

Minimum outcomes for KS1 & KS2 using the new 2013/14 PSHE association guidance (Related to SRE)

Pupils should be taught:		Outcomes (Pupils will know and understand)	Resources
<p>PSHE theme</p> <p>Health and well-being</p>	<ul style="list-style-type: none"> • what is meant by a healthy lifestyle • how to maintain physical, mental and emotional health and wellbeing • how to manage risks to physical and emotional health and wellbeing • ways of keeping physically and emotionally safe • about managing change, such as puberty, transition and loss • how to make informed choices about health and wellbeing and to recognise sources of help with this 	<p><i>Key stage 1</i></p> <ul style="list-style-type: none"> • to recognise how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences • about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings • about change and loss and the associated feelings (including moving home, losing toys, pets or friends) • the importance of and how to maintain personal hygiene • about the process of growing from young to old and how people's needs change • about growing and changing and new opportunities and responsibilities that increasing independence may bring • the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls • rules for and ways of keeping physically and emotionally safe • about people who look after them, their family networks, who to go to if they are worried and how to attract their attention • ways that pupils can help these people to look after them. • to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' <p><i>Key stage 2</i></p> <ul style="list-style-type: none"> • To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. • about change, including transitions (between Key stages and schools), loss, separation, divorce and bereavement • to differentiate between the terms, 'risk', 'danger' and 'hazard' • to deepen their understanding of risk • to recognise their increasing independence brings increased responsibility to keep themselves and others safe • that bacteria and viruses can affect health and that following simple routines can reduce their spread • 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 	

		<ul style="list-style-type: none"> • to recognise when and how to ask for help and use basic techniques for • to resist pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong • how their body will change as they approach and move through puberty • about human reproduction • strategies for keeping physically and emotionally safe including safety online (including social media, the responsible use of ICT and mobile phones) • the importance of protecting personal information, including passwords, addresses and images • about people who are responsible for helping them stay healthy and safe ways that they can help those people. 	
<p>PSHE theme</p> <p>Relationships</p>	<ul style="list-style-type: none"> • how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts • how to recognise and manage emotions within a range of relationships • how to recognise risky or negative relationships including all forms of bullying and abuse • how to respond to risky or negative relationships and ask for help • how to respect equality and diversity in relationships. 	<p>Key stage 1</p> <ul style="list-style-type: none"> • to communicate their feelings to others, to recognise how others show feelings and how to respond • to recognise how their behaviour affects other people • the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises to recognise what is fair and unfair, kind and unkind, what is right and wrong • to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class • to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) • to communicate their feelings to others, to recognise how others show feelings and how to respond • to recognise how their behaviour affects other people • the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises • to recognise what is fair and unfair, kind and unkind, what is right and wrong • to identify and respect the differences and similarities between people • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another • to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say • that there are different types of teasing and bullying, that these are wrong and unacceptable 	

		<ul style="list-style-type: none"> • how to resist teasing or bullying, if they experience or witness it, <p>Key stage 2</p> <ul style="list-style-type: none"> • to recognize and respond appropriately to a wider range of feelings in others • to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • 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 • that their actions affect themselves and others to judge what kind of physical contact is acceptable or unacceptable and how to respond. • should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' • 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 • 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 • 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) • 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, whom to go to and how to ask for help. 	
<p>PSHE theme</p> <p>Living in the wider world</p>	<p><i>Pupils should focus on 'economic wellbeing and being a responsible citizen' and be taught:</i></p> <ul style="list-style-type: none"> • about respect for the self and others and the importance of responsible behaviours and actions • about rights and responsibilities as members of families, other groups and ultimately as citizens • about different groups and communities • to respect equality and to be a productive member of a diverse community • about the importance of respecting and protecting the environment 	<p>Key stage 1</p> <ul style="list-style-type: none"> • that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) • that they belong to various groups and communities such as family and school <p>Key stage 2</p> <ul style="list-style-type: none"> • to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities • 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 	

