

Personal, Social and Health Education (PSHE) Policy

Reviewed by Amanda Parker

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Introduction

Personal, Social and Health Education (PSHE) and Citizenship is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe, and prepared for the opportunities, responsibilities and experiences of adult life. PSHE has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. In order for children to embrace the challenges of creating happy and successful adult lives, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Among many other outcomes, high quality, age-appropriate teaching of PSHE and Citizenship helps pupils to develop resilience, understand how to be conscious, active citizens and members of various communities, and to know how and when to ask for help.

Aims

The teaching of PSHE at Rosemary Works will reflect and promote the school aims and values, alongside the Fundamental British Values.

- **School Aims:** Challenge, Innovate, Nurture
- **School Values:** Community, Happiness, Enquiry, Creativity and Kindness
- **Fundamental British Values:** democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs

The teaching of PSHE at Rosemary Works aims to support these school's overall aims and values by specifically:

- To equip pupils with the knowledge, skills, and attributes they need to keep themselves healthy, safe, and prepared for the opportunities, responsibilities, and experiences of adult life.
- To enable pupils to make informed decisions about their wellbeing, health, and relationships.
- To develop pupils' resilience and their ability to manage change and challenges effectively.
- To foster an understanding of how to be conscious and active citizens, contributing positively to their communities.
- To promote the development of positive relationships based on respect, empathy, and understanding.
- To provide pupils with the skills to communicate effectively.
- To develop pupils' understanding of their rights and responsibilities as individuals and members of society.
- To foster respect for others.
- To provide a safe and supportive learning environment where sensitive issues can be discussed openly and respectfully.
- To enable pupils to know how and when to ask for help and to access appropriate support.

Through these aims, we strive to ensure that our pupils develop into well-rounded, responsible, and thriving individuals.

Curriculum

At Rosemary Works School we follow the programme of study provided by Twinkl Life. Twinkl states that their *'PSHE and Citizenship scheme of work aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as British Values, to promoting strong and positive views of self in Think Positive and Be Yourself. Twinkl Life PSHE and Citizenship units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help. Twinkl Life's PSHE and Citizenship resources are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of the 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.'*

At Rosemary Works School, we use term *Life Learning* to refer to our PSHE and RSHE curriculum. We feel this makes the subject more understandable and accessible to the children, and so therefore is referred to as this in school during lessons, on timetables, in communication and on displays.

Our comprehensive Life Learning curriculum encompasses both Personal, Social and Health Education (PSHE) including Relationships, Sex and Health Education (RSHE). The RSHE elements are not taught in isolation but are strategically woven into the broader Life Learning programme. This integrated delivery occurs through dedicated PSHE lessons, natural links within the Science curriculum (particularly concerning the human body and life cycles), circle time discussions, whole-school assemblies, story time narratives, and when appropriate, through focused sessions led by class teachers or external specialists. Furthermore, key aspects of online safety and digital wellbeing, crucial components of RSHE, are also taught within Computing lessons.

Coverage

As a school, we strive to deal with any important life lessons or learning opportunities whenever they arise in 'real-time', and we feel this is especially important with anything related to PSHE and RSE. As a staff, we therefore have the right to take the time to deal with

a question or situation relating to a PSHE area outside of a normal Life Learning session, in order to support and guide the children through whatever may have occurred. We feel this is key in allowing the children to properly understand and learn from this moment, benefitting from the 'real-time' relevant and specific input.

The themes covered in the Twinkl Life programme are taught in a spiral curriculum and are revisited every two years to enable children to recall and build upon previous learning. They explore the underlying principles of PSHE education regularly, at a depth that is appropriate for the age and stage of the child. As we have collapsed some classes in recent years, we have therefore selected what we consider to be the most important topics for those year groups.

Topics that are not covered in Life Learning lessons can be used to supplement other subjects, for example, 'Money Matters' can be used in Maths or to support Enterprise teaching, and elements of Digital Wellbeing are covered in separate Computing sessions or on Internet Safety Day, etc.

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

These three core themes are:

- Health and Wellbeing
- Relationships
- Living in the Wider World

PSHE/RSHE Topic Coverage *using Twinkl Life*

Life Learning Curriculum Coverage (including RSHE)						
Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 1	Be Yourself	It's My Body	TEAM	Money Matters	Diverse Britain	Aiming High
Year 2	Think Positive	One World	Digital Wellbeing	Safety First	VIPs	Growing Up
Year 3	Aiming High	Be Yourself	TEAM	Money Matters	It's My Body	Diverse Britain
Year 4	Think Positive	Digital Wellbeing	One World	Safety First	VIPS	Growing Up
Year 5	Diverse Britain	Aiming High	TEAM	Be Yourself	Money Matters	It's My Body
Year 6	Digital Wellbeing	Think Positive	One World	Growing Up	Safety First	VIPs

Green – Health and Wellbeing units

Yellow – Relationships units

Blue – Living in the Wider World units

This is a general overview of topics, which may be moved within an academic year to better fit with the wider curriculum and the needs of the class. Blended year groups will cover topics from both classes, ensuring coverage during their time at Rosemary Works.

Coverage of PSHE, including Relationships Education is statutory. In the “Growing Up” unit for Year 6, we also cover Sex Education. For sessions that go beyond the statutory Relationships or Science curriculum for the age and parents have a right to withdraw their child from this element of the teaching. Please see the RSHE policy for more details.

Extra input

In addition to the PSHE sessions, we also deliver weekly Peer Massage lessons, which promote kind and respectful touch and acknowledge the difference between appropriate and inappropriate (or unsafe) physical contact. We also feel that this is an effective way to highlight the importance of consent as the children will always ask permission before being allowed to touch their partner (if consent is given). This promotes regular discussion about what you should do if someone says no, or asks you to stop, and highlights the importance of respect and communication.

We also offer termly ‘Mass Massage’ sessions when we invite parents to come into school to enjoy a massage from their child. This is a lovely experience for all involved, and highlights the effects of positive, kind touch.

We also regularly recap the NSPCC’s PANTS rules and class teachers in EYFS and KS1 use the NSPCC resources in class. Posters about this are also present in toilets and on the Life Learning display.

We hold many special events and occasions celebrating and highlighting Life Learning in school. Examples of these include Children’s Mental Health Week where we promote the importance of wellbeing and mental health. We encourage the children to notice how they are feeling and what they can do in to improve their own wellbeing using the 5 ways to wellbeing which are keeping active, connecting, noticing, giving, and learning new skills.

Other events that the children take part in include Anti-Bullying Week, Mental Health Awareness Week, Safer Internet Day, World Mental Health Day and Red Nose Day, etc. Many of our whole school weekly assemblies focus on elements of PSHE and are often linked to national celebration days or notable events, i.e. British Values, Diwali, Black History Month, Ramadan, Passover, National Kindness Day, LGBTQ+ Month, etc. A list of assembly topics covered will be kept and stored on the School Drive.

We have also introduced a termly First Aid Week where each KS1 and KS2 group will focus on an area of first aid to develop their knowledge and experience of handling emergencies and accidents. In previous years, First Aid Week only happened once per academic year, but we

felt it was important to recap these areas regularly to build confidence and therefore decided to make it a termly event.

The older children have also had special online call sessions with professionals from the British Red Cross about subjects such as 'Coping with Challenges', 'Empathy', and 'Migration'.

Legislation and Guidance

This PSHE Policy has been written to ensure the school meets the requirements of the National Curriculum 2014 for Personal, Social, Health and Economic (PSHE) Education and Citizenship for Key Stages 1 and 2. As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life. Since September 2020, Relationships and Health Education is compulsory in all schools providing primary education. At Rosemary Works School, Relationships and Health Education is taught through our comprehensive programme of study for PSHE and we provide Sex Education lessons in Year 6. Please see our separate RSHE policy for further details.

Questions Raised by Pupils

Effective PSHE needs to be taught in an atmosphere of responsibility and respect, where sensitive issues can be discussed without embarrassment or threat. Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. Questions raised by children will be answered honestly and with a degree of detail appropriate to the child's age and stage of development. While it is essential that lessons are sensitive to a range of views, staff at Rosemary Works School will ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Staff will use their professional skills and discretion before answering questions and, if necessary, they will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they will be encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with their parents. We always encourage the children to speak to an adult if they have a question or a concern, but they do also have access to various tools such as 'worry monsters' in classrooms, should they find it easier to write about their thoughts and feelings. These are then regularly checked by classroom adults to see if a child has shared anything or asked a question.

Staff at Rosemary Works School understand that effective PSHE education highlights what constitutes unacceptable behaviour in relationships. Any disclosures or safeguarding concerns arising from the PSHE curriculum will be dealt with according to the school's Safeguarding and Child Protection Policy. While the usual standards of confidentiality apply in PSHE lessons, any child's question indicating potential abuse or a safeguarding issue will also be reported as per this policy.

Pupils with Special Educational Needs and Disabilities (SEND)

High quality teaching that is differentiated and personalised will ensure accessibility to the Life Learning curriculum (including PSHE and RSHE) for pupils with Special Educational Needs and Disabilities (SEND). Staff at Rosemary Works School are aware that Life Learning is a particularly important subject for some pupils with SEND due to the nature of their needs and potential vulnerabilities. Therefore, in planning and delivering Life Learning, staff will consider individual pupil needs to ensure effective access to the curriculum. This includes:

- Providing appropriate adult support where needed.
- Working in partnership with parents and carers to tailor the curriculum to individual needs.
- Ensuring content is age-appropriate, considering both chronological and developmental age.
- Utilising preferred learning styles and presenting information in visual and practical ways where beneficial.
- Adapting resources to aid understanding and accessibility.
- Providing supporting resources such as key word cards, pictures, or writing frames.
- Carefully considering the suitability and delivery of specific topics, including those within RSHE, for pupils with SEND.
- Using strategies like role play and real-life examples to enhance understanding.
- Ensuring that ground rules for discussions are understood by all pupils.

Every effort is made to deliver the Life Learning content in an appropriate, personalised way to support the individual needs and prepare pupils with SEND for adulthood outcomes.

Roles and Responsibilities

The Headteacher

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

The Headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy
- Ensures that members of staff are given sufficient training to deliver RSHE effectively and handle any difficult issues with sensitivity.

Head of PSHE/RSHE (Life Learning Lead)

The Head of PSHE/RSHE is responsible for ensuring that teachers and staff have access to relevant and updated planning and that RSHE is taught consistently across the school.

The head of PSHE/RSHE also:

- Creates and updates the PSHE policy and the RSHE policy.
- Manages the planning for KS1 and KS2 teachers.
- Finds relevant and appropriate opportunities to celebrate and further learning and teaching of RSE/PSHE.

- Finds, develops and shares resources and shares appropriate materials outside of the TWINKL Life scheme to support teaching of PSHE/RSHE, such as picture books, relevant websites and assembly materials.
- Assists teaching staff with any questions or issues regarding the PSHE/RSHE planning.
- Shares PSHE/RSHE policy and scheme with parents for feedback/consultation.
- Regularly updates the Life Learning display.
- Organises event weeks/days relating to PSHE/RSE.

Teaching Staff

Teaching staff are responsible for:

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

Pupils

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

Working with Parents/Carers and the Wider Community

Parents are often very welcoming of support and information from the school about supporting their children. In order to support parents we will:

- Inform parents about the school's approach to PSHE and Citizenship by making the policy available online and materials upon request.
- Answer any questions that parents/carers may have about the education of their child.
- Notify parents when the RSE elements of the curriculum will be taught.
- Provide information about the content of non-statutory Sex Education sessions from which parents may choose to withdraw their child.
- Share ideas about how parents can support their child's PSHE and Citizenship development.
- Keep parents informed about the topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.
- Take seriously any issue that parents/carers raise with management about this PSHE Policy or the arrangements for PSHE in the school.
- Consult with parents before making changes to the RSHE policy.

Assessment in Life Learning (PSHE and RSHE)

Assessment in Life Learning is intended to support pupils in recognising their progress, understanding key concepts, and developing the vocabulary and skills they need to make informed, healthy decisions. At Rosemary Works School, both PSHE and RSHE are assessed in

a manner appropriate to the age and stage of the pupils. The main purpose of assessment is to:

- Monitor progress and understanding over time.
- Inform future teaching and planning.
- Provide opportunities for pupils to reflect on their learning.

We use a range of informal and formal assessment strategies, including:

- Observation of discussions and participation during circle time, role play, and group work.
- Pupil self-assessment and reflection activities.
- Annotated class work, such as written tasks, drawings, or mind maps.
- Written work and completed worksheets, which are marked and used to evidence learning progression.
- End of unit quizzes
- Teacher assessment level, which is recorded and communicated to parents on the end of year report.

Progress in Life Learning is monitored by class teachers and overseen by the Head of PSHE/RSHE, who reviews planning and samples of work to ensure consistency, coverage, and quality of provision across the school.





Policy Updates

This policy will be reviewed annually, or sooner if changes to the curriculum or new guidance from the Government determine that it is necessary. Those responsible for updating this policy are the Head of PSHE/RSHE and the Head teacher.

Appendix 1: Curriculum overview

Health and Wellbeing

Key Stage 1

Unit Title	Outline of Coverage
 <p>It's My Body</p>	<p>The messages of choice and consent are core to this unit. We will learn about how we can take care of our bodies and make safe choices. Lessons focus on:</p> <ul style="list-style-type: none"> • sleep and exercise; • diet; • cleanliness; • substances.
 <p>Safety First</p>	<p>We will learn about dangers and how to keep ourselves safe by making informed decisions. Lessons focus on staying safe:</p> <ul style="list-style-type: none"> • outside; • in the home; • online; • around strangers. <p>Children learn about The Underwear Rule, which includes information about inappropriate touching and knowing that what is covered by underwear is private. Children will also learn about who can help us as and when we need it.</p>
 <p>Growing Up</p>	<p>In this unit, we learn about how we change physically and emotionally as we grow. We will explore how we show respect to our own and others' bodies and what consent means. We learn about stereotypes and different types of families as well as how changes around us affect our emotions.</p>
 <p>Think Positive</p>	<p>This unit supports children to adopt a positive outlook and explores the benefits of this. We develop our understanding of:</p> <ul style="list-style-type: none"> • thoughts and feelings; • ways to express emotions and cope with uncomfortable feelings; • gratitude; • mindfulness.

KS1 Health and Wellbeing





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

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
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
H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
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
H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy

Key Stage 2

Unit Title	Outline of Coverage
 <p>It's My Body</p>	<p>Building on the foundations from the KS1 unit, in this unit, we will explore the different strategies which help us to take care of ourselves regarding:</p> <ul style="list-style-type: none"> • cleanliness; • sleep and exercise; • diet; • substances. <p>The focus on consent and respect remains central to the unit and children are invited to consider who their trusted adults are, for times when we need additional support.</p>
 <p>Safety First</p>	<p>In this unit, we will explore ways we can take more responsibility for our own safety as we grow up. We will discuss decisions we can make to help protect ourselves and strategies for dealing with peer pressure. We will consider everyday hazards, risks and dangers and how to manage these. We will consider safety around:</p> <ul style="list-style-type: none"> • rail; • water; • road; • substances. <p>Children will also discuss basic first aid and how to respond in an emergency situation.</p>
 <p>Growing Up</p>	<p>Building on the KS1 unit on this topic, we will learn about different parts of the male and female bodies and the part they play in the reproductive process. We will explore how we change physically and emotionally as we grow and consider relationships and families.</p>
 <p>Think Positive</p>	<p>This unit builds on the foundations of positive thinking covered in the KS1 unit and further develops children's strategies to:</p> <ul style="list-style-type: none"> • understand our feelings; • cope with and manage difficult emotions; • learn how to support feelings of calm; • develop a growth mindset; • practise mindfulness; • take responsibility for our decisions.


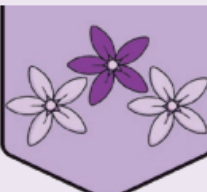

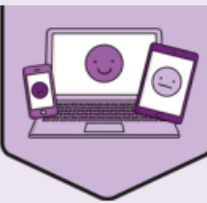
KS2 Health and Wellbeing

H1. what positively and negatively affects their physical, mental and emotional health
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'
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
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
H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

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
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
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
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

Relationships

Key Stage 1


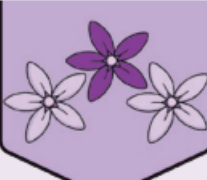


Unit Title	Outline of Coverage
 <p>TEAM (Together Everyone Achieves More)</p>	<p>The core value of this unit is belonging. It focuses on the rules of our class, school and community and how a positive learning environment creates success for all. Lesson coverage includes:</p> <ul style="list-style-type: none"> • behaviour; • kindness; • good choices; • bullying and teasing.
 <p>Be Yourself</p>	<p>This unit is inspired by the idea that being comfortable and confident with yourself can support positive mental health and wellbeing. We explore our positive qualities and our individuality. We discuss the different feelings people experience and consider strategies for managing uncomfortable emotions.</p>
 <p>VIPs</p>	<p>This unit focuses on how we can nurture and develop positive and healthy relationships with the very important people in our lives. We will explore who these special people may be and how they can be different for everyone. We will develop strategies for resolving issues as they arise and getting help when we need it.</p>
 <p>Digital Wellbeing</p>	<p>In this unit, we will explore how to use the Internet safely and responsibly. We consider the many ways the Internet helps us and the importance of balancing our online and offline activities in a healthy way. We will consider risks that we may face on the Internet and how to manage these as well as the fact that not everything we see on the Internet is true.</p>

KS1 Relationships

R1. to communicate their feelings to others, to recognise how others show feelings and how to respond
R2. to recognise that their behaviour can affect other people
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
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

R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
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)
R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
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

Unit Title	Outline of Coverage
 <p>TEAM (Together Everyone Achieves More)</p>	<p>This unit is well placed to be taught at the start of the new academic year as it explores challenges that come with a new class, new school or new year group and ways we can manage these. It introduces ways we can work through conflict within our teams and promotes discussion of feelings and emotions.</p>
 <p>Be Yourself</p>	<p>This unit continues to promote a positive sense of self, building on the foundations laid in the KS1 unit of the same name. It explores strategies for managing uncomfortable situations and being assertive when needed while maintaining respectful relationships. It considers the role of the media in promoting a particular image and supports children to view these more analytically.</p>
 <p>VIPs</p>	<p>This unit focuses on the special people in our lives whom we call friends. It explores how friendships are formed and maintained and what qualities are important in a friend. We will also discuss disputes, bullying and strategies to manage each of these.</p>
 <p>Digital Wellbeing</p>	<p>In this unit, we will continue to explore safe, responsible Internet use. We will look at online relationships including cyberbullying, online stranger danger and social media interactions that may create peer pressure. We will consider privacy issues such as passwords, personal information and sharing or forwarding videos or content and how we can manage these responsibly.</p>

KS2 Relationships

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

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

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

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

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

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'

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

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)

R15. to recognise and manage 'dares'

R16. to recognise and challenge stereotypes

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 themselves 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

Living in the Wider World

Key Stage 1

Unit Title	Outline of Coverage
 <p>Aiming High</p>	<p>In this unit, we discuss having high aspirations, celebrating our strengths and how having a positive attitude to learning can help us achieve. Children will have the chance to share their aspirations for the future if they would like to, discuss the importance of equal opportunities and consider difficulties caused by stereotyping.</p>
 <p>One World</p>	<p>This unit is inspired by the fact we can learn from people and their ways of life in different places around the world. Children will explore similarities and differences between their ways of life and that of others, considering:</p> <ul style="list-style-type: none"> • families; • school; • homes. <p>We will also think about how people around the world use their environment and how we can look after our wonderful world.</p>
 <p>Money Matters</p>	<p>In this unit, we will explore what money is and what forms it comes in. Children will discuss:</p> <ul style="list-style-type: none"> • coins and notes; • debit cards; • smart technology payments; • contactless payments; • online money transfers. <p>We will discuss what people choose to buy and discuss what is meant by wants and needs. All discussions promote kindness and respect towards the spending decisions of others.</p>
 <p>Diverse Britain</p>	<p>This unit is inspired by the positive effect we can each have on the groups and communities to which we belong. We will discuss:</p> <ul style="list-style-type: none"> • communities; • being good neighbours; • looking after the local environment. <p>The theme of respect and kindness is central to all learning in this unit as we explore diversity across our society.</p>

KS1 Living in the Wider World

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)

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.

Key Stage 2

Unit Title	Outline of Coverage
 <p>Aiming High</p>	<p>In this unit, we will look at the attitudes that help us to succeed and explore how a growth mindset can improve our learning outcomes. We will think a little bit about resilience and how we can break down aims to set ourselves short, medium and long-term targets and achieve our goals.</p>
 <p>One World</p>	<p>This unit of work focuses on the fact that people's opportunities and life experiences differ throughout the world and encourages children to consider how we can have a positive effect on others by being an active global citizen. We will discuss issues such as stereotypes, inequality, climate change and fair trade. The unit centres around a fictional character called Chiwa from Malawi.</p>
 <p>Money Matters</p>	<p>This unit builds on learning from KS1 about different types of money and reasons we need to spend. It delves deeper, by exploring how we can plan our spending with budgets and keep track of what we spend, and what happens if people cannot afford what they need. This touches on the idea of borrowing money and debt, considering the emotional impact of this.</p>
 <p>Diverse Britain</p>	<p>This unit is inspired by and celebrates the fact that we live in a multicultural, diverse and democratic society. This promotes respect for differences between people and explores British values, such as:</p> <ul style="list-style-type: none"> • rules; • the law; • liberty; • democracy.

KS2 Living in the Wider World

- 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
- 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
- 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