and support? Can I work collaboratively towards shared goals?	or are making this decision freely themselves? Can I explain how being forced to marry is a crime and that support is available to people to prevent this? Can I recognise and challenge stereotypes? Can I realise the nature and consequences of discrimination? Can I recognise all forms of bullying and know how to respond?	ethnic, racial, and religious diversity, age, sex, gender identity and sexual orientation? Can I explain the difference in sex, gender identity and sexual orientation? Can I recognise and respond appropriately to all forms of bullying?	and respecting others' points of view, making decisions and explaining choices?	topical issues, problems and events that are of concern to me and offer my recommendations?	the sustainability of all environments? Can I understand enterprise and develop enterprise skills? Can I understand that how information is contained in social media can be misread or misleading and know the importance of being careful of what I read and forward?
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