

Key Stage 2 PSE Curriculum Mapping Against KiVa

Skills		Unit 1 lesson	Unit 2 lesson	Additional Comments
Developing thinking				
Learners should be given opportunities to:				
• identify links between cause and effect		2-8	5-7	
• distinguish between 'facts', beliefs and opinions		2-8	5-7	
• form personal opinions and make informed decisions				
• use appropriate techniques for personal reflection				
Developing communication				
Learners should be given opportunities to:				
• listen carefully, question and respond to others		1-10	1-10	
• express their views and ideas confidently through a range of appropriate methods		1-10	1-10	
• contribute to class discussions and take part in debates		1-10	1-10	
Developing ICT				
Learners should be given opportunities to:				
• find and develop information and ideas				
• create and present information and ideas				
• use ICT safely with appropriate support and guidance		games	games	
Developing number				
Learners should be given opportunities to:				
• select data from given information presented in a range of numerical and graphical ways				
• gather information in a variety of ways, including simple questionnaires or databases to support understanding of PSE			1-10	line exercises/stand up sit down exercises help them to gather info about others
Working with others				
Learners should be given opportunities to:				
• work cooperatively to solve problems		1-10	1-10	
• make and maintain friendships and other relationships		1-10	1-10	
• resist unwanted peer pressure and behaviour		1-10	1-10	
• empathise with others' experiences and feelings		1-10	1-10	
• manage different emotions and develop strategies to resolve conflict and deal with bullying		1-10	1-10	
• ask for personal support and advice.		1-10	1-10	
Improving own learning				
Learners should be given opportunities to:				
• experience various learning styles and recognise the ways in which they learn best		1-10	1-10	experience a variety of learning styles in every lesson
• reflect on progress, identify strengths and weaknesses and set targets for improvement		1-10	1-10	
• apply learning to similar situations within school		1-10	1-10	
• develop practical skills necessary for everyday life		1-10	1-10	
Range				
Active citizenship				
Learners should be given opportunities to:				
• develop respect for themselves and others		1-10	1-2	
• value families and friends as a source of mutual support		1-10	1-10	
• value diversity and recognise the importance of equality of opportunity		3-4	1-2	
• participate in school life				
and to understand				
• their rights, e.g. the UN Convention on the Rights of the Child, and responsibilities		1,5	1-4	Right to safe learning environment
• the importance of democratic decision-making				
• the benefits of families and friends and the issues that can arise				
• situations which produce conflict and the nature of bullying		5-8	1-4	
• aspects of the cultural heritage and diversity in Wales				
• how injustice and inequality affect people's lives				
• what is meant by disability				
• the challenges learners might have in accessing learning				
Health and emotional well-being				
Learners should be given opportunities to:				
• take increasing responsibility for keeping the mind and body safe and healthy		2-8	5-8	
• feel positive about themselves and be sensitive towards the feelings of others				
and to understand:				
• the features and physical and emotional benefits of a healthy lifestyle, e.g. food and fitness				
• the harmful effects, both to themselves and others, of tobacco, alcohol and other legal and illegal substance				
• the reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth		2-8	5-7	
• the range of their own and others' feelings and emotions		1-10	1-10	
• the importance of personal safety				
• how to distinguish between appropriate and inappropriate touching				
• what to do or to whom to go when feeling unsafe		8	8	specifically related to bullying could broaden topic
Moral and spiritual development				
Learners should be given opportunities to:				
• explore their personal values		2-8	1-10	
• be honest and fair and have respect for rules, the law and authority		3-10	7-9	
and to understand:				
• how cultural values and religious beliefs shape the way people live				
• that people differ in what they believe is right and wrong				Discussion during difference is richness
• that personal actions have consequences.		4-8	7-9	
Preparing for lifelong learning				
Learners should be given opportunities to:				
• enjoy and value learning and achievements				
• take increasing responsibility for their learning				
and to understand:				
• the range of jobs carried out by people in their community				
• that money is earned through work and can buy goods and services				
• the importance of looking after their money and the benefits of regular savings				
Sustainable development and global citizenship				
Learners should be given opportunities to:				
• appreciate the natural world as a source of inspiration				
• take an active interest in varied aspects of life in school and the wider environment				
• develop a positive attitude on issues of poverty and fairness				
and to understand:				
• how the environment can be affected by the decisions we make individually and collectively		3-10	6-10	
• that local actions have global effects because of connections between places and people				
• how poverty and inequality can cause problems				