



UKS2 CITIZENS

DURING UKS2 CHILDREN'S LEARNING IN PSHE SHOULD INCLUDE THE FOLLOWING:

- ✓ Making choices about how to be healthy and safe
 - ✓ Knowing what to do in an emergency.
 - ✓ Knowing how to manage emotions
- ✓ Celebrating diversity within their community and throughout the world
 - ✓ Undertaking enterprise projects

BY THE END OF UKS2 A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

Health and Wellbeing

Reflect Show an understanding of what positively and negatively affects their physical, mental and emotional health.

Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

Discuss change, including transitions, loss, separation, divorce and bereavement.

To recognise how their increasing independence brings increased responsibility to keep themselves and others safe including road safety and safety in the environment (rail, water and fire safety).

Explain how their body will, and their emotions may, change as they approach and move through puberty.

Understand human reproduction.

Relationships

Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.

Understand 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'.

Understand and use appropriately the terms associated with, sex, gender identity and sexual orientation including an understanding of what marriage and civil partnerships are.

(continued overleaf)

BY THE END OF UKS2 A CHILD ATTAINING TYPICALLY WILL BE ABLE 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.

Being a responsible citizen

Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.

Explain why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

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 or for others at risk.

Know what being part of a community means, and about the varied institutions that support communities locally and nationally.

Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.

Demonstrate an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

BY THE END OF UKS2 A CHILD ATTAINING TYPICALLY WILL BE ABLE TO UNDERSTAND AND USE THE FOLLOWING VOCABULARY:

Please see the separate Malin Bridge Values progression document.

