



**Personal, Social, Health and Economic
Education (PSHE) Policy**
(including Relationships Education, Relationships
and RSE and Health Education)
(Prep School)

Applies to	Prep School
Responsibility	Head of Prep School
Approving Body	Academic Committee
Date reviewed	Michaelmas 2024
Next review	Michaelmas 2025

1. Policy Content and Rationale

This policy covers our School's approach to teaching Personal, Social, Health and Education (PSHE) and has been written to sit alongside our School ethos and the 2014 National Curriculum. It has been reviewed and updated with some consultation with pupils, teachers and parents to reflect the rapidly changing world in which our pupils live and learn. (Last parent Survey, Lent 2022) (PS Parent representatives to comment on PSHE policy specifically - Pre Prep (10/11/2022) and Prep Parents (17/11/2022)).

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding, vocabulary, skills and confidence they need to manage their lives, now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members, members of society and global citizens.

'PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic well being. A critical component of PSHE education (titled 'Lifeskills' in the Prep School) is providing opportunities for children and young people to reflect on and clarify their own values and attributes and explore the complex and sometimes conflicting range of values and attributes they encounter now and in the future.' (PSHE Association)

'PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.' (PSHE Association)

Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE education, drawing on good practice. Wells Cathedral School is a member of the PSHE Association and uses the Programme of Study Key Stages 1-5 and Scheme of Work Planning Toolkits (Key Stages 1-5) to identify the key concepts, skills and attributes that are developed through PSHE education to ensure that it fulfils its responsibility to support pupils' spiritual, moral, social, cultural, mental and physical development to prepare all pupils for the opportunities, responsibilities and experiences of life, as set out in **Section 78 of the Education Act 2002**, (updated 2011, and further changes to be in place by 18/8/2022) and its statutory safeguarding responsibilities, in line with the statutory guidance that schools *'should ensure that children are taught about safeguarding, including online, through teaching and learning and learning opportunities, as part of a broad and balanced curriculum.'*

Our planning has been reviewed and developed accordingly to effectively meet the new Statutory Guidance for RSE, Relationships Education and Health Education requirements. It is based on three core themes within which there is broad overlap and flexibility:

- Core theme 1. Health and Wellbeing
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World

Our school motto 'Esto Quod Es' and our Learning Powers Programme is central to each core theme. The core themes are also enriched and enhanced during assemblies, whole school services, events, as well as through a cross-curricular approach.

2. Policy Availability

Parents and Carers can access the PSHE policy that directly informs our Lifeskills planning and teaching on our school portal. A printed format is also available on request.

3. Relationships Education and Relationships and Sex Education (SRE)

The Relationships Education, RSE and Health Education regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools, but there will be focus on Relationships Education at Key Stage 2 to include puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. In Year 5 pupils learn about puberty, and parents are consulted prior to this and invited to a meeting to discuss the details of the content of what will be taught. Parents are made aware that they have a right to withdraw their child from the non-statutory Sex Education element of this programme, (not the primary age science curriculum aspect).

RSE will be taught in Senior School and parents will be made aware of the planning and delivery of this. Parents can access what will be taught and when, and they will be informed that they *'have a right to request that their child be withdrawn from some or all of sex education delivered as part of statutory SRE.'* (DfE February 2019)

4. Policy Aims, Objectives and Learning Outcomes

We aim to ensure lessons have clear learning objectives and learning outcomes and note that knowledge is necessary but when the 'crunch moment' comes, it is the skills, attributes and confidence to use these that are essential. Our PSHE programme provides numerous inclusive activities which appeal to a variety of learning styles. Emphasis is placed on mutual support,

group discussion, debate, role play, real-life scenarios and in particular reflection, presentation and documentation.

We use the PSHE Association 10 key principles for effective practice in PSHE education and also effective prevention education.

Our aim is to provide pupils with:

- Accurate, balanced and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self esteem, and empathy

If our children are to succeed in the increasingly complex, fluid and rapidly evolving world, they need to have opportunities to develop personal capabilities and effective thinking skills as part of their well-rounded education. The PSHE programme is underpinned by our responsibility to make a difference and to enable the next generation to grow up bright, balanced, articulate, resilient and prepared for the challenges that living in modern Britain in the 21st century will bring. We aim to develop children who are well-rounded individuals, thoughtful, sensitive, flexible, creative, and proactive - children who can solve problems, make decisions, think critically, communicate ideas effectively and work efficiently within teams and groups.

5. Planning

Through our PSHE education, pupils are given the opportunity to explore their attitudes, values and beliefs as well as, developing the skills, language and strategies necessary to manage these issues should they encounter them in their lives.

To support our pupils to thrive in an era of rapid change, with new and unpredictable opportunities and challenges constantly emerging, the following overarching concepts are developed through our planning:

Overarching concepts developed through the Programme of Study - Source PSHE
Programme of Study Key Stages 1-5

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)

Essential Skills and Attributes developed through the Programme of Study- Source PSHE
Programme of Study Key Stages 1-5

Personal effectiveness	Interpersonal and social effectiveness
<ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) 5. Recognising and managing peer influence 	<ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including Active listening and communication (including assertiveness skills) Team working Negotiation (including flexibility, self-advocacy and compromise within an

<p>and the need for peer approval, including evaluating perceived social norms</p> <p>6. Self-organisation (including time management)</p> <p>7. Strategies for identifying and accessing appropriate help and support</p> <p>8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence</p> <p>9. Recalling and applying knowledge creatively and in new situations</p> <p>10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</p>	<p>awareness of personal boundaries) , Leadership skills and Presentation skills</p> <p>5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</p> <p>6. Recognising, evaluating and utilising strategies for managing influence</p> <p>7. Valuing and respecting diversity</p> <p>8. Using these skills and attributes to build and maintain healthy relationships of all kinds</p>
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<p><u>Managing risk and decision-making (integral to all of the above) - Source PSHE Programme of Study Key Stages 1-5</u></p>
<p>1. Identification, assessment (including prediction) and management of positive and negative risk to self and others</p> <p>2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)</p> <p>3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)</p> <p>4. Assessing the validity and reliability of information</p> <p>5. Identify links between values and beliefs, decisions and actions</p> <p>6. Making decisions</p>

6. Timetabling

At Wells Cathedral School PSHE is delivered as both a distinct subject, with its own allocated curriculum time along with other mapped and responsive opportunities as provided via assemblies, contributions to SMSC from other curriculum areas and standalone topic/issue interventions. We provide a spiral programme where prior learning is revisited, reinforced and extended in age-and -stage-appropriate contexts.

At EYFS and Key Stage 1 the programme is overseen by the Head of Pre-Prep and Deputy DSL and taught by class teachers. At Key Stage 2 it is overseen by Marie Gibson (Head of English) and taught by Form teachers). In the Senior School it is led by the Head of PSHE and supported by trained teachers.

Visitors to the classroom also bring their expertise or personal stories to enrich pupils' learning. However, this is always managed by the teacher who ensures that learning objectives and outcomes have been agreed with the visitor in advance. Any input from visitors is part of a planned, developmental programme.

7. Creating a Safe and Supportive Learning Environment / Confidentiality and Disclosures / Responding to Pupils' questions

We aim to create a safe and supportive learning environment with clear 'ground rules' and a confidentiality policy. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support.

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential.

8. Entitlement and Equality of Opportunity

Our PSHE programme develops subject knowledge as well as the overarching concepts, essential skills and attributes. The learning opportunities are used flexibly and teaching takes into account pupils' development, readiness, cultural backgrounds and needs as well as prior learning, experiences and understanding. We promote the needs of all pupils, irrespective of gender, culture, ability or personal circumstance. We recognise the right for all pupils to have access to PSHE education which meets their needs. As far as is appropriate, pupils with special educational needs follow the same programme as all other pupils. Consideration is given concerning the level of differentiation needed, and in some cases the content or delivery is adapted.

We promote diversity and inclusion and expect our pupils to consider others' needs. We use PSHE education as a way to address diversity issues.

Knowledge and understanding are interlinked and learning from one area may be pertinent to others. Our pupils are already global citizens in an increasingly 'connected' world. They do not separate the 'offline world' from the 'online world' and therefore all topics are explored in the context of both.

9. Teaching and Learning

The awareness of our pupils' PSHE needs permeates every aspect of school life and the skills learnt are fully transferable across the subjects. Their teaching and learning in this area cannot be left to chance and is coordinated as an explicit part of our school's whole curriculum. We

ensure that our children are encouraged to develop their spiritual, moral, cultural, social, mental and physical development. We strive to prepare our children for the opportunities, responsibilities and experiences of later life. Key areas that challenge children are considered such as physical and mental health, emotional well-being, social and economic well-being and protection from harm and neglect. We also place emphasis on promoting community cohesion at both local, national and international level in charity work and through topics. Above all, we endeavour to provide a thorough 'life skills' programme that allows children to enjoy their lives and make positive contributions to our society.

During both 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 cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their society.

10. Principles and Methodology

Where possible, new topics start by determining pupils' prior knowledge, using a 'baseline activity'. It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is at the heart of assessment for learning. The programme is taught through a range of teaching methods.

11. Reflection and Assessment

We aim to make effective use of a range of assessment techniques to collect evidence of pupil learning and to demonstrate progress in PSHE. "It is important for pupils to have opportunities to reflect on their learning, assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning." (PSHE Association). This enables us to demonstrate the impact that our Life skills programme is having for pupils and for whole school outcomes in terms of personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values.

At the end of each lesson or activity there is a learning check plenary where children can reflect on what headway they have made from the baseline activity at the start of the lesson.

- This approach gives both the child and their teacher a clear indication of progression.

This assessment can be achieved and evidenced through self-assessment, peer assessment or teacher assessment – or a combination of all three (e.g. questioning, blob tree, mind-mapping,

debating, think-pair-share, know-think-they know, brainstorming, graffiti walls, sorting activities, games, quiz, draw,

Appendices:

Appendix 1 - The core themes and learning opportunities for Key Stage 1 and Key Stage 2:

The core themes and learning opportunities are taken from the PSHE Association and the *colours are the new additions from the Dfe statutory guidance on Relationships Education, RSE and Health Education:

Red - Topic 1 families and people who care for me

Blue - caring friendships

Green - respectful relationships

Magenta - online relationships

Orange - Being safe

Cyan - mental wellbeing

CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Key Stage 1

Core Theme 1. Health and wellbeing

Pupils should have the opportunity to learn:

H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

*that mental wellbeing is a normal part of daily life, in the same way as physical health

*the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences

H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

*that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and

a scale of emotions that all humans experience in relation to different experiences and situations

*how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

*simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

*isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)

H6. the importance of, and how to, maintain personal hygiene

H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading

H8. about the process of growing from young to old and how people's needs change

H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring

H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls

H11. that household products, including medicines, can be harmful if not used properly

H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety

*the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

*how information and data is shared and used online

H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

* how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

*how to ask for advice or help themselves or others, and to keep trying until they are heard

*how to report concerns or abuse, and the vocabulary and confidence needed to do so

*where to get advice from e.g. family, school/or other sources

*where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

*It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

H14. about the ways that pupils can help the people who look after them to more easily protect them

H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets

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

H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy

*about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

Key Stage 2

CORE THEME 1: Health and wellbeing

Building on Key Stage 1, pupils should have the opportunity to learn:

H1. what positively and negatively affects their physical, mental and emotional health***simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests**

H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

***that mental wellbeing is a normal part of daily life, in the same way as physical health**

***the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness**

H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves

***that people sometimes behave differently online, including pretending to be someone they are not**

H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals

H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

***that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations**

***how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings**

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

***how to judge whether what they are feeling and how they are**

H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'

H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience

H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe

H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread

H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

***how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek advice from others if needed**

***how to critically consider their online friendships and sources of information including awareness of**

the risks associated with people they have never met

H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong

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

H15. school rules about health and safety, basic emergency aid procedures, where and how to get help

H16. what is meant by the term 'habit' and why habits can be hard to change

H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

H18. how their body will, and their emotions may, change as they approach and move through puberty

H19. about human reproduction

H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers

H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety-the Bikeability programme), and safety in the environment (including rail, water and fire safety)

H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

*the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

*how information and data is shared and used online

*how to ask for advice or help themselves or others, and to keep trying until they are heard

*how to report concerns or abuse, and the vocabulary and confidence needed to do so

*where to get advice from e.g. family, school/or other sources

*where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

*it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

*how to recognise and report feelings of being unsafe or feeling bad about an adult

*what sorts of boundaries are appropriate in friendships and others (including in a digital context)

CORE THEME 2: RELATIONSHIPS EDUCATION

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

Key Stage 1

Core Theme 2. Relationships Education

Pupils should have the opportunity to learn:

- R1. to communicate their feelings to others, to recognise how others show feelings and how to respond
*that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations
*how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- R2. to recognise that their behaviour can affect other people
*that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
*that most friendships have ups and downs, and that these can be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
*about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong
- R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- R7. to offer constructive support and feedback to others
- R8. to identify and respect the differences and similarities between people
*the importance of respecting others, even when they are very different from them (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
*practical steps they can take in a range of different contexts to improve or support respectful relationships
- R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
*that families are important for children growing up because they can give love, security and stability
*the characteristics of healthy family life, commitment to each other, including in times of difficulty,

protection and care for children and other family members, the importance of spending time together and sharing each other's lives

* that others' families, either in school or the wider world sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

*that stable, caring relationships, which may be different types, are at the heart of happy families, and are important for children's security as they grow up

*how important friendships are in making us feel happy and secure, and how people choose and make friends

*the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

*that each person's body belongs to them, and the differences between appropriate and in appropriate or unsafe physical, and other, contact

R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

*how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable

*about different types of bullying (including cyber bullying), the impact of bullying, responsibility of bystanders (primarily reporting bullying to an adult) and how to get help

*that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Key Stage 2

CORE THEME 2: Relationships Education

Building on Key Stage 1, pupils should have the opportunity to learn:

R1. to recognise and respond appropriately to a wider range of feelings in others

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

*how important friendships are in making us feel happy and secure, and how people choose and make friends

*the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

*that the same principles apply to online relationships as to face-to-face relationships, including when we are anonymous

R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

* how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

*how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

*how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families

*that families are important for children growing up because they can give love, security and stability

*the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

* that others' families, either in school or the wider world sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

*that stable, caring relationships, which may be different types, are at the heart of happy families, and are important for children's security as they grow up

R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment

*that marriage and civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves

R7. that their actions affect themselves and others

R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond

*that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

*about the concept of privacy and the implications of it for both children and adults; including that it is

not always right to keep secrets if they relate to being safe

R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

*the importance of respecting others, even when they are very different from them (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

*practical steps they can take in a range of different contexts to improve or support respectful relationships

R11. to work collaboratively towards shared goals

R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

*about different types of bullying (including cyber bullying), the impact of bullying, responsibility of bystanders (primarily reporting bullying to an adult) and how to get help

*that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

R15. to recognise and manage 'dares'

R16. to recognise and challenge stereotypes

*what a stereotype is, and how stereotypes can be unfair, negative or destructive

R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation

R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

*the importance of permission-seeking and giving in relationships with friends, peers and adults

*how to recognise and report feelings of being unsafe or feeling bad about an adult

CORE THEME 3: LIVING IN THE WIDER WORLD - (ECONOMIC WELL BEING AND BEING A RESPONSIBLE CITIZEN)

This core theme focuses on:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities

4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives
8. a basic understanding of enterprise

Key Stage 1

Core Theme 3. Living in the wider world

Pupils should have the opportunity to learn:

- L1. how they can contribute to the life of the classroom and school
- L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them
- L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
**that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority*
- L4. that they belong to different groups and communities such as family and school
- L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
- L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
- L8. ways in which they are all unique; understand that there has never been and will never be another 'them'
- L9. ways in which we are the same as all other people; what we have in common with everyone else
- L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

CORE THEME 3: Living in the wider world

Building on Key Stage 1, pupils should have the opportunity to learn:

- L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
- L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices

- L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)
- L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
- *about different types of bullying (including cyber bullying), the impact of bullying, responsibility of bystanders (primarily reporting bullying to an adult) and how to get help
- *that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
- L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- L9. what being part of a community means, and about the varied institutions that support communities locally and nationally
- L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- *the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- *simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- L12. to consider the lives of people living in other places, and people with different values and customs
- L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
- L16. what is meant by enterprise and begin to develop enterprise skills
- L17. to explore and critique how the media present information
- L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others
- *how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

Other relevant resources and School policies:

- Department for Education – Relationships Education, Relationships and Sex Education (RSE) and Health Education February 2019
- Spiritual, Moral, Social and Cultural (SMSC) Policy
- Relationships Education, Relationships and RSE and Health Education Policy

- Child Protection and Safeguarding Policy
- Code of Conduct policy
- PS Behaviour Management Policy
- Care Manifesto
- School Rules
- Alcohol and Drugs Misuse Policy
- Anti-bullying Policy
- Detentions Policy
- Expulsion Policy
- Physical Restraints Policy
- Search and Confiscation Policy
- IT Acceptable Use Policy and IT-related Sanctions Policy
- E-Safety Policy
- Social Networking Policy
- Accessibility Plan
- Equal Opportunities Policy
- Visiting Speaker - Policy and Procedures
- PS Behaviour Review
- PS Anti-bullying Policy link
- PS Permanent Exclusion Policy
- PS Physical Restraint Policy