

**PSCHE - LEARNING OUTCOMES - KEY STAGE 2**

<b>Opportunities enable students to:</b>	<b>SKILLS</b>	<b>KNOWLEDGE</b>	<b>ATTITUDES &amp; VALUES</b>
<b>Develop confidence and responsibility and make the most of their abilities</b>	<ol style="list-style-type: none"> <li>1. Ask questions and talk confidently with adults and peers about their thoughts and feelings.</li> <li>2. Record information about current interests and choices they will have to make in the future.</li> <li>3. Express positive things about themselves and others.</li> <li>4. Use simple vocabulary for describing personal effectiveness and setting personal goals.</li> <li>5. Prepare for and manage the change to secondary school.</li> <li>6. Show reliance in finishing tasks.</li> <li>7. Recognise the need to ask for support sometimes, and whom to ask and how.</li> <li>8. Recognise and respond to a variety of emotions in themselves and others, such as jealousy, anger, excitement.</li> <li>9. Be able to express feelings in different ways and recognise the impact on others.</li> <li>10. Transfer a skill learned in one situation to another context.</li> <li>11. Interview adults to find out about job roles or tasks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know what is special about them: abilities, interests, strengths and weaknesses.</li> <li>2. Know that puberty brings about changes in emotions.</li> <li>3. Know ways of coping with difficult emotions, fears and worries.</li> <li>4. Know the range of jobs and work roles carried out by people they know and what they like/dislike about those jobs.</li> <li>5. Know the range of knowledge, skills and personal qualities required for different types of work.</li> <li>6. Know how their strengths can help a group to perform a task.</li> <li>7. Know about the basic ways of saving money</li> </ol>	<ol style="list-style-type: none"> <li>1. Enjoy life at school, acting confidently and appropriately.</li> <li>2. Have realistic aspirations when target setting.</li> <li>3. Look forward confidently to the transition to secondary school.</li> <li>4. Value opportunities for new experiences in and out of school, including opportunities to meet adults other than teachers.</li> <li>5. Appreciate the importance of taking responsibility for themselves and their behaviour.</li> <li>6. Respect other people's work and career choices.</li> <li>7. Consider why saving money is important.</li> <li>8. Consider how different values influence how they spend money e.g. pocket money.</li> </ol>
<b>Prepare to play an active role as citizens</b>	<ol style="list-style-type: none"> <li>1. Use different ways to communicate and express personal and group views about social and environmental issues,</li> <li>2. Contribute to decision-making in a small group e.g. setting rules for the class and the school.</li> <li>3. Use local environmentally sustaining facilities e.g. paper/can banks.</li> <li>4. Put themselves un someone else's shoes e.g. people who are less fortunate than them.</li> <li>5. Resolve problems/conflicts democratically</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand why school rules are made and the consequences of breaking them; relate this to simple knowledge about the law and understand that rules and laws are designed to protect.</li> <li>2. Know the variety of communities to which they simultaneously belong: family, school, local, national, European and worldwide, and the interdependence of individuals, groups and communities</li> <li>3. Understand that rights bring responsibilities at home, at school and in the community.</li> <li>4. Have a simple understanding of democratic processes and how they can be applied in school and government.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider why a sense of fair play is necessary in their dealings with their peers and others.</li> <li>2. Consider why it is wrong for children to be bullied or abused by other children or adults.</li> <li>3. Show interest in their local community and show a wider sense of social responsibility.</li> <li>4. Appreciate home, school and community values.</li> <li>5. Develop a concern for people and</li> </ol>

	<p>through discussion, using different approaches to decision-making and reaching consensus.</p> <p>6. Make decisions about use of scarce resources; evaluate information about priorities for spending; personal, community, environment.</p> <p>7. Make informed decisions on how to allocate fund-raising money.</p> <p>8. Recognise when choices are affected by the media and other influences.</p>	<p>5. Know about local voluntary and community groups and what they do.</p> <p>6. Understand that groups have different views: peers, parents, teachers etc. and people of different faiths and cultures.</p> <p>7. Know about the different national, regional, religious and ethnic groups and which of them are reflected in their school community.</p> <p>8. Understand how their spending decisions affect them personally, the local economy, the environment and people in other parts of the world.</p> <p>9. Understand how they and others can cause changes for better or for worse especially in their immediate surroundings and also in their wider community.</p> <p>10. Know how advertising influences supply and demand.</p>	<p>communities where human needs are not met, and consider the effect of inequalities which exist between people in different countries.</p> <p>6. Be honest.</p> <p>7. Consider the possible effects of lifestyle on health.</p> <p>8. Value their own identity and background and those of others.</p> <p>9. Appreciate the positive impact of human activity on plants, animals and the environment and value the aesthetic qualities of their surroundings.</p>
<b>Develop a healthy, safer lifestyle</b>	<p>1. Choose healthy options in relation to food, exercise, rest etc.</p> <p>2. Manage hygiene procedures e.g. food safety, menstruation.</p> <p>3. Discuss and ask questions about changing bodily needs.</p> <p>4. Decide who has access to their bodies.</p> <p>5. Recognise risk in different situations and make judgements about behaviour and decisions about personal safety.</p> <p>6. Recognise unwanted influence and pressure from friends particularly in relation to smoking; and exercise some basic techniques for resisting.</p> <p>7. Identify hazards to health and safety at home, at school and in the environment.</p>	<p>1. Know some of the options open to them in developing a healthy lifestyle now and in the future.</p> <p>2. Know what makes them feel happy and positive about life; the influence of exercise, leisure, relationships on mental health.</p> <p>3. Know bacteria and viruses affect health and how transmission may be reduced by using simple, safe routines.</p> <p>4. Know about different cultural practices in health and hygiene.</p> <p>5. Know how changes at puberty affect body hygiene.</p> <p>6. Know that body changes are a preparation for sexual maturity, and understand the processes of conception and birth.</p> <p>7. Know about the range of human variation, understand what is meant by 'normality' and know that differences between people can be caused by their genes and environment.</p> <p>8. Know about a range of legal drugs encountered in everyday life including over-the-counter drugs such as aspirin, drugs prescribed as medicines, as well as tea, coffee, tobacco and alcohol, and have some understanding of their effects and their associated risks.</p> <p>9. Know that some substances are illegal and have some understanding of their effects and the associated risks.</p> <p>10. Understand the pressure to take harmful or illegal substances may come from people they know such as friends, relatives and neighbours.</p> <p>11. Know school rules/safety rules relating to medicines, alcohol, tobacco, solvents and illegal drugs; know that discarded syringes and needles can be dangerous.</p> <p>12. Know basic emergency aid procedures and where to get help in different situations.</p>	<p>1. Respect their own and others' bodies.</p> <p>2. Consider the value of keeping healthy and different attitudes to health and illness.</p> <p>3. Accept responsibility for personal cleanliness.</p> <p>4. Consider the important and beneficial role which drugs have played in society as well as the costs to society of drug misuse.</p> <p>5. Explore attitudes and beliefs about different drugs and the people who may misuse them; be able to recognise stereotypes.</p> <p>6. Recognise that some role models for young people take drugs e.g. in sports, and explore feelings about them.</p> <p>7. Develop a positive approach and self-motivation towards personal safety and risk-taking.</p>

<b>Develop good relationships and respect the differences between people</b>	1. Recognise their own and other people's feelings. 2. Recognise that actions have consequences for themselves and others. 3. Put themselves into their parents' shoes. 4. Show care for others as well as for themselves. 5. Treat animals with care and sensitivity. 6. Initiate friendships. 7. Develop skills needed for relationships e.g. listening, supporting, showing care. 8. Respond assertively to teasing and bullying. 9. Recognise and challenge stereotypes. 10. Demonstrate tolerance and respect for others.	1. Know what we do that makes each other happy, sad and cross, and what helps and what hinders friendships. 2. Know that people live their lives in different ways and that different cultures may have different life patterns. 3. Know that people's responses to ideas and events may be determined by age, religion, culture. 4. Develop understanding of different types of relationship including marriage, and know that there are many different patterns of friendship. 5. Understand what families are and what members expect of each other. 6. Know how to deal with friendship problems. 7. Understand more about the changes that take place in human life - parenthood, bereavement, making new relationships. 8. Know about bullying, why it happens, its effects on people, how to deal with it and how to stop it happening. 9. Understand how media messages affect attitudes and can cause inequality of opportunity. 10. Know that human sexuality is expressed in different ways, understand what it means and have some words to describe it. 11. Know sources of help, including help-lines, when facing problems.	1. Respect other people's feelings, decisions, rights and bodies. 2. Value diversity of lifestyles, and the choices made within them. 3. Consider why honesty, loyalty, understanding and respect are important in relationships. 4. Appreciate different ways of loving and the importance of love in relationships. 5. Appreciate that similarities and differences between people are the result of many factors. 6. Consider their developing responsibilities at school, with friends and within the family.
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## British Values KS2

### Opportunities enable children to...

Develop their self-knowledge, self-esteem and self-confidence.

Distinguish right from wrong and respect civil and criminal law.

Accept responsibility for their behaviour, show initiative and contribute to the lives of others.

Acquire a broad general knowledge of, and respect for public institutions and services in England.

Further tolerance and harmony between different cultural traditions.

Encourage respect for other people

Demonstrate respect for democracy and participation in the democratic processes including the basis on which the law is made and applied

<http://www.leicestershirehealthyschools.org.uk/>