

**PSHE
Whole School
Key Stage 2 Objectives**

Term 1.1
Awe and Wonder

Vocab	Key Questions	Knowledge	Outcomes	Other Aspects of RSE
<p>Awe Wonder World Human Feelings words e.g. frustration, contentment Experience Environment Sacred Curious Imagination Reflection Myths/mysteries Inspiring Daydreaming Nature Music</p>	<p>What makes us feel awe? What are our big questions in life? What does it mean to be human? What makes something sacred? How can I bring more awe and wonder into my life? What makes me a wonder?</p>	<p>Core Theme: Health and Well Being: KS2: Pupils learn: to recognise that feelings can change over time and range in intensity. about everyday things can affect feelings and the importance of expressing feelings. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. to identify personal strengths, skills, achievements and interests and how these</p>	<p>Pupils will engage and explore their sense of curiosity, inviting and exploring the feeling of awe and wonder into our everyday lives.</p> <p>Pupils will reflect on the sensations of awe whilst exploring some of the triggers for this feeling, focusing in particular our emotional responses to the extraordinary world we are part of.</p>	<p>Whole school emotions check ins</p>

		<p>contribute to a sense of self-worth.</p> <p>Core Theme: Relationships: KS2: Pupils learn: to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. to listen and respond respectfully to a wide range of people, including those whose traditions,</p>		
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		<p>beliefs and lifestyle are different to their own. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p>Core Theme: Living in the Wider World: KS2: the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). to value the different contributions that people and groups make to the community.</p>		
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		<p>about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p>that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p> <p>about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p>		
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Term 1.2 Social Media				
Vocab	Key Questions	Knowledge	Outcomes	Other Aspects of RSE
Social media Friendship Communication Devices Safe Social media platforms Age restrictions Connect Photo editing Friends followers Filters Mood Health Communication Online Safety Rules Messages Sending and receiving Fake news Sources Trustworthy Mental health Online Offline	How have humans communicated over time? What are some of the opportunities and challenges of communicating online? How can we stay safe when interacting online? What does a healthy relationship with social media look like? How can we use social media as a tool, not a crutch?	Core Theme: Health and Wellbeing: KS2: Pupils Learn: how to recognise that habits can have both positive and negative effects on a healthy lifestyle. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. to recognise that feelings can change over time and range in intensity. about everyday things can affect feelings and the importance of expressing feelings. a varied vocabulary to use when talking about feelings; about how to	Lesson will explore how and why we communicate, thinking about some of the ways that we have developed communications over human history. Pupils will explore some of the different ways that social media impacts our lives, thinking about the benefits as well as some of the challenges, learning how to have healthier relationships with social media.	

		<p>express feelings in different ways.</p> <p>to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. about the new opportunities and responsibilities that increasing independence may bring.</p> <p>reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>about the importance of keeping personal information private; strategies for keeping safe online, including</p>		
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		<p>how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p> <p>Core Theme: Relationships: KS2: Pupils Learn: to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face to-face. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for</p>		
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		<p>support if necessary. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). about why someone may behave differently online, including pretending to be someone they are not; strategies for</p>		
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		<p>recognising risks, harmful content and contact; how to report concerns.</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know about seeking and giving permission (consent) in different situations. where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p> <p>to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online</p>		
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		<p>and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>		
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		<p>Core Theme: Living in the Wider World: KS2: Pupils learn: the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing recycling; food choices). to value the different contributions that people and groups make to the community. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p>		
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		<p>about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p>recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p> <p>about some of the different ways information and data is shared and used online, including for</p>		
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		<p>commercial purposes. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p>		
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Term 2.1 Equality and Justice				
Vocab	Key Questions	Knowledge	Outcomes	Other aspects of RSE
Equality Justice History Race Social construct Inequality Fairness Gender Inequality Communicate Rights Society Discrimination Intersectionality Personal Identity Ecosystem Interconnected Global Changemakers Sustainable Slavery Colonialism Racial Stereotype	What is equality? What is justice? What is the history of race as a social construct? How has inequality spread across our world? What has this meant? What does justice mean and why is it important? How can we practice fairness and equity?	Core Theme: Health and Wellbeing: KS2: Pupils learn: to recognise that feelings can change over time and range in intensity about everyday things can affect feelings and the importance of expressing feelings a varied vocabulary to use when talking about feelings; about how to express feelings in different ways strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations Core theme: Relationships: KS2: Pupils learn: to recognise the importance of self-respect and how this can affect their thoughts and feelings	Lessons will examine the meaning of equality, justice and fairness, helping pupils to understand these ideas in their own lives as well as in the wider world. Pupils will explore of inequality in our communities and societies and understand how these can affect the wider communities, including exploring and discussing race, culture, diversity and equality for the natural world.	

		<p>about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>		
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		<p>Core theme: Living in the Wider World: KS2:</p> <p>Pupils Learn:</p> <p>the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p>ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>. to value the different contributions that people and groups make to the community.</p> <p>about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>about stereotypes; how they can negatively influence behaviours and</p>		
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		<p>attitudes towards others; strategies for challenging stereotypes about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p> <p>about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p>		
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**Term 2.2
Kindness and Care**

Vocab	Key Questions	Knowledge	Outcomes	Other aspects of RSE
Kindness Care Feel good hormones Hormones Endorphins Oxytocin Serotonin	How does kindness impact our lives? How does it make us feel and act? What makes kindness infectious? What is altruism?	Core Theme: Health and Well Being: KS2: Pupils learn: to recognise that feelings can change over time and range in intensity.	Lessons will examine and explore the feelings and impact of kindness on our lives, communities and wider world, exploring the infectiousness of kindness and compassion.	

<p>Giving Receiving Witnessing Infectiousness Kind Unkind Bullying</p>	<p>Why is it good for us? How can we nurture compassionate values and practices? What does it mean to create a culture of kindness and care?</p>	<p>about everyday things can affect feelings and the importance of expressing feelings. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth.</p> <p>Core Theme: Relationships: KS2: Pupils learn: to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be</p>	<p>Pupils will explore some of the impacts both giving and receiving kindness and understand how powerful, kindness and care (self-care, people-care and earth care) and in our lives.</p>	
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		<p>treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p>Core Theme: Living in the Wider World: KS2: Pupils Learn:</p>		
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		<p>the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p>ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p> <p>to value the different contributions that people and groups make to the community.</p> <p>about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p>		
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		<p>about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p> <p>about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p>		
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Term 3.1

Earth Care Topics: Changing Climate

Vocabulary	Key Questions	Knowledge	Outcomes	Other Aspects of RSE
Climate change Climates Cause and effect Greenhouse gases Weather Habitats Impact Climate zones Plants Animals	What is climate change and why are our climates changing? What are fossil fuels and why are they being phased out? What are the impacts of the climate crisis on human and non-human communities around the world?	Core theme: Health and wellbeing: KS2: Pupils learn: to recognise that feelings can change over time and range in intensity. about everyday things can affect feelings and the importance of expressing feelings.	Lessons will use stories, deep time and metaphors to introduce learning about the cause & effect of climate change on ourselves and the world. Pupils will explore and understand the impact of climate change on human	

<p>Fossil fuels Industrial revolution Campaign Consumption Pledge</p>	<p>What can we learn from others about healthier futures for people & planet? What are some of the actions and behaviours making a difference? What is happening in our communities and how can we 'be the change'?</p>	<p>a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth.</p> <p>Core Theme: Relationships: KS2: Pupils learn: to recognise the importance of self-respect and how this can affect their thoughts and feelings</p>	<p>and non-human communities and engage with thoughts and feelings that many are experiencing to inspire positive actions and responses moving forward.</p>	
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		<p>about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p>Core Themes: Living in the Wider World: KS2: Pupils learn: ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday</p>		
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		<p>choices can affect the environment (e.g. reducing, reusing, recycling; food choices). the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. to value the different contributions that people and groups make to the community. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of</p>		
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		<p>responding to it if witnessed or experienced. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p> <p>about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p>		
Term 3.2 Earth Care Topics: Food				
Vocabulary	Key Questions	Knowledge	Outcomes	Other Aspects of RSE
<p>Healthy eating</p> <p>Ingredients</p> <p>Processes</p> <p>Sugar</p> <p>Food miles</p> <p>In season</p> <p>Food waste</p> <p>Waste solution</p> <p>Food system</p> <p>Ingredients</p> <p>Fast food</p> <p>Food culture</p> <p>Communities</p> <p>Best before</p>	<p>Where does food come from?</p> <p>What is the history of our food habits?</p> <p>How does food shape our identity?</p> <p>How can we learn to be less wasteful with our food?</p> <p>What can we do in the future to be eating sustainably and have enough food for everyone to eat?</p>	<p>Core Theme: Health and Wellbeing: KS2:</p> <p>Pupils learn:</p> <p>about the elements of a balanced, healthy lifestyle about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p>	<p>Lessons will engage with our food habits and food systems, zooming out to look at some of the social behaviours around eating as well as exploring the many types of food that we consume.</p> <p>Pupils will be invited to explore the food choices around them, understanding and connecting with some of</p>	

<p>Sell by Food rescue significance</p>		<p>how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) to recognise that feelings can change over time and range in intensity. about everyday things can affect feelings and the importance of expressing feelings. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situation. to identify personal strengths, skills, achievements and</p>	<p>the links between land, food and culture.</p>	
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		<p>interests and how these contribute to a sense of self worth.</p> <p>Core theme: Relationships: KS2: Pupils learn: to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background to listen and respond respectfully to a wide range of people, including</p>		
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		<p>those whose traditions, beliefs and lifestyle are different to their own. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p>Core Theme: Living in the Wider World: KS2: Pupils learn: the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). to value the different contributions that people</p>		
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		<p>and groups make to the community.</p> <p>about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p> <p>about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>		
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