

# Sundridge & Brasted CEP School

## PSHE Policy



**Approved by:** Tom Hardwick

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### **Distinctive Christian Values: Honesty, Kindness, Respect, Responsibility, Forgiveness and Love**

#### **Whole School Vision Statement:**

At Sundridge & Brasted Primary School, we believe that each of us is made in the image of God. God loves every one of us. We value every member of our community, and support them to shine! “You are the light of the world. A town built on a hill cannot be hidden.”(Matthew 5 verse 14, New International Version)

We welcome everyone to our school community, whether of Christian faith, other faith or of no faith at all. We recognise that each person has unique gifts and seek to enable them to fulfil their God-given potential. “See how very much our father loves us, for he calls us his children, and that is what we are!” (1 John 3 v1, New Living Translation).

#### **1.Aims**

At Sundridge & Brasted Primary School, we understand that Personal, Social, Health and Economic Education (PSHE) forms a crucial part of all children’s education. This subject is fundamental in providing a broad and balanced curriculum, which equips children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to flourish as informed, active, responsible citizens in a rapidly changing world.

As well as this, it plays a vital role in their spiritual, moral, cultural, mental and physical development, teaching them to celebrate, understand and respect themselves and others as unique individuals, and to form and sustain healthy relationships.

It provides the opportunity for us to discuss each of our values in meaningful contexts, allowing the children to deepen their understanding of what they mean and how to live them out. PSHE empowers our children to recognize, understand and manage their emotions, allowing for positive interactions, well-being and harmony.

## **The aims of PSHE in our school are to enable the children to:**

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues and know how to keep themselves safe
- Understand what makes for good relationships with others
- Have respect for themselves and others
- Be independent and responsible members of the school community and wider world
- Be positive and active members of a democratic society
- Improve self-confidence and self-esteem and make informed choices regarding personal and social issues
- Cultivate good relationships with other members of the school community and the wider community
- Make the most of their ability
- Be able to recognise, manage and celebrate their emotions.

## **2. Statutory requirements**

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach:

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.
- We must teach health education under the same statutory guidance.

## **3. Content and delivery**

### **3.1 What we teach**

As stated above, we are required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above). Although sex education is not compulsory for primary schools, we follow the Department for Education's recommendation that, 'all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils.' The parental right to request to withdraw pupils remains in place for the aspects of sex education which are not part of the science curriculum.

**Please refer to our relationships and sex education (RSE) policy for details about what we teach, and how we decide on what to teach, in this subject.** This can be found on our website, or you can request a copy by emailing the school office at: [office@sundridge.kent.sch.uk](mailto:office@sundridge.kent.sch.uk)

For other aspects of PSHE, including health education, see the attached Progression of Skills & Knowledge document and content from the PSHE association on which is it based for more details about what we teach in each year/Key Stage.

### **3.2 Pupil involvement and consultation**

We believe that pupil voice should be central to all that we do at Sundridge & Brasted, in order to ensure that we are meeting their needs, and addressing the issues that they are facing to the best of our ability.

This year, we have gained pupil voice through working towards both the Nurture Schools accreditation and the Bronze Rights Respecting Schools accreditation.

Previously, pupils identified that they appreciated the more practical nature of this subject, and enjoyed engaging in drama and other practical activities that did not involve lots of writing at length. The children also highlighted some difficulties in speaking about their emotions and opinions and reported that they would like an increase in opportunities to do this, such as circle time, to allow them to practise these skills more. Additionally, they all displayed a keen interest in learning about how to keep themselves safe. This feedback has been used to inform our PSHE practice, and we will continue to use pupil voice to ensure that our PSHE offer is as relevant and up to date as it should be.

## **Nurture School Accreditation**

This is an award for schools that have attended the National Nurturing Schools Programme (NNSP) and which have succeeded in creating a whole school nurturing culture for the children and young people in their care. It allows staff to develop personally and professionally whilst embedding a nurturing culture throughout their schools, enhancing teaching and learning, promoting healthy outcomes for children and young people.

A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates at-one-ment, warmth and connection alongside structure, high expectations and a focus on achievement and attainment.

We speak regularly with the children about their wellbeing so that they feel valued, respected and able to fulfil their own potential.

## **Rights Respecting School Accreditation**

We are working towards the bronze accreditation for UN Rights Respecting Schools. Children have begun to understand their rights through discussion in collective worship and in creating their own class charters. We are in the process of gaining stakeholders opinions on this. The next stage is to collate all the actions undertaken since September 2022 and create an action plan that will be submitted for Bronze accreditation. The time line for this is for the action plan to be completed by December 2023.

## **3.3 How we teach it**

### **How often is PSHE taught and by whom?**

PSHE is conducted weekly through specific lessons, planned to ensure that the subject is afforded enough curriculum time. It is always planned by teachers, but may on occasion be taught by teaching assistants.

If deemed appropriate, or necessary, parts of the curriculum may be delivered by outside agencies, or visitors such as the fire service speaking to the children about fire safety or year 6 taking part in the 'safety in action' event, which aims to educate them in how to keep themselves safe in a wide range of areas. In addition to this, the year 5 and 6 children will be offered the chance to take part in residential visits, which will also enhance the curriculum.

In addition to discrete lessons, PSHE falls within many other areas. For example; elements will be covered within 'humans and living things' units in science, and e-safety forms an important part of the computing curriculum. Working in pairs, small groups or teams throughout the day, and participating in play times, provides ample opportunity for the children to practise collaboration, co-operation and communication, as well as learning how to relate to one another. Elements of PSHE are also delivered through focusing on our school's vision and values, collective worship, and in extra-curricular activities such a charity fundraisers and community action events, as well as in our daily interactions with the children and how we model respectful, healthy relationships with them. The inclusion of a 'worry box' within each classroom and outside the Headteacher's office, as well as in class 'circle times' provides children with the opportunity to discuss their feelings and share their concerns on a regular basis, and help them to find solutions.

### **How are lessons planned and taught?**

The sequence in which topics are delivered is outlined in our Progression of Skills and Knowledge document (see appendix 1 for a long term overview please email [office@sundridge.kent.sch.uk](mailto:office@sundridge.kent.sch.uk) for a more detailed copy) and is delivered on a 2-year rolling programme. Lesson content is based on the PSHE association's: 'Programme of study for PSHE education' (see appendix 2) making use of associated resources and lesson plans as necessary, to ensure coverage and progression throughout the school.

### **Which teaching and learning methods should be used for PSHE and citizenship?**

Teaching will start from and build upon the children's current knowledge, understanding, skills, language, experience, concerns and interests. Starting points may be determined through diagnostic activities, e.g. concept mapping, 'draw and write' and 'draw and tell' techniques and discussion.

Wherever possible, contexts for learning should be relevant to the children and make use of actual situations and current issues.

There should be a high degree of active participation by children, and active learning techniques should be extensively used.

Games, such as co-operative games, circle time games and social skills games should be used appropriately.

Appropriate use should be made of drama, role-play and simulation.

Wherever possible, teaching methods should use a balance of visual, auditory and kinesthetic (VAK) approaches in order to cater for the preferred learning styles of the children.

Activities may be designed to engage left and right brain and lessons may be interspersed with 'brain gym' activities in order to integrate mental and physical processes.

Music may be played to create different ambiances appropriate to the task in hand and to enhance learning.

Organisation and management in the classroom should offer children opportunities for working individually and collaboratively in pairs and groups.

Whole school involvement in democratic forums such as Action Teams and the School Council will be used as vehicles for discussion, debate and decision making.

Circle Time should be an important vehicle for providing the above.

### **How is PSHE inclusive?**

As with all teaching at the school, PSHE is taught in such a way as to include all children irrespective of their ability, gender, race or ethnicity. Differentiated resources and/or scaffolding is provided to allow all children to access teaching and learning.

Teaching will consider the age, ability, SEND, readiness, and cultural backgrounds of all children to ensure that all can fully access PSHE provision delivered to them through a spiral curriculum that will be delivered age appropriately.

### **How will sensitive, controversial or confidential issues be handled?**

In the context of PSHE and citizenship, children sometimes make personal disclosures. Children must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others. It is good practice to agree 'ground-rules' to clarify boundaries before tackling any sensitive or controversial issue. The Confidentiality Policy sets out guidelines.

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics, are certain to arise in PSHE and citizenship teaching. The exploration of these issues will touch deeply held beliefs and values and may arouse strong feelings. Part of the purpose of PSHE and citizenship is to enable children to address sensitive and controversial issues directly in a balanced way and in a safe environment.

The Education Act 1996 aims to ensure that children are not presented by their teachers with only one side of issues. Teachers will take all reasonably practical steps to ensure that such issues are brought to pupils' attention; they are offered a balanced presentation with due regard being given to opposing views, that is not influenced by the teacher's personal beliefs and attitudes.

## **How will PSHE be assessed?**

There are two recognised broad areas for assessment (see 'PSHE and citizenship: initial guidance for schools'):

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy
- How well children can use their knowledge and understanding in developing skills, values and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions, and promoting positive relationships.

The following can all contribute to assessment:

- Children themselves through self-assessment and peer assessment
- Teachers through observation and assessment of class work
- Special projects and events
- Other adults such as teaching assistants and visitors.

## **How will PSHE be recorded and reported?**

Due to the nature of learning in PSHE, this will be recorded through class folders/floorbooks, and/or double page spreads.

Children's successes and achievements will be reported and recorded in a variety of ways. For example: positive verbal feedback, stickers, trips to see the Headteacher, certificate of achievement, sports and performing arts certificates etc. More formal reporting will happen via the annual report to parents on their child's progress and during parent consultation meetings.

## **4. Roles and Responsibilities**

### **4.1 The governing board**

The governing board will approve the PSHE policy, and hold the Headteacher to account for its implementation.

### **4.2 The Headteacher**

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### **4.3 Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils.

### **4.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **5. Monitoring arrangements**

The delivery of PSHE is monitored by Rachael Sharrad (SENCo, PSHE lead) through planning scrutinies, learning walks, deep dives, staff meetings and consultation with the children.

This policy will be reviewed by Kirsty Oliver (governor) annually. At every review, the policy will be approved by the governing board and the Headteacher.

Parents will be consulted regarding this policy through routine school/parent surveys, allowing us to gather the ongoing views of our parents regarding PSHE and RSE, and any necessary updates will be made accordingly.

## **6. Links with other policies**

This policy links to the following policies and procedures:

- Relationships and sex education policy
- Anti Bullying policy
- Behaviour policy
- Child protection policy
- Equal Opportunities policy

These can all be found electronically on our website at: [www.sundridge.kent.sch.uk](http://www.sundridge.kent.sch.uk). Alternatively, hard copies can be requested via the school office at: [office@sundridge.kent.sch.uk](mailto:office@sundridge.kent.sch.uk)

## Appendix 1 - PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	



# KEY STAGE 1-2

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

**CORE THEME 1: HEALTH AND WELLBEING****KS1** Learning opportunities in Health and Wellbeing*Pupils learn...***KS2** Learning opportunities in Health and Wellbeing*Pupils learn...***Healthy lifestyles (physical wellbeing)****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**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, behavior 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

### Mental health

**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

**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

### **Ourselves, growing and changing**

**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

**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.** about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

**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'

**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

### Keeping safe

**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.** 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 to reduce risks and keep safe

**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<sup>2</sup>

<sup>1</sup> Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.

**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 (FCM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk<sup>3</sup>

### **Drugs, alcohol and tobacco**

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

**H46.** about the risks and effects of legal drugs common to everyday life (e.g. 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

<sup>2</sup> Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.

<sup>3</sup> Teaching about FCM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia).

**CORE THEME 2: RELATIONSHIPS**

**KS1** Learning opportunities in Relationships

*Pupils learn...*

**KS2** Learning opportunities in Relationships

*Pupils learn...*

**Families and close positive relationships**

**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

**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

## Friendships

**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.** 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

## Managing hurtful behaviour and bullying

**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

**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



### Safe relationships

**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

**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

**R25.** recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

**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)

### Respecting self and others

**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

**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

**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

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**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

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**CORE THEME 3: LIVING IN THE WIDER WORLD****KS1** Learning opportunities in Living in the Wider World*Pupils learn...***KS2** Learning opportunities in Living in the Wider World*Pupils learn...***Shared responsibilities**

**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

**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)

**Communities**

**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

**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

### Media literacy & digital resilience

**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

**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

### Economic wellbeing: Money

**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

**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

### **Economic wellbeing: Aspirations, work and career**

**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

**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 can 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)