

Lower Key Stage 2 PSHE



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	Me and my relationships	Growing & Changing	Keeping myself safe	Right and Responsibilities	Being my best	Valuing differences
Year 3	<ul style="list-style-type: none"> Accept the views of others and understand that we don't always agree with each other. Give lots of ideas about what I do to be a good friend and give some different ideas for how to make up with a friend if they've fallen out. 	<ul style="list-style-type: none"> Say how they can overcome problems and challenges on the way to achieving their goals. Name a few things that make a positive relationship and some things that make a negative relationship. Say what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. Identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable. 	<ul style="list-style-type: none"> Say what they could do to make a situation less risky or not risky at all. Say why medicines can be helpful or harmful. Say a few things about keeping their personal details safe online. Explain why information they see online might not always be true. 	<ul style="list-style-type: none"> Say some ways of checking whether something is a fact or just an opinion Say how they can help the people who help them, and how they can do this and give an example of this. 	<ul style="list-style-type: none"> Give a few examples of things that they can take responsibility for in relation to their health and give an example of something that they've done which shows this. Explain and give an example of a skill or talent that they've developed and the goal-setting that they've already done (or plan to do) in order to improve it. 	<ul style="list-style-type: none"> Give examples of different community groups and what is good about having different groups. Talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.
Year 4	<ul style="list-style-type: none"> Give a lot of examples of how they can tell if a person is feeling worried just by their body language. Say what they could do if someone was upsetting them or if they were being bullied. 	<ul style="list-style-type: none"> Label some parts of the body that only boys have and only girls have. List some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents) Say why people get married 	<ul style="list-style-type: none"> Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. 	<ul style="list-style-type: none"> Explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. 	<ul style="list-style-type: none"> Give a few examples of different things that they do already that help to them keep healthy. Give different examples of some of the things that they do already to 	<ul style="list-style-type: none"> Say a lot of ways that people are different, including religious or cultural differences. Explain why it's important to challenge stereotypes that might be applied to themselves or others.

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	<ul style="list-style-type: none">▪ Explain what being 'assertive' means and give a few examples of ways of being assertive.		<ul style="list-style-type: none">▪ Say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.▪ Give examples of positive and negative influences, including things that could influence me when I am making decisions.	<ul style="list-style-type: none">▪ Explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.▪ Give examples of these decisions and how they might relate to themselves.	help look after their environment.	
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