

KS2 PSHE Phase Ladder

Relationships Education

Families and people who care for me	R4	to recognise different types of relationships including those between acquaintances, friends, relatives and families	
	R5	that civil partnerships and marriage are examples of public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment	
	R3	to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support	
Caring Friendships	R2	to recognise what constitutes a positive healthy relationship and develop the skills to form and maintain positive healthy relationships	
	R13	to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable	
	R12	to develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise	
Respectful Friendships	R10	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 others points of view	
	R21	to understand personal boundaries, to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy	
	R14	Go ensure the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice –based language, 'trolling', how to respond and ask for help	
	R18	to recognise bullying and abuse in all its forms (including prejudiced-based bullying both in person, online and through social media)	
	L6	to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves and for others at risk	
Online Relationships	H4	to recognise how images in the media (and online) do not always reflect reality	
	H13	how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media	
	L18	to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others	
	H22	strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others	
	H23	about the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe	
Being Safe	H25	how to manage requests for images of themselves and others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request	
	R8	to judge what kind of physical contact is acceptable, comfortable,	

	unacceptable and uncomfortable and how to respond	
H20	about taking care of their body, understanding that they have a right to protect their body from inappropriate and unwanted contact	
R9	the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	
H14	to recognise when they need help and to develop the skills to ask for help	

Physical Health and Mental Wellbeing

Mental Wellbeing	H1	what positively and negatively affects their physical, mental and emotional health	
	H2	how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'	
	H7	to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these	
	H6	to develop their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others	
	L10	to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	
	R14	Go ensure the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice –based language, 'trolling', how to respond and ask for help	
	L6	to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves and for others at risk	
	H23	about the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe	
	H14	to recognise when they need help and to develop the skills to ask for help	
Internet Safety and Harms	H24	the responsible use of mobile phones...and safer user habits (time limits, turning it off at night)	
	H22	strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others	
	L2	why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations	
	R2	to recognise what constitutes a positive healthy relationship and develop the skills to form and maintain positive healthy relationships	
	R7	that their actions affect themselves and others	
	R18	to recognise bullying and abuse in all its forms (including prejudiced-based bullying both in person, online and through social media)	
	H13	how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media	
	L18	to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others	
Physical Health and Fitness	H20	about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understand that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if their have fears for themselves and their peers	

Healthy Eating	H3	to recognise opportunities and develop the skills to make their own choices about food, understand what might influence their choices and the benefits of eating a balanced diet	
Drugs, Alcohol and Tobacco	H17	which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others	
Health and Prevention	H12	that bacteria and viruses can affect health and that the following simple routines can reduce their spread	
Basic First Aid	H15	school rules about health and safety, basic emergence aid procedures, when and where to get help	
Changing Adolescent Body	H18	how their body will and their emotions will change as they approach and move through puberty	
	H19	about human reproduction	

* some objectives will be repeated during other topics