

## KS2 PSHE Coverage

Theme	Y3	Y4	Y5	Y6	KS2 Health and Well Being
Where Do I get Information (Summer)					what positively and negatively affects their physical, mental and emotional health (including the media)
Where Do I get Information (Summer)					how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
	Why do so many people choose to go to the Mediterranean for their holidays? Y3 science				to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
Settling In, Belonging, Setting Goals					to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
Sum B					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
Spr A					to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
Spr A					about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
Road safety					To differentiate between the terms, 'risk', 'danger' and 'hazard'
Safety works	Road safety				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
Aut B					to recognise their increasing independence brings increased responsibility to keep themselves and others safe
See RJ (science)					that bacteria and viruses can affect health and that following simple routines can reduce their spread
Aut B					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
Aut B					to recognise 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

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Settling In, Belonging, Setting Goals Aut B	Fire evac Safety works				school rules about health and safety, basic emergency aid procedures, where and how to get help
				Y6 science	what is meant by the term 'habit' and why habits can be hard to change
				Y6 science	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
		Y4	Y5 science		how their body will change as they approach and move through puberty to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
			Y5 science Lovewise	Lovewise	about human reproduction
Aut B	Road safety E safety				strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)
Road safety bikeability (3&5)					the importance of protecting personal information, including passwords, addresses and images
					about people who are responsible for helping them stay healthy and safe and ways that they can help these people
<b>Theme</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>KS2 Relationships</b>
	RE				to recognize and respond appropriately to a wider range of feelings in others
	RE				to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
Staying safe and managing risk/Anti-Bullying (Autumn)					to recognise 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 friends and families, civil partnerships and marriage
	RE		Topic 1		that their actions affect themselves and others
Staying safe and managing risk/Anti-Bullying (Autumn)					to judge what kind of physical contact is acceptable or unacceptable and how to respond

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Staying safe and managing risk/Anti-Bullying (Autumn)					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'
Respect (Spring)					to listen 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 view
Settling In, Belonging, Setting Goals (Autumn)					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
Relationships					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 (see 'protected characteristics' in the Equality Act 2010)
Staying safe and managing risk/Anti-Bullying (Autumn)					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'
					to recognise and challenge stereotypes
<b>Theme</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>KS2 Living in the Wider World</b>
		Why were the Romans so powerful and what did we learn from them?	Deforestation		to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
	Ancient Greece			Government & EU Mystery of golden Stars	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
Staying safe and managing risk/Anti-Bullying (Autumn)					to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities

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Staying safe and managing risk/Anti-Bullying (Autumn)					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
		Why is Newcastle such a cool place to live?			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
	RE	Why is Newcastle such a cool place to live? RE	RE	RE	to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
Stories from other cultures (lit)	Ancient Greece	Why is the Tyne so important to Newcastle?	rainforest		to think about the lives of people living in other places, and people with different values and customs
Money (Spring)					About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
Money (Spring)					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)
			Fair-trade		that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
Money (Spring)			tuckshop	Cake sales	About enterprise and the skills that make someone 'enterprising'
					to explore and critique how the media present information