

## National Curriculum Requirements of PSHE at Key Stage 2

Pupils should be taught to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

### Pupils should be taught to:

#### **PATHS:**

Increased self-control, i.e., the ability to stop and think before acting when upset or confronted with a conflict situation. Lessons in this area also teach identification of problem situations through recognition of "upset" feelings.

Attributional processes that lead to an appropriate sense of self-responsibility.

Increased understanding and use of the vocabulary of logical reasoning and problem-solving, e.g., "if...then" and "why...because."

Increased understanding and use of the vocabulary of emotions and emotional states; e.g., excited, disappointed, confused, guilty, etc.

Increased use of verbal mediation.

Increased ability to recognise and interpret similarities and differences in the feelings, reactions and points of view of self and others.

Increased understanding of how one's behaviour affects others.

Increased knowledge of, and skill in, the steps of social problem-solving: stopping and thinking; identifying problems and feelings; setting goals; generating alternative solutions; anticipating and evaluating consequences; planning, executing and evaluating a course of action; trying again if the first solution fails.

Increased ability to apply social problem-solving skills to prevent and/or resolve problems and conflicts in social interactions.

**RSE:****Year 3**

Self esteem

Body changes

Positive and unhealthy relationships (including online)

Challenging gender stereotypes

Asking for help (breaking secrets when necessary)

**Year 4**

Body changes (including puberty)

Appropriate and inappropriate touch

Different types of families

Marriage (free commitment)

Situation management and asking for help

**Year 5**

Emotions caused by hormones

Puberty changes to the body

Healthy and unhealthy relationships, including online

LGBTQ+ relationships and identity

Staying safe online: sharing images and personal information

Asking for help: exposure to explicit online images and information

**Year 6**

Media images and how this affects personal identity

Reproduction

Discrimination

FGM and cultural beliefs

Asking for help independently.