SRE

Gerrans School Scheme of Work - KS2

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| **learning outcomes** | **1. Me and others, growing up and changing** | **2. Friends, families and relationships** | **3. Keeping myself safe and happy** | **4. Feelings and emotions** |
| **By the end of KS2, pupils will be able to: (links in green and red)** | | | |
| Form opinions that they can articulate to a variety of audiences PSHE | Express opinions, for example, about relationships and bullying PSHE | Identify adults they can trust and who they can ask for help PSHE | Respect other people’s viewpoints and beliefs PSHE |
| Recognise and challenge stereotypes, for example in relation to gender PSHE | Be self-confident in a wide range of situations such as seeking new friends PSHE | Recognise the pressure of unwanted physical contact and know ways of resisting it PSHE | Recognise their changing emotions with friends and family and be able to express their feelings positively PSHE |
|  | Listen to and support their friends and manage friendship problems PSHE |  | Recognise their own worth and identify positive things about themselves PSHE  Balance the stresses of life in order to promote both their mental health and wellbeing and that of others PSHE  See things from other people’s viewpoints, for example, their parents and carers PSHE  Discuss moral questions PSHE |
| **Pupils will know and understand:** | | | |
| That the life processes common to humans and other animals include growth and reproduction  ***(reproduction Y5/6)***Science | The many relationships in which they are involved PSHE | That safe routines can stop the spread of viruses  Science/PHSE | About different forms of bullying and the feelings of bullies as well as victims PSHE |
| About the main stages of the human life cycle Science | Where individual families and groups can find help PSHE | About keeping themselves safe when involved in risky activities PHSE |  |
| About the physical changes that take place at puberty, why they happen and how to manage them ***(Y5/6)*** Science/PSHE | About, and accept, a wide range of different family arrangements, for example **single parent families**, second marriages, fostering, extended families, **LGBT families** and three or more generations living together PSHE | That their actions have consequences and be able to anticipate the results of them PHSE |  |
| How the media impacts on the forming of attitudes PSHE | The diversity of lifestyles PSHE | **How to keep themselves safe online and how to interact appropriately with others using technology PSHE/ICT** |  |
| **Pupils will have considered:** | | | |
| Why being different can provoke bullying and why this is unacceptable PHSE | The diversity of values and customs in the school and in the community PHSE  The need for trust and love in established relationships PSHE | When it is appropriate to take a risk and when to say no and seek help PSHE | Other’s points of view, including their parents’ or carers’ PHSE |