

Key Stage Two Overview



PSHE and Relationships Education

LKS2 - Year A	LKS2 - Year B	UKS2 - Year A	UKS2 - Year B
Relationships			
- To recognise what constitutes a positive healthy relationships and develop skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families - To learn that their actions affect themselves and others - Listening to others and playing cooperatively - About respecting the needs of ourselves and others - About groups and communities that they belong to - About the people who work in the community	- To recognise what constitutes a positive healthy relationships and develop skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families - To learn that their actions affect themselves and others listening to others and playing cooperatively	- Learning to work collaboratively, including negotiating and compromising - Giving feedback to support others - Listening to and responding to a wide range of people - Feeling confident to raise their own questions and concerns - Recognising and caring about other people's feelings, even when these people are very different to me - Understanding and respecting another person's point of view - Learning to constructively challenge another persons' point of view	- Understanding what makes a positive, healthy relationship (including friendship) - Developing skills to maintain and form positive relationships - Recognising different types of relationship and what is appropriate behaviour in each - Recognising when a relationship is unhealthy and how to identify this - Understanding that loving, stable, committed relationships between adults can take the form of civil partnerships or marriage and that some people choose to be in a relationship but not marry - Understanding that marriage needs to take place between two consenting adults and nobody can be forced to marry against their will - this is against the law. - Learning how to work collaboratively with others towards shared goals - Learning to negotiate and compromise to resolve conflicts - Learning to give helpful feedback and support to others
Environment			
- About looking after the local environment - To learn 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	<i>Geography link - What is water worth?</i>	- Understanding that resources are shared and allocated in different ways around the world and in our communities - Understanding that economic and resource choices affect individuals, communities and the sustainability of the environment across the world	<i>Geography link - How do we protect the earth for future generations?</i>

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- For pupils to research, discuss and debate topical issues, problems and events that are of concern to their and offer their recommendations to appropriate people - To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability across the world.		Geography link - whose world do we live in?	
Diversity			
- To appreciate difference and diversity (people living in the UK) - About the customs and values of people around the world - To appreciate the range of national, religious and ethnic identities in the United Kingdom - To consider the lives of people living in other places, and people with different values and customs - RE - How do people express their beliefs in the community?		- To understand and celebrate the factors that constitute our identity family, culture, religion, ethnicity, age, gender, sexual orientation and (dis)ability - Recognising and challenging stereotypes - Understanding differences between sex, gender identity and sexual orientation Geography link - whose world do we live in?	
Balanced diet and being healthy			
- About what makes up a balanced diet - About opportunities they have to make their own choices about food - About what influences their choices about food - About what is meant by habit - How habits can be hard to change - About what makes a 'balanced lifestyle' - About making choices in relation to health - About drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) - How the spread of infection can be prevented	Science - Humans, Nutrition and functions of skeletons	- To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of 'balanced lifestyle'. - To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet - To learn which, why and how, commonly available substances (including alcohol, tobacco and energy drinks) can damage their immediate and future health and safety; that some are	

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		restricted and some are illegal to own, use and give others	
Money and enterprise			
Maths - Measurement money	- About where money comes from and what it is used for - About spending and saving money (how to use money) - About how to keep money safe - About what is meant by 'interest' and 'loan' - For pupils to learn 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'. Maths - Measurement money		- Learning about the important role of money in their own and other people's lives - Learning how to manage money and how to be a critical consumer (making critical decisions about how to spend your money) - Understanding financial concepts including interest, loan, debt and tax - Understanding the importance of managing money, including managing loans and debts - Understanding that people pay tax in order to contribute to society and fund important social institutions - Understanding what is meant by enterprise and begin to develop enterprise skills - Understanding what it takes to set up an enterprise - Learning about what enterprise means for work and society
Keeping safe (including e-safety)			
- How to get help, including in an emergency - To discuss and debate issues concerning health and wellbeing - How to keep safe in the local area and online; people who help them to stay healthy and safe - Appropriate and inappropriate touch Computing - Autumn	- To understand the concept of 'keeping something confidential or secret' - When we should not agree to this and when it is right to 'break' confidence or 'share' a secret - To learn to recognise and manage dares - Appropriate and inappropriate touch - To understand school rules about health and safety, basic emergency aid procedures, where and how to get help - To recognise people who are responsible for helping them stay	- Learning what confidentiality means and what things need to remain confidential (including online safety) - Learning what things should not be kept secret and when it is appropriate to break confidentiality (including to protect themselves and others from dangerous situations) - Recognising cyber bullying (including trolling, hate speech, prejudice based language) and how to respond and ask for help	- Understanding the concept of keeping secrets and when this is and isn't the right thing to do. - Understanding that people need to seek and give permission before touching - Judging what kind of physical contact is acceptable or unacceptable and how to respond to this - Understanding personal boundaries and how these change in different types of relationships. - Knowing that we all have a right to privacy and how to protect this.

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	healthy and safe; how they can help these people to keep healthy and safe - About the importance of school rules for health and safety - About how to get help in an emergency - About people who help them stay healthy and safe - To develop strategies for keeping physical and emotionally safe including road safety and safety in the environment - To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to manage requests for images of themselves and others; what is not and what is appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request - About keeping safe in the local environment - About keeping safe online - Computing - Autumn	- Images in the media and reality; how this can affect how people feel; risks and effects of drugs - To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves (self-esteem) - To learn which, why and how, commonly available substances (including alcohol, tobacco and energy drinks) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give others Computing - Autumn	- Developing strategies for keeping physically and emotionally safe including road safety (Bikeability) and safety in the wider environment - road, rail, water and fire safety - Developing strategies for keeping safe online, including protecting personal information (passwords, addresses and images of themselves and others) - Managing requests for images of themselves and others, including understanding what is and isn't appropriate to share and who to talk to if they feel concerned - Learning to use mobile phones responsibly, keeping their phone safe and developing good user habits, including time limits, sleep habits and passwords - Recognising, predicting and assessing risk in different situations - Accepting responsibility to keep themselves and others safe - Understanding that pressure to behave in an illegal, unhealthy or unacceptable way can come from a variety of sources, including media and people they know - Recognising when they need help and developing skills to ask for help - Using techniques to resist pressures to do things that they think are wrong, unhealthy or dangerous. - Identifying people who can help them keep healthy and safe and knowing how to access and use these people (including support for good mental health)
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			- Learning to protect and take care of their body, understanding that they have the right to refuse and protect their bodies from inappropriate and unwanted contact - Understanding that nobody else has the right to change or control our bodies and that practices such as FGM are illegal and constitute abuse - Computing - Autumn
Growing and changing (including puberty)			
	- For pupils to understand how their bodies will, and their emotions may, change as they approach and move through puberty - About the changes that happen at puberty	Year 5 - Learning about change and the changes associated with puberty as well as other transitions in life, such as loss, moving schools, separation and divorce - Understanding the physical changes associated with approaching and going through puberty - Understanding the mental and emotional changes associated with change and growing up - Developing an understanding of a wider range of feelings and developing vocabulary to describe the range and intensity of feelings - Understanding that some situations may create conflicting emotions and developing strategies to talk about, listen to and overcome these feelings. - Science - Life cycles and reproduction	Year 6 - Learning about change and the changes associated with puberty as well as other transitions in life, such as loss, moving schools, separation and divorce Year 6: Assess cohort and cohort needs in this area - Understanding the role of human reproduction in the human lifecycle, including how a baby is made and how it grows - Understanding the role and responsibilities of parents and carers Understanding that pregnancy can be prevented Science - Living things, human changes and adaptation to survive
Wellbeing			
- About what makes a 'balanced lifestyle' - About making choices in relation to health	To be able to recognise and respond appropriately to a wider range of feelings in others	- To understand what positively and negatively affects their physical, mental and emotional health - Identifying people who can help them keep healthy and safe and knowing how	Recognising and responding appropriately to a wider range of feelings in others

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	- Feeling and emotion s- about different type of behaviour and how this can make others feel - That bodies and feelings can be hurt - For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals - For pupils to deepen 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. For pupils to recognise that they may experience conflicting emotions. - To recognise their achievements and set personal targets - About a wider range of feeling; both good and not so good - That people can experience conflicting feelings at the same time - Describing their feelings to others - Pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals	to access and use these people (including support for good mental health)	- Understanding that our behaviour has consequences and can affect the feelings of others - Reflecting on and celebrating their achievements - Identifying strengths and areas for improvement - Setting high aspirations and goals for the future and understanding that these can shape their future
Rights and responsibilities (bullying)			
- To work collaboratively towards shared goals - To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, 'trolling', how to respond and ask for help). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in	- That hurtful teasing and bullying is wrong - What to do if teasing and bullying are happening - To learn that they have different kinds of responsibilities, rights and duties at homes, in school, in the community and towards the environment; to continue to develop the skills to exercise their responsibilities	- Recognising the types and consequences of bullying, discrimination, teasing, prejudice based language and aggressive behaviour (including its effect on others) - Researching, discussing and debating topical issues, problems and events that are of concern to them and offering recommendations to the appropriate people	- Understanding that we have different rights, responsibilities and duties at home, at school and in the community - Understanding that we have rights and responsibilities towards the environment - Understanding how I can act to exercise these responsibilities

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person, online and through social media.) • About group and class rules and why they are important • That hurtful teasing and bullying is wrong • What to do if teasing and bullying are happening •	• For pupils to research, discuss and debate topical issues, problems and events that are of concern to their and offer their recommendations to appropriate people • To learn what being part of the 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 realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk • To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) • To learn 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 explore and critique how the media present information. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you put forward to others • Pupils to learn 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 resolve differences by looking at alternatives, seeing and respecting others point of view, making decisions and explaining choices	
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		• For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people • 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. To learn that these are universal rights are there to protect everyone and have primacy both over national law and family and community practises • Understanding that actions have consequences on others.	
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