

PSHE Curriculum at KS2

At DMS, our PSHE and RSE curriculum is designed to help pupils develop values, attitudes, and personal and social skills, while increasing their knowledge and understanding to make informed decisions as they grow into adulthood.

Each year group receives age-appropriate and developmentally suitable content. We are committed to supporting all pupils in staying safe, and our PSHE curriculum clearly outlines what constitutes healthy and unhealthy relationships.

Respect—one of our core school values—is embedded throughout RSHE discussions, with a focus on permission-seeking and giving, appropriate and inappropriate contact, kindness, and commitment.

All RSHE content is clearly mapped and integrated into our PSHE curriculum, using resources from the Kapow PSHE platform. Parents are kept fully informed of the content being taught through teacher information evenings at the start of the academic year, as well as email updates prior to lessons.

Please see below for the National Curriculum statements and the timeline for when these are taught to our pupils.

PSHE KEY STAGE TWO	
National Curriculum Statement	Term & Week skill explicitly covered/recapped
KS2	
Families & People Who Care For Me	
Characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Year 5 Autumn 1, Week 6
Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Year 5 Autumn 1, Week 8 Year 6 Summer 1, Week 1
Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	Year 6 Spring 1 & 2
Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Year 5 Autumn 1, Week 4 Year 6 Spring 1, Week 5
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help from others if needed.	Year 5 Autumn 1, Week 6
Caring Friendships	

Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Year 5 Autumn 1, Week 2 Year 6 Autumn 1, Week 2
Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Year 5 Autumn 1, Week 3
Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Year 5 Autumn 1, Week 3
To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Built upon throughout all sessions. Year 6 Autumn 1, Week 6
Respectful Relationships	
Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Year 6 Autumn 1, Week 2
Conventions of courtesy and manners.	Throughout all expectations in all year groups
Importance of self-respect and how this links to their own happiness	Year 5 Autumn 1, Week 5
In school and in wider society they can be expected to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	Year 6 Autumn 1, Week 2 & 3
Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Year 5 Autumn 1, Week 7
What a stereotype is, and how stereotypes can be unfair, negative or destructive.	Year 5 Autumn 2, Week 2 Summer 2, Week 5 Year 6 Autumn 1 Weeks 4 & 5
Importance of permission seeking and giving in relationships with friends, peers and adults.	Taught through assemblies, throughout IT and all sessions.
Online Relationships (Also covered in Computing)	
People sometimes behave differently online, including by pretending to be someone they are not	Taught half-termly throughout the school as part of Computing Year 5 Spring 1, Week 3
The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	Taught half-termly throughout the school as part of Computing Year 5

	<p>Spring 1, Week 3 Year 6 Autumn 2, Week 3</p>
Rules and principles for keeping safe online, how to recognise risks, harmful content & contact, and how to report them.	Taught half-termyly throughout the school as part of Computing Year 5 Spring 1, Week 4
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Taught half-termyly throughout the school as part of Computing Year 5 Spring 1, Week 4 Year 6 Autumn 2, Week 2
How information and data is shared and used online.	Taught half-termyly throughout the school as part of Computing
Being Safe	
What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Year 6 Autumn 1, Week 6
The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	Taught throughout school assemblies
Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Year 6 Autumn 2, Week 5
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Taught throughout school assemblies
How to recognise and report feelings of being unsafe or feeling bad about any adult.	Year 5 Autumn 1, Week 5
Where to get advice e.g. family, school and/or other sources.	Year 6 Summer 1 Weeks 3 & 4
Adolescent Changes	
Changes to the human body (also taught in Science) – physical & emotional	Taught throughout KS2 in Science Spring 2, Week 1
Puberty – how the body changes & menstruation	Year 5 Spring 2, Week 1 & 2 Year 6 Autumn 2, Week 5-6
Human life cycle – how a baby is conceived and born	Year 6 Summer Term
Drugs, Alcohol & Tobacco	

Facts about legal and illegal harmful substance and associated risks, including smoking, alcohol use and drug-taking.	Spring 1, Week 6 Year 6 Autumn 2, Week 1
Health & Prevention	
How to recognise signs of physical illness, such as weight loss, or unexplained changes to the body.	Year 6 Spring 2, Week 1
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Year 5 Spring 1, Week 2
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Year 6 Spring 2, Week 1
Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Year 6 Spring 2, Week 1
Facts and science relating to allergies, immunisation and vaccination.	Year 6 Spring 1, Week 6
Basic First Aid	
How to make a clear and efficient call to emergency services if necessary.	Year 6 Paramedic Visit
Concepts of basic first-aid, for examples dealing with common injuries, including head injuries.	Year 5 Spring 1, Week 5 Year 6 Paramedic Visit Autumn 2, Week 7 Spring 1, Week 1
Mental Wellbeing	
Mental wellbeing is a normal part of daily life, in the same way as physical health,	MHSST visits taught throughout the school during assemblies as well as drop down sessions – see dates on SMSC calendar. Year 6 Spring 1, Week 3 Spring 2, Week 1
There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	MHSST visits taught throughout the school during assemblies as well as drop down sessions – see dates on SMSC calendar.
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when taking about their own and others' feelings.	Year 5 Autumn 2, Week 7
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	MHSST visits taught throughout the school during assemblies as well as drop down sessions – see dates on SMSC calendar.

Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Year 5 Autumn 2, Week 3 & 4 Year 6 Spring 1, Week 3
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Taught through assemblies and tutor time throughout the school
Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Year 5 Autumn 1, Week 7
Where and how to seek support (including recognising the triggers for seeking support), including whom in the school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Year 6 Spring 1, Week 3
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially is accessed early enough.	MHSST visits taught throughout the school during assemblies as well as drop down sessions – see dates on SMSC calendar.
To understand how having a positive identity and health & body image can contribute towards good mental health	Year 6 Summer 2 Week 5 & 6
Internet Safety & Harms (Also covered in Computing)	
For most people the internet is an integral part of life and has many benefits.	Taught throughout the school during IT lessons
The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	Computing MTP – Year 5
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Taught throughout the school during IT lessons
Why social media, some computer games and online gaming, for example, are age-restricted.	Taught throughout the school during IT lessons Internet safety week & Online safety days.
The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact of mental health.	Taught throughout the school during IT lessons Year 5 Autumn 1, Week 7
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Taught throughout the school during IT lessons
Where and how to report concerns and get support with issues online.	Taught throughout the school during IT lessons
Physical Health & Fitness (Also covered in PE)	
Characteristics and mental and physical benefits of an active lifestyle.	Taught within the PE Curriculum.

The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	Sports week – across the school Sponsored run (all years) Sports day
How and when to seek support including which adults to speak to in school if they are worried about their health.	Year 6 Summer 2
Healthy Eating (Also covered in DT & Science)	
What constitutes a healthy diet (including understanding calories and other nutritional content)	Spring 1, Week 1 Year 6 Spring 2 Week 4
Principles of planning and preparing a range of healthy meals	Food Tech MTP: Year 5 Spring 1 Week 1 Year 6 Spring 2 Week 4
Characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	Year 6 Autumn 2, Week 1
Living in the Wider World	
Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	Year 5 Spring 2, Week 4 Summer 1, Week 4 Year 6 Summer 1 Week 3
Understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child	Year 6 Spring 2 Week 3
Realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities	All years Antibullying week Awareness days SMSC – ABA ambassadors assemblies.
There are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment	Year 5 Spring 2, Week 5 Year 5 Summer 1 Week 1 Year 6 Spring 2 Week 4
What being part of a community means, and about the varied institutions that support communities locally and nationally	Year 6 Spring 2 Week 5

Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	Year 5 Summer 1 Week 3
To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	Year 6 Summer 1 Week 2
About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer	Year 6 Summer 1 Week 3
Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)	Year 5 Summer 1, Week 2 Summer 2, Week 1, 2, 3 & 4 Year 6 Summer 1 Week 4-6
Identify different careers and begin to understand the skills needed for these and the routes taken to get there.	Year 6 Summer 2 Week 1-3