

1.

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action
- d) to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- e) about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- f) to look after their money and realise that future wants and needs may be met through saving.

2.

Preparing to play an active role as citizens

Pupils should be taught:

- a) to research, discuss and debate topical issues, problems and events
- b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- f) to resolve differences by looking at alternatives, making decisions and explaining choices
- g) what democracy is, and about the basic institutions that support it locally and nationally
- h) to recognise the role of voluntary, community and pressure groups
- i) to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- j) that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- k) to explore how the media present information.

5.

Breadth of Opportunities

During the key stage pupils should be taught the knowledge, skills and understanding through opportunities to:

- a) take responsibility
- b) feel positive about themselves
- c) participate
- d) make real choices and decisions
- e) meet and talk with people
- f) develop relationships through work and play
- g) consider social and moral dilemmas that they come across in life
- h) find information and advice
- i) prepare for change.

*National Curriculum
Personal, Social and Health
Education & Citizenship*

Key Stage 2

*non-statutory guidelines-
at a glance*

4.

Developing good relationships and respecting the differences between people

Pupils should be taught:

- a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- b) to think about the lives of people living in other places and times, and people with different values and customs
- c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- e) to recognise and challenge stereotypes
- f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- g) where individuals, families and groups can get help and support.

3.

Developing a healthy, safer lifestyle

Pupils should be taught:

- a) what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- b) that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- c) about how the body changes as they approach puberty
- d) which commonly available substances and drugs are legal and illegal, their effects and risks
- e) to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- g) school rules about health and safety, basic emergency aid procedures and where to get help.