SWANBOURNE HOUSE SCHOOL

RSE and PSHE POLICY DOCUMENT

OUR MISSION

o   To unlock and develop the confidence and individual talents of each child.

OUR VISION

o   To nurture every pupil, enabling them to be resilient and build self-worth, through the widest variety of opportunities.

o   To provide our pupils with an engaging, collaborative and progressive teaching and learning community based on mutual respect, an understanding of individual needs and the willingness to rise to challenge.

o   To ensure both day and boarding pupils are well prepared, within the context of a character and values education, for their next school and adult lives in a fast-moving and challenging globalised world.

INTRODUCTION

This document is a statement of the rationale, aims and objectives of the teaching of PSHE at Swanbourne House School. PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible and positive members of a diverse multicultural society.

PSHE education provides a significant contribution to the schools' responsibility to:
   o   promote children and young people's wellbeing
   o   achieve the whole curriculum aims
   o   promote community cohesion
   o   provide careers education
   o   provide relationships and sex education

Legislation (Statutory Regulations and Guidelines)

Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life.

The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

- Promote the wellbeing of pupils at the school.

Revised Department for Education statutory guidance states that from September 2020 all schools must deliver:

- Relationships Education (Primary) and Relationships and Sex Education (Secondary) as well as Health Education to all age groups.

Taught PSHE has also been part of the Independent Schools Standards since 2014. We aim to provide a relevant, broad and balanced curriculum that not just fulfils, but exceeds externally set standards.

The PSHE curriculum is spiral, so that topics can be re-visited in later years. We treat Relationships and Sex Education as part of the wider PSHE curriculum. We support equal opportunities in education, seeing it as enabling and encouraging all our pupils to build self-esteem through discussion and activities in a safe environment. We are equipping them with decision-making skills irrespective of gender roles and stereotyping.

Roles and Responsibilities:

From September 2020 PSHE and RSE delivery across both School sites will be monitored by the Coordinator for PSHE to ensure contextual and appropriate delivery at each Key Stage.

Teaching of PSHE

The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

EYFS?	5s and 6s?	7s and 8s	9s-Top Year
	Classroom teachers	Classroom Teachers	PSHE Teacher
EYFS teachers draw their PSHE curriculum objectives from the PSHE	- Classroom teachers deliver curriculum lessons and resources provided by the Head of KS1	- Classroom teachers deliver curriculum lessons and resources provided by the PSHE Lead	-PSHE Curriculum delivered by PSHE Lead in weekly timetabled lessons via a spiral programme

curriculm guidance and Early Learning goals, for example, understanding fo different cultures through Knowledge and Understanding of the World	- Assemblies and Chapel	- Assemblies and Chapel	- Weekly personal tutor periods addressing topical issues affecting young people - Assemblies and Chapel services addressing a range of PSHE issues - through involvement in the life of the school and wider community - PSHE through pastoral care

Best Practice in PSHE Education:
- Any new topic in PSHE will be introduced taking into account pupils' prior knowledge
- Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire. Pupils will be reassured that the majority of young people make positive healthy lifestyle choices
- Pupils are helped to make connections between PSHE education and their 'real life' experiences.

SAFE AND EFFECTIVE PRACTICE

PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

TERMINOLOGY

Pupils will be taught the anatomically correct names for body parts, but slang and everyday terms used in social situations will be discussed; this will be part of the discussion about what is and what isn't acceptable language to be used.

Ground rules are essential when discussing sensitive subject matter and staff will use strategies to enable pupils to feel comfortable to ask questions. If controversial questions are asked, the teacher will use professional judgement about how to answer them and pupils will be allowed to raise anonymous questions if preferred.

We recognise that because of the nature of the subject, sensitive and controversial issues are likely to arise. These may include, for example, abortion, emerging gender identity, sexuality and sexual abuse. These are dealt with within the framework of the aims of the school. Any cause for concern will be dealt with in accordance with our pastoral systems and safeguarding arrangements.

EQUALITY AND DIVERSITY STATEMENT

Swanbourne House prides itself on providing equal opportunities for all of its staff and pupils regardless of religion, culture, gender, sexual orientation, marital status, race, ethnic origin, colour, age or disability, gender-reassignment, pregnancy or maternity status.

Staff and pupils are expected to treat each other with respect as individuals and will not tolerate prejudicial remarks of any sort. Examples of prejudicial remarks will be dealt with promptly and all forms of intolerance will be taken seriously.

Classroom practice and pedagogy will take into account pupils' age, ability, readiness and cultural background and pupils with SEND and will be adjusted to enable all students to access the learning. The school recognises that SEND students are more vulnerable to exploitation, bullying and other issues and our programme of study is designed with this in mind. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral system. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

Details of the School Equality and Diversity statement can be found in Section 3 of the Admissions Policy.

Definition of Relationships and Sex Education (RSE)

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

RSE is an entitlement for all children and young people and must:
- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

WITHDRAWAL FROM PSHE

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to review this policy. RSE is a vital part of the school curriculum and supports the whole development of the child.

Parents **will not** be able to withdraw their children from relationship education or Health Education.

Parents **will** be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of Science).

Before granting any such request, the Deputy Head will meet with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal. The School will keep a record of all such decisions.

Guest Speakers:

We sometimes use outside speakers to complement our teaching of this content, who are asked to work within the framework of the school's Relationship and Sex Education policy and adhere to the policy for Visiting Speakers. A teacher will be present throughout these lessons.

INTENDED OUTCOMES

As a result of our PSHE and RSE programme, pupils will:

- Develop the knowledge, skills and attributes they need to manage their lives now and in the future
- Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions
- Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and thrive
- Focus on the importance of building healthy and positive relationships
- Develop skills such as teamwork, communication and resilience
- Be encouraged to make positive contributions to their families, schools and communities
- Explore differences and learn to value diversity in all its forms
- Reflect on their own individual values and attitudes
- Identify and articulate feelings and emotions and manage difficult situations positively
- Learn about the world of work
- Learn to manage their money and finances effectively

CONFIDENTIALITY

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

COUNSELLING SERVICES

Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

Appendix 1 - EYFS Programme of Study

Children in EYFS develop skills that form a crucial foundation for later teaching of PSHE/Relationship at KS1. Both curriculums complement each other, providing opportunities for progression throughout the school. The PSHE curriculum in EYFS is largely covered in the following areas: Personal, Social and Emotional Development and Health and Self Care.

Personal, social and emotional development is one of the seven areas of the early years foundation stage and is used to encourage a child's self-confidence and self-awareness, how to manage their feelings and behaviour and form positive relationships. Children do this in range of ways including, trying new activities, saying when they do or don't need help, how to show their feelings, learn that some behaviour is unacceptable and its consequences, how to play co-operatively and form positive relationships with adults and children.

The EYFS area of Health and Self Care teaches children about the importance of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Children learn to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Appendix 2 - Key Stage 1 Programme of Study

Level Expected at the End of EYFS
The following early years goals are prerequisite skills for PSHE in KS1.

Personal, Social and Emotional Development (Making Relationships)
Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Physical Development (Health and Self-Care)
Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Understanding the World (People and Communities)

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)
Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development (Managing Feelings and Behaviour) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Understanding the World (Technology)

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Government Guidance

SMSC, Personal Development and Behaviour and Attitude

All schools must show how well they support children's spiritual, moral, social and cultural (SMSC) development, including the promotion of British Values, and the effectiveness of this will be evaluated as part of the 'personal development' judgement of a school inspection. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond. PSHE and Citizenship education also contributes to the 'behaviour and attitudes' judgement of school inspections by developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct.

The curriculum for a maintained school [must be] a balanced and broadly-based curriculum which –

(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

(b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Safeguarding

The **statutory guidance on safeguarding for children in schools and colleges** requires schools to 'ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. Effective PSHE education supports safeguarding by delivering protective learning opportunities on a range of potential safeguarding issues identified by Ofsted in the guidance Inspecting **Safeguarding in Early Years, Education and Skills Settings**, including: neglect

physical abuse

sexual abuse

emotional abuse

bullying, including online bullying and prejudice-based bullying

racist, disability and homophobic or transphobic abuse

gender-based violence/violence against women and girls

peer-on-peer abuse, such as sexual violence and harassment

radicalisation and/or extremist behaviour

risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'

substance misuse

domestic abuse

female genital mutilation

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forced marriage

poor parenting

Curriculum
Although PSHE and Citizenship are non-statutory subjects for maintained schools, the **National Curriculum Framework** states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. All schools have an obligation to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, all of which fall within the non-statutory

Programme of Study for Citizenship at KS1 and KS2.
The 2019 Guidance for Personal, Social, Health and Economic (PSHE) education states that 'personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum'.
Two key aspects of PSHE education, Relationships Education and Health Education, will be compulsory in all primary schools from 2020. PSHE education is compulsory in independent schools.

We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Learning Outcomes and Core Themes
Our resources for PSHE and Citizenship have been produced so that they are fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association **Programme of Study** which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.
The PSHE Association Programme of Study is based on three core themes within which there is broad overlap and flexibility.

Health and Wellbeing
Relationships
Living in the Wider World

Health and Wellbeing KS1
H1. about what keeping healthy means; different ways to keep healthy

H2. about foods that support good health and the risks of eating too much sugar

H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday

H4. about why sleep is important and different ways to rest and relax

H5. simple hygiene routines that can stop germs from spreading

H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

H8. how to keep safe in the sun and protect skin from sun damage

H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

H10. about the people who help us to stay physically healthy

H11. about different feelings that humans can experience

H12. how to recognise and name different feelings

H13. how feelings can affect people's bodies and how they behave

H14. how to recognise what others might be feeling

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things

H16. about ways of sharing feelings; a range of words to describe feelings

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H18. different things they can do to manage big feelings, to help calm themselves down and/ or change their mood when they don't feel good

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

H23. to identify what they are good at, what they like and dislike

H24. how to manage when finding things difficult

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

H26. about growing and changing from young to old and how people's needs change

H27. about preparing to move to a new class/year group

H28. about rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33. about the people whose job it is to help keep us safe

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

H37. about things that people can put into their body or on their skin; how these can affect how people feel

Health and Wellbeing KS2

H1. how to make informed decisions about health

H2. about the elements of a balanced, healthy lifestyle

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H5. about what good physical health means; how to recognise early signs of physical illness

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H11 how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H26. that for some people gender identity does not correspond with their biological sex

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for[1]

H34. about where to get more information, help and advice about growing and changing, especially about puberty

H35. about the new opportunities and responsibilities that increasing independence may bring

H36. strategies to manage transitions between classes and key stages

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

H38. how to predict, assess and manage risk in different situations

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe

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H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H43. about what is meant by first aid; basic techniques for dealing with common injuries[2]

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk[3]

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Relationships KS1
R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives

R2. To identify the people who love and care for them and what they do to help them feel cared for

R3. About different types of families including those that may be different to their own

R4. To identify common features of family life

R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

R6. About how people make friends and what makes a good friendship

R7. About how to recognise when they or someone else feels lonely and what to do

R8. Simple strategies to resolve arguments between friends positively

R9. How to ask for help if a friendship is making them feel unhappy

R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R11. About how people may feel if they experience hurtful behaviour or bullying

R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14. That sometimes people may behave differently online, including by pretending to be someone they are not

R15. How to respond safely to adults they don't know

R16. About how to respond if physical contact makes them feel uncomfortable or unsafe

R17. About knowing there are situations when they should ask for permission and also when their permission should be sought

R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

R21. About what is kind and unkind behaviour, and how this can affect others

R22. About how to treat themselves and others with respect; how to be polite and courteous

R23. To recognise the ways in which they are the same and different to others

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R24. How to listen to other people and play and work cooperatively

R25. How to talk about and share their opinions on things that matter to them

Relationships KS2

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Living in the Wider World KS1

L1. about what rules are, why they are needed, and why different rules are needed for different situations

L2. how people and other living things have different needs; about the responsibilities of caring for them

L3. about things they can do to help look after their environment

L4. about the different groups they belong to

L5. about the different roles and responsibilities people have in their community

L6. to recognise the ways they are the same as, and different to, other people

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

L8. about the role of the internet in everyday life

L9. that not all information seen online is true

L10. what money is; forms that money comes in; that money comes from different sources

L11. that people make different choices about how to save and spend money

L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want

L13. that money needs to be looked after; different ways of doing this

L14. that everyone has different strengths

L15. that jobs help people to earn money to pay for things

L16. different jobs that people they know or people who work in the community do

L17. about some of the strengths and interests someone might need to do different jobs

Living in the Wider World KS2

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L2. to recognise there are human rights, that are there to protect everyone

L3. about the relationship between rights and responsibilities

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

L6. about the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

L11. recognise ways in which the internet and social media can be used both positively and negatively

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

L17. about the different ways to pay for things and the choices people have about this

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

L24. to identify the ways that money can impact on people's feelings and emotions

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them

L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

L31. to identify the kind of job that they might like to do when they are older

L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Appendix 3 – Key stage 2 and 3 Programme of Study

Appendix 3- RSE and Wellbeing for upper KS2 and KS3
(NB, this does not include Religious Studies or Science)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7s	▪ Looking at what makes a family ▪ What is bullying	▪ Safe relationships including online ▪ Respectful behaviour	▪ Belonging to a community and our rights and responsibilities ▪ Using the internet	▪ Using the internet ▪ The world of work	▪ Physical health including looking at habits, diet and sleep	▪ Personal strengths ▪ Recognising risks and hazards
8s	▪ Developing positive and safe relationships, including friendships	▪ Staying safe online ▪ Respecting ourselves and others	▪ What it means to belong to a community ▪ Understanding how Data is used/shared	▪ Online advertising ▪ The world of money	▪ Physical health including hygiene and oral health ▪ Online gaming	▪ Looking at online presence ▪ Keeping safe in the home
9s	▪ Considering personal identity, discrimination, white privilege, and the impact of bullying	▪ Learn about the impact of extremism ▪ Consider risks and hazards ▪ Learn to keep safe online ▪ Basic First Aid	▪ Learning about mental health and what factors contribute to it, including how to manage challenges	▪ Learning about substance use and abuse and how to assess associated risks ▪ Physical health including sun and oral health	▪ Physical health including the impact of habits, diet, sleep and exercise ▪ Male and female puberty	▪ Careers project looking at career types and challenging career stereotypes
10s	▪ Friendships including positive friendships, conflict resolution and listening skills	▪ Relationships, including online and managing conflict ▪ Anti-bullying campaign	▪ Digital wellbeing, including source reliability and health effects ▪ Self respect	▪ Assessing personal strengths, passions, mindsets and goal setting	▪ Male and female puberty ▪ Hygiene ▪ Human reproduction	▪ PSB Skills including communication and group work
11s	▪ Digital wellbeing ▪ PSB: exam preparation and resilience training	▪ Relationships including family life, diversity, expectations and intimacy ▪ Smart with your smartphone	▪ Health education including good physical and mental health and the impact of diet, sleep ▪ Managing loss	▪ Substance use education, including how to manage peer pressure ▪ Challenging extremism	▪ Citizenship education ▪ PSB skills including online research and fake news	▪ Careers education looking at the world of work and employment rights
Top Year	▪ Careers including stereotypes and financial understanding ▪ PSB: Harvard reference style	▪ Personal strengths, aspirations and goals ▪ Mental health attitudes, resilience, coping and mindfulness	▪ Relationships including friendships, peer pressure and restorative justice ▪ Exam preparation	▪ Relationships including the media, consent, and contraception	▪ Relationships including, Personal identity, gender and sexual orientation, discrimination and inclusion	▪ Looking forward, including personal strengths, goal setting, celebrating successes and managing change