

New DfE PSHE Draft Statutory Guidance (2018) – Key Stage 2

Caring friendships

- ✓ How important friendships are in making us feel happy and secure, and how people choose and make friends.
- ✓ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- ✓ How healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

Respectful relationships

- ✓ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- ✓ Practical steps they can take in a range of different contexts to improve or support respectful relationships
- ✓ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others

Mental Wellbeing

- ✓ That 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
- ✓ How to judge what they are feeling and how they are.

Citizenship (Non statutory, 2015) – Key Stage 2

- ✓ **DEVELOPING CONFIDENCE AND RESPONSIBILITY:** talk and write about their opinions, and explain their views, on issues that affect themselves and society.
- ✓ **PREPARING TO PLAY A ROLE AS ACTIVE CITIZENS:** 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.
- ✓ **DEVELOPING GOOD RELATIONSHIPS AND RESPECTING OTHER PEOPLE:** 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; to develop

the skills to be effective in relationships; 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;. where individuals, families and groups can get help and support.

- ✓ **DEVELOPING SKILLS, KNOWLEDGE AND OPPORTUNITIES TO:** (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, feel positive about themselves; by having opportunities to show what they can do and how much responsibility they can take);. develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs) consider social and moral dilemmas that they come across in life, find information and advice (for example, through helplines; by understanding about welfare systems in society).