Greenwich Steiner School Policy on:
Relationships and Health Education;
Relationships and Sex Education; and
Personal, Social, Health and Economic Education

(from September 2022)

Approved by:	Date:
Last reviewed on:	Amended Policy to include KS5 (Classes 11 and 12)
Next review due by:	Summer 2024

Contents

1. **Aims and Statutory Guidance**

This policy has statutory guidance such as Keeping Children Safe in Education (latest version), Working Together to Safeguard Children (March 2015), the Prevent Duty Guidance for England and Wales (2015) and primary legislation such as the Equality Act 2010. This policy also has regard to Departmental advice such as: PSHEE Education (2013), Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils (2013), Information sharing (March 2015), What to do if you are worried a child is being abused (2015) – Advice for practitioners, protecting children from radicalisation: the Prevent Duty (July 2015), The use of social media for online radicalisation (July 2015).

The PSHEE Association programme, which encompasses SMSC and, Citizenship is wide and varied. It recognises that a pupil's physical and emotional wellbeing is crucial in helping them to enjoy their education and to enable their progression to work or further learning. It recognises the equality of treatment which must be accorded to all people with Protected Characteristics.

In Greenwich Steiner School, this programme is covered by Class Teachers and additionally taught through the Learning for Life subject lessons in Classes 6 and above.

As an independent secondary school we must provide RSE to all pupils as per the Children and Social Work Act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Greenwich Steiner School, we teach RHE, RSE and PHSEE as set out in this policy.

The aims are, to teach about all of the following at the appropriate age, so that skills, capabilities, knowledge and understanding are built upon, year by year. The detail of the Curriculum and how different aspects are taught at each Class age, may be seen in Appendices 3 and 4 and are essentially:

a. To provide knowledge that promotes an understanding of how to live well and confidently, and how to lead a healthy and happy life.

b. To develop the individual's capacity to assume responsibility for herself and the society in which she lives.

c. To actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

d. To enable pupils to develop their self-knowledge, self-esteem and self-confidence.

e. To enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.

f. To encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of our school and to wider society, and to understand the equality of all those with protected characteristics.

g. To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.

h. To promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

i. To encourage respect for other people, paying particular regard to the protected characteristics as set out in the Equality Act 2010.

j. To encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which law is made and applied in England.

2. **Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involves the following steps:

1. Review – a working group was formed to consider all relevant information including relevant national and local guidance and expertise and to develop the policy and related curriculum.

2. Staff consultation – all lower school staff, who teach Classes 1 and above, were given the opportunity to look at the development of the Curriculum and the Curriculum Areas documents which underlie the policy and to make recommendations. This was done in two Inset Days and by email communication.

3. Parent/stakeholder consultation – parents were asked to complete a survey to identify any questions that they had about the development of the policy. The Pandemic lockdown and social distancing challenges have made it difficult to hold a meeting to discuss the Policy and Curriculum further with parents at this stage. It is intended to do this work in the Summer Term.

4. Pupil consultation – The Pandemic lockdown has made it challenging to hold the lessons so far, to establish what pupils might require in this policy and underlying Curriculum. It is intended to carry out these consultation lessons in the Summer Term.

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

6. As the school continues to grow, the policy has been updated to include curriculum for KS5 (Classes 11 and 12).

3. Definitions

RHE stands for Relationship and Health Education. RHE gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

RSE stands for Relationship and Sex Education. RSE aims to give pupils knowledge and understanding of sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. RSE takes account of and respects the nine protected characteristics.

PSHEE stands for Personal, Social, Health and Economic Education. PSHEE aims to give pupils the knowledge, skills and understanding to lead confident, healthy and independent lives. It aims to develop social and cultural understanding in pupils, and involves learning about equal and supportive relationships. In Greenwich Steiner School, PSHEE has been

delivered for Classes 6 and above, through LfL lessons and will be delivered in the future by Class Teachers as well as the LfL teacher.

Protected Characteristics stands for the nine Protected Characteristics as defined by The Equality Act 2010 as: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

LfL stands for a Subject Lesson at GSS called 'Learning for Life'. In Classes 6 and above, students are taught in dedicated 'Learning for Life' lessons, recognizing the student's growing ability to engage consciously in matters relating to their own personal development and relationships, how British institutions work, and in the concerns of the current age on a local, national and global level.

4. **RHE (Kindergartens) and RSE and PHSEE (Classes 1-12) Curriculum**

Our curriculum, is set out as per Appendices 3, 4, 5 and 7 but we may need to adapt it as and when necessary. The Curriculum Areas document which gives suggestions and resources to Teachers for Classes 1-12 about how to teach the content of the Curriculum in a suitable Steiner/Waldorf way, is a developing document, which will be added as and when necessary, by Teachers adding in the references to resources and ways of teaching the content that they have found useful.

We have developed the RHE/RSE/PHSEE curriculum in consultation with parents and teachers and we will do more work to meet with and talk to parents, pupils and staff in the summer term, to take account of further feedback and suggestions we receive. the age, needs and feelings of pupils.

5. **Delivery of RHE, RSE and PSHEE**

Please see Appendix 3 to see how Relationship and Health Education (RHE) is delivered in the Kindergartens. Please see Appendices 4, 5 and 7 to see how RSE and PHSEE will be taught in Classes 1-12 by Class Teachers/ Class Guardians and subject teachers / specialist educational visitors during the course of the year. Certain aspects may be taught additionally or alternatively in Science lessons or may be emphasised by the teaching of Subject Teachers through their lessons.

In Classes 6 and above, a specific LfL lesson will enable conscious delivery of sections of the RSE/ PHSEE curriculum and Class Teachers and the LfL teacher (s) will discuss which parts of the Curriculum they will each take responsibility for.

For more information about the RHE / RSE / PHSEE curriculum, see Appendices 3 - 5 and 7.

7. **Roles and responsibilities**

   a. **The governing board**

   The governing board will approve the RHE, RSE and PHSEE policy, and hold the head teacher to account for its implementation.

   The governing board has delegated the approval of this policy to the head teacher, Adrian Dow.

   The governing board may wish to make further revisions to this policy in due course, as part of its first implementation or as part of a regular review process.

   b. **The head teacher**

   The head teacher is responsible for ensuring that RHE, RSE and PHSEE is taught consistently across the school, and for managing requests to withdraw pupils from the sex education component of the RSE curriculum (see section 8).

   c. **Staff**

   Staff are responsible for:

   - Delivering RHE, RSE and PHSEE in a sensitive way
   - Modelling positive attitudes to RHE, RSE and PHSEE
   - Monitoring progress
   - Updating curriculum according to legislation.

- ○ Responding to the needs of individual pupils
- ○ Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education component of the RSE curriculum.

Staff do not have the right to opt out of teaching RHE, RSE and PHSEE. Staff who have concerns about teaching RHE, RSE and PHSEE or any part of the Curriculum are encouraged to discuss this with the head teacher.

The staff who are currently responsible for teaching RSE are the Class Teachers in Classes 1-5; Class Teachers, the Learning for Life Teacher, the Science Teacher, Class Teachers and Class Guardians for Classes 6 and above.

Pupils

Pupils are expected to engage fully in RHE, RSE and PHSEE and, when discussing issues related to RHE, RSE and PHSEE to treat others, including all those with and all lessons about protected characteristics, with respect and sensitivity.

8. Parents' right to withdraw

- ○ Parents have the right to withdraw their children from the sex education component of the RSE curriculum.

- ○ Requests for withdrawal should be put in writing using the form found in Appendix 6 of this policy and addressed to the head teacher.

- ○ Alternative work will be given to pupils who are withdrawn from the sex education component of the RSE curriculum.

- ○ Parents have the right to withdraw their children from the sex education component of the RSE curriculum up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive the sex education component of the RSE curriculum rather than being withdrawn from it, the school will arrange this.

- ○ A copy of the withdrawal request will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action, noting the decision taken on the form, in the 'Agreed actions and discussion' section of the form.

- ○ Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

RHE, RSE and PHSEE will have regular slots in Inset Days to enable Teachers to develop their skills for teaching RHE, RSE and PHSEE.

Teachers will be mindful of protected characteristics when teaching RHE, RSE and PHSEE.

The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE, RSE and PHSEE.

10. Monitoring arrangements

The delivery of RSE is monitored by the head teacher through named members of staff who will plan for the training and review of RHE, RSE and PHSEE teaching, currently Rita Sesay and Trudy Coutinho.

Pupils' development in RHE, RSE and PHSEE is monitored by Kindergarten and Class teachers and the LfL teacher, as part of our internal assessment systems.

This policy will be reviewed by the head teacher and the chair of governors, every two years. At every review, the policy will be approved by the governing board and the head teacher.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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 in 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 of different types, are at the heart of happy families, and are important for children's security as they grow up
	• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
	• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships	● 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 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 often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
	● 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

Respectful relationships	● The importance of respecting others, even when they are very different from them (for example, 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
	● The conventions of courtesy and manners
	● The importance of self-respect and how this links to their own happiness
	● 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
	● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
	● What a stereotype is, and how stereotypes can be unfair, negative or destructive
	● The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not
	• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous
	• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
	• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
	• How information and data is shared and used online

Being safe	● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?
	● 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
	● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
	● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
	● How to recognise and report feelings of being unsafe or feeling bad about any adult
	● How to ask for advice or help for 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 e.g. family, school and/or other sources

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	● That there are different types of committed, stable relationships ● How these relationships might contribute to human happiness and their importance for bringing up children ● What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony ● Why marriage is an important relationship choice for many couples and why it must be freely entered into ● The characteristics and legal status of other types of long-term relationships ● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting ● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships	● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship
	● Practical steps they can take in a range of different contexts to improve or support respectful relationships
	● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
	● 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 people in positions of authority and due tolerance of other people's beliefs
	● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
	● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
	● What constitutes sexual harassment and sexual violence and why these are always unacceptable
	● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
	• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
	• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
	• What to do and where to get support to report material or manage issues online
	• The impact of viewing harmful content
	• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
	• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
	• How information and data is generated, collected, shared and used online

Being safe	● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
	● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
	• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
	• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
	• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
	• That they have a choice to delay sex or to enjoy intimacy without sex
	• The facts about the full range of contraceptive choices, efficacy and options available
	• The facts around pregnancy including miscarriage
	• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
	• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing

	● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment ● How the use of alcohol and drugs can lead to risky sexual behaviour? ● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: RHE in the Kindergartens.

Relationships and Health Education Policy (RHE) in the Kindergartens

At Greenwich Steiner School the RHE curriculum is embedded in our daily lives, through daily activities and focuses on social and emotional aspects as well as physical ones. Elements of children's understanding of the world are also addressed, particularly for the older children.

RHE gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. RHE in the Kindergartens plays a vital part in meeting GSS' safeguarding obligations. It acts as a preventative programme that enables pupils to learn about safety and risks in relationships.

Statutory Elements

From September 2020 all schools have a statutory obligation to deliver age appropriate elements of Relationships and Health Education, including in the Early Years. Parents have the right to withdraw their child from all or part of the relationships and health education provided in our Kindergartens, except for those parts included in the statutory EYFS.

In our Kindergartens the following elements are taught:

- Curriculum and Learning Goals
- Early Years (age 3 – 5 years)
- Physical Development

Health and Self-Care

● Children know the importance of physical exercise and a healthy diet for good health, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and Emotional Development

Self-Confidence and Self-Awareness

● Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour

● Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

● Children are able to identify trusted adults (both at home and school) who they can talk to if they feel worried.

Making Relationships
● Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. We focus on nurturing and appreciating our friendships, family, sharing and helping others, including our school community with good and kind deeds.

Understanding of the World

People and Communities

● Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions, Kindergarten is full of festivals and celebrations connected to loving friendships, family and community. Children learn to understand and respect diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

Transition children (age 5-7 years)

In addition to the goals for Early Years children, 5 – 7 year olds should

● Identify the basic parts of the human body and say which part of the body is associated with each sense

● Know the differences between boys and girls, naming body parts with the correct scientific words and what areas of the body are private.

● Know that no-one has the right to touch them without their consent. Know that no means no and that their "no" or "stop" should make anyone stop uninvited touch straight away. Know who they can go to for help if their "no" or "stop" is not respected.

● Notice that animals, including humans, have offspring which grow into adults

● Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

● Use technology safely, keeping personal information private.

● Identify where to go for help when they have concerns about content or contact on the internet or other online technologies.

Information/advice/guidance:

● Working together to safeguard children

Compliance:

● Relationships Education, Relationships and Sex Education (RSE) and

     Health Education – statutory guidance DfE

- Equality Act 2010

- EYFS - Early Years Foundation Stage

- Keeping Children Safe in Education

References:

- GSS – Safeguarding and Child Protection Policy

- GSS – Anti-Bullying Policy

- Early Years Nappy/Clothes Changing and Toileting Policy and Procedures

- Early Years Positive Behaviour Policy

- GSS – Online Safety Education Policy

- GSS – Home School Contract

Appendix 4: Curriculums of RSE (Appendix 4A) and of PHSEE (Appendix 4B) for Classes 1- 10 (equivalent to Years 2 – 11).

Topics	Class 1	Class 2	Class 3	Class 4	Class 5
Being Unique and individual	• that each human being is unique and special. • what they are good at and what they like and dislike. • ways in which they are the same and ways in which they are different to others.	• to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.	• about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). •	• to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) • that gender identity and sexual orientation are different. • that people may be attracted to someone of the same sex or different sex to them. • to learn the vocabulary to describe people of different sexual orientations.	• about the new opportunities and responsibilities that increasing independence may bring. • strategies to manage transitions between classes and key stages • that people may be attracted to someone emotionally, romantically and sexually.
Families and people who care for me	• that families are important for children growing up because they can give love, security and stability. • families include people of all ages (e.g. Grandparents and expected babies). • to identify the people who love and care for them and what they do to help them feel cared for. • about different types of families, including those that may be different to their own. • to identify common features of family life.	• 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. • about the joy and excitement of a new member joining the family (births, marriages, fostering and adoption). • that other families, either in school or in the wider world, sometimes look different and may be organised differently from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	• about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. • that the ceremony through which a couple get married may be civil or religious. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	• to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	• that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

Topics	Class 1	Class 2	Class 3	Class 4	Class 5
Caring Friendships	• how important friendships are in making us feel happy and secure. • how people choose and make friends and what makes a good friendship. • about how to recognise when they or someone else feels lonely and what to do. • simple strategies to resolve arguments between friends positively. • how to ask for help if a friendship is making them feel unhappy.	• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • strategies for how to include others in their friendship groups. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	• about the importance of friendships, how positive friendships support wellbeing and strategies for building positive friendships. • what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties). • that friendships have ups and downs and strategies to resolve disputes and reconcile differences positively and safely • how to recognise who to trust and who not to trust. • how to judge when a friendship is making them feel unhappy or uncomfortable. • how to manage difficult friendship situations and how to seek help or advice from others if needed.	• strategies for recognising and managing peer influence and a desire for peer approval in friendships. • how friendships can change over time, about making new friends and the benefits of having different types of friends.

Topics	Class 1	Class 2	Class 3	Class 4	Class 5
Respectful Relationships	• the conventions of courtesy and manners. • the importance of being kind and grateful • that respect is due to everyone, including those of different cultures (ethnicity) and faiths. • about the roles different people play in our lives (e.g. acquaintances, friends and relatives). • that feelings and bodies can be hurt by words and actions. • about what is kind and unkind behaviour, and how this can affect others. • how to listen to other people and play and work cooperatively. • how to talk about and share their opinions on things that matter to them.	• about how to treat themselves and others with respect. • how to be polite and courteous • the importance of being kind and grateful. • the importance of respecting others, even when they are very different from themselves (for example, physically, in character, personality or background), or when they make different choices or when they have different preferences or beliefs • about how people may feel if they experience hurtful behaviour or bullying. • that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable. • how to report bullying and the importance of telling a trusted adult	• the importance of manners, kindness, gratitude and positivity. • the importance of being kind and grateful. • • practical steps they can take in a range of different contexts to improve or support respectful relationships. • that personal behaviour can affect other people. • about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. • to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.	• the importance of manners, kindness, gratitude and positivity. • to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves. • that everyone should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society. • strategies to improve or support courteous, respectful relationships • how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. • about different types of bullying - including offline and online, the impact of bullying, the consequences of hurtful behaviour and the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • to ensure understanding that Homophobic, Biphobic and Transphobic prejudice is unacceptable, as is all prejudice. • and to ensure understanding that racial prejudice is unacceptable, as is all prejudice.	• the importance of manners, kindness, gratitude and positivity. • the importance of self-respect and how this links to their own happiness. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • 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. • about different types of bullying (including cyberbullying), strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others), including how to report concerns and get support. • about discrimination: what it means and how to challenge it.

Topics	Class 1	Class 2	Class 3	Class 4	Class 5
Online Relationships / Media literacy and digital resilience	• that for most people the internet is an integral part of life and has many benefits; about how the internet and digital devices can be used safely to find things out and to communicate with others. • that not all information seen online is true. • that people sometimes behave differently online, including by pretending to be someone they are not. • that people can say hurtful things online. • where and how to report concerns and get support with issues online; the importance of telling a trusted adult if they come across something that scares them • basic rules to keep safe online, including what is meant by personal information and what should be kept private.	• that people sometimes behave differently online, including by pretending to be someone they are not. • the rules and principles for keeping safe online (simple and incl. telling parents). • where and how to report concerns and get support with issues online.	• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous. • to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face. • the rules and principles for keeping safe online. • where and how to report concerns and get support with issues online.	• recognise ways in which the internet and social media can be used both positively and negatively. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • about why someone may behave differently online, including pretending to be someone they are not. • strategies for recognising risks, harmful content and contact. • about how text and images in the media and on social media can be manipulated or invented. • strategies to evaluate the reliability of sources and identify misinformation. • to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. • where and how to report concerns and get support with issues online. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative	• about the benefits of the internet; • reasons for following and complying with regulations and restrictions (including age restrictions) how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. • to recognise and model respectful behaviour online and to recognise the effect of online actions on others. • about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others, and to recognise things which are appropriate to share and things that should not be shared on social media; and rules surrounding distribution of images • the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks. • the legal and ethical responsibilities people have in relation to online aspects of relationships. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online, including for commercial purposes; and that connected devices can share information. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted at specific individuals and groups.

Topics	Class 1	Class 2	Class 3	Class 4	Class 5
				content online on their own and others' mental and physical wellbeing.	• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact and get support with issues online.
Being safe	• that each person's body belongs to them. • that parts of their body covered by underwear are private. • the differences between appropriate and inappropriate or unsafe physical, and other, contact and about how to respond if physical contact makes them feel uncomfortable or unsafe. • what to do if they feel unsafe or worried for themselves or others; who to ask for help, the vocabulary to use when asking for help, and the importance of keeping trying until they are heard. • that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried • to recognise that some things are private and the importance of respecting privacy. • how to respond safely to adults they don't know. • about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	(Revisit all that was taught in Class 1 and make sure that it is firmly embedded.) • 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. • about knowing there are situations when they should ask for permission and also when their permission should be sought. • basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	• how to respond safely and appropriately to adults they may encounter • about privacy and personal boundaries. • about what is appropriate in friendships and wider relationships (including online); • to recognise different types of physical contact (what is acceptable and unacceptable) and strategies to respond to unwanted physical contact. • about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. • how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. • where to get advice and report concerns if worried about their own or someone else's personal safety (including online).	• how to respond safely and appropriately to adults they may encounter (in all contexts, including online). whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	• how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. • about seeking and giving permission (consent) in different situations.

Topics At these ages, there may be considerable overlap with PHSEE topics.	Class 6	Class 7	Class 8	Class 9	Class 10
Families	• that there are different types of committed, stable relationships. • families include gay and lesbian parents / as well as parents who are married or in civil partnership or where parents are living together or where children spend time in either parent's home.	• how these relationships might contribute to human happiness and their importance for bringing up children. • the roles and responsibilities of parents, grandparents, adoptive or foster parents with respect to raising of children, including the characteristics of successful parenting. (irrespective of the gender or sexual orientation and choices of the parents).	• why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships incl. civil partnerships. • the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children	• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • the roles and responsibilities of parents, carers and children in families.	• the importance of parenting skills and qualities for family life. • the implications of young parenthood and services that offer support for new parents and families • the reasons why people choose to adopt/foster children • about the current legal position on abortion and the range of beliefs and opinions about it.
Respectful relationships including Friendships, and the wider community (also covered in Economic/ Community in PHSEE topics)	• the importance of manners, kindness, gratitude and positivity. • work for School community and wider community and environment to foster respect to all. • how to safely and responsibly form, maintain and manage positive relationships, including online. • the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online). • to further develop and rehearse the skills of team working. • to further develop the skills of active listening, clear communication, negotiation and compromise. • to recognise peer influence and that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; and strategies to manage this, including online. • the role peers can play in supporting one another to resist pressure and	• the importance of manners, kindness, gratitude and positivity. • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, • practical steps they can take in a range of different contexts to improve or support respectful relationships. • Work for School community and wider community and environment to foster respect to all. • Bring awareness of personal space. Learning to say 'no' or keep your distance via Palm of hand in stop position. This can be broadened to being able to say 'no' to online pressures to conform, join group or agree to other's opinion. • clarify and develop personal values in friendships, love and sexual relationships. • the importance of trust in relationships and the behaviours that can undermine or build trust.	• the importance of manners, kindness, gratitude, positivity and setting a good example. • work for School community and wider community and environment to foster respect to all. • boundaries, privacy, consent. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. • how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships.	• the importance of manners, kindness, gratitude, positivity and setting a good example. • Support for the school community and at community events, e.g. Fairs and organisation of things such as Advent Spiral / Festivals • boundaries, privacy, consent • management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values, but where these should not be condoned if criminal and abusive.	• the importance of manners, kindness, gratitude, positivity and setting a good example. • Support for the school community and at community events, e.g. Fairs and organisation of things such as Advent Spiral / Festivals • to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours • to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help • ways to access information and support for relationships including those experiencing difficulties • about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online.

Topics At these ages, there may be considerable overlap with PHSEE topics.	Class 6	Class 7	Class 8	Class 9	Class 10
	influence, challenge harmful social norms and access appropriate support. • how stereotypes, in particular stereotypes based on sex, gender, and transgender, race, religion, sexual orientation or disability, can cause damage. • the impact of stereotyping, prejudice and discrimination on individuals and relationships • about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice. • the need to promote inclusion and challenge discrimination, and how to do so safely, including online. • that in school and in wider society, each person can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • to recognise bullying, and its impact, in all its forms (including cyberbullying); the skills and strategies to manage being targeted or witnessing others being bullied, the responsibilities of bystanders to report bullying, and how and where to get help.	• to develop conflict management skills and strategies to reconcile after disagreements	• the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support	• strategies to manage the strong emotions associated with the different stages of relationships. • to safely and responsibly manage changes in personal relationships including the ending of relationships • ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them. • the services available to support healthy relationships and manage unhealthy relationships, and how to access them. • the characteristics of abusive behaviours, such as grooming, sexual • harassment, sexual and emotional abuse, violence and exploitation; to recognise • warning signs, including online; how to report abusive behaviours or access • support for themselves or others • about the concept of consent in maturing relationships • to recognise when others are using manipulation, persuasion or coercion and how to respond • the law relating to abuse in relationships, including coercive control and online harassment • to recognise when a relationship is abusive and strategies to manage this • the skills and strategies to respond to exploitation, bullying, harassment and control in relationships • sources of appropriate advice for getting help in domestic abuse situations of all kinds; the importance of doing so; charities/ agencies and how to access them. • The law relating to 'honour'-based violence and forced marriage; the	

Topics At these ages, there may be considerable overlap with PHSEE topics.	Class 6	Class 7	Class 8	Class 9	Class 10
				consequences for individuals and wider society and ways to access support • strategies to challenge all forms of prejudice and discrimination • to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs • skills to support younger peers when in positions of influence	
Online And Media Literacy and Digital Resilience	• the similarities and differences between the online world and the physical world • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity. • to establish personal values and clear boundaries around aspects of life that they want to remain private. • strategies to safely manage personal information and images online, including on social media. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially embarrassing material placed online. • to respond appropriately when things go wrong online, including confidently accessing support,	• the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues. • to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views. • to understand how the way people present themselves online can have positive and negative impacts on them. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • how to identify harmful behaviours online (including bullying, abuse or harassment (incl. cyberbullying) and how to report, or find support if they have been affected by those behaviours. • what to do and where to get support to report material or manage issues online.	• how information and data is generated, collected, shared and used online. • to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them. • that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours. • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), • how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is	• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • the impact of viewing harmful content. • to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences • that specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including gaol. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	• that there are positive and safe ways to create and share content online and the opportunities this offers. • strategies for protecting and enhancing their personal and professional reputation online. • how personal data is generated, collected and shared, including by individuals and organisations, and the consequences of this. • how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; and strategies to manage this. • strategies to critically assess bias, reliability and accuracy in digital content. • how social media can offer opportunities to engage with a wide variety of views on different issues. • that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence

Topics At these ages, there may be considerable overlap with PHSEE topics.	Class 6	Class 7	Class 8	Class 9	Class 10
	reporting to authorities and platforms.		targeted at them and how to be a discerning consumer of information online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially embarrassing (compromising) material placed online (incl. sexting). • the impact of sharing sexual images of others without consent. • how to manage any request or pressure to share an image of themselves or others, and how to get help.		opinions and perceptions of people and events and can narrow understanding and appear to validate these narrow views. • to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern. • to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence). • to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern. • how to recognise a 'cult'; how it differs from other types of group; how cults recruit; and how to seek help if they are worried for themselves or for others. • the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks. • about harassment and how to manage this (including in the workplace); and the legal consequences of harassment.

Topics At these ages, there may be considerable overlap with PHSEE topics.	Class 6	Class 7	Class 8	Class 9	Class 10
Being safe		• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). • the communication and negotiation skills necessary for contraceptive use in healthy relationships and the risks related to unprotected sex. • about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours. • strategies to manage pressure to join a gang, exit strategies and how to access appropriate support. • motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon.	• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). • to manage the influence of drugs and alcohol on decision-making within relationships and social situations.	• how to determine whether other children, adults or sources of information are trustworthy. • how to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships). • how to seek help or advice, including reporting concerns about others, if needed. • how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner. • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement, and how to access such organisations and other sources of information, advice and support. • to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; and strategies to access appropriate help. • factors which contribute to young people becoming involved in serious organised crime, including cybercrime.	• the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support.

Topics At these ages, there may be considerable overlap with PHSEE topics.	Class 6	Class 7	Class 8	Class 9	Class 10
Individuality and Intimate and Sexual Relationships (including sexual health)	• about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them. • indicators of positive, healthy relationships and unhealthy relationships, including online.	• about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation. • the difference between biological sex, gender identity and sexual orientation. • to recognise that sexual attraction and sexuality are diverse. • to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships. • to manage the strong feelings that relationships can cause (including sexual attraction). • that everyone has the choice to delay sex, or to enjoy intimacy without sex. • to gauge readiness for sexual intimacy. • that intimate relationships should be pleasurable. • about the concept of consent in maturing relationships. • about the law relating to sexual consent • how to seek, give, not give and withdraw consent (in all contexts, including online) • that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected. • that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances.	• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • that they have a choice to delay sex or to enjoy intimacy without sex. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access • confidential sexual and reproductive health advice and treatment. • that marriage is a legal, social and emotional commitment that should be • entered into freely, and never forced upon someone through threat or coercion • how the media portrays relationships and the potential impact of this on • people's expectations of relationships	• about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them. • the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality. • the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships (incl. the legal rights, responsibilities and protections provided by the Equality Act 2010.) • strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed. • the skills to assess their readiness for sex, as an individual and within a couple. • the role of pleasure in intimate relationships, including orgasms. • the facts about the full range of contraceptive choices, efficacy and options available. • to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours. • to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary (link to Being Safe topics). •	• the facts about reproductive health, including fertility, pregnancy and maternity, and the potential impact of lifestyle on fertility for men and women, from puberty and menses to menopause and its effects. • that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • how the use of alcohol and drugs can lead to risky sexual behaviour. • the facts about the full range of contraceptive choices, efficacy and options available. • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • the facts around pregnancy including miscarriage (and health during maternity). • about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy. • about choices and support available in the event of an

Topics At these ages, there may be considerable overlap with PHSEE topics.	Class 6	Class 7	Class 8	Class 9	Class 10
			• that the portrayal of sex in the media and social media (including pornography) • can affect people's expectations of relationships and sex		unplanned pregnancy, and how to access appropriate help and advice. • about healthy pregnancy and how lifestyle choices affect a developing foetus. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendix 4B – PHSEE (not already covered in RSE curriculum) – in each case, pupils learn…(after briefly recalling learning from previous years)

	Class 1	Class 2	Class 3	Class 4	Class 5
Mental wellbeing	- 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 name different feelings, about ways of sharing feelings. - how feelings can affect people's bodies and how they behave. - how to recognise what others might be feeling. - to recognise that not everyone feels the same at the same time, or feels the same about the same things. - about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep). - different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. - about change and loss (including death); to identify feelings associated with this. - to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.	- how to recognise and talk about their emotions, including having a range of words to use when talking about their own and others' feelings. - about how to express feelings in different ways. - how to manage when finding things difficult. - to recognise what helps people to feel better. - simple self-care techniques, including the importance of work, rest, play, time spent with friends and family. - the benefits of physical exercise, time outdoors.	- that mental wellbeing is a normal part of daily life, in the same way as physical health. - 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. - to recognise that feelings can change over time and range in intensity. - about everyday things that affect feelings and the importance of expressing feelings. - about how to manage setbacks and perceived failures, including how to re-frame unhelpful thinking.	- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - strategies to respond to feelings, including intense or conflicting feelings. - how to manage and respond to feelings appropriately and proportionately in different situations. - about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. - to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. - that language can hurt: some people are more vulnerable than others: so to teach the correct vocabulary for Lesbian, Gay, Bisexual, Trans or Questioning (LGBTQ).	- that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. - about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. - that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - 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. - problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
Physical health, fitness and prevention	- about how physical activity helps us to stay healthy; and ways to be physically active every day. - how to keep safe in the sun and protect the skin from sun damage, incl. wearing	how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school).	the characteristics and mental and physical benefits of an active lifestyle.	the importance of building regular exercise into daily and weekly routines and how to achieve this (for example walking or cycling to school, or other forms of regular, vigorous exercise).	- the risks associated with an inactive lifestyle (including obesity). - how and when to seek support including which adults to speak to

210322 PHSEE Curriculum – Appendix 4B of RHE, RSE and PHSEE Policy - GSS

	Class 1	Class 2	Class 3	Class 4	Class 5
	- a hat when playing outdoors in the summer. - how to wear warm clothes to keep warm in winter. - about different ways to learn and play. - recognising the importance of knowing when to take a break from time online or TV. - the importance of keeping clean and taking care of one's body, washing and brushing teeth. - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - awareness of allergies and needing to take care. - about the people who help us to stay physically healthy. - about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.	- the importance of keeping clean and taking care of one's body; washing and correctly brushing teeth, hair brushing, nail cutting. - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. - that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection.	- about how sleep contributes to a healthy lifestyle; and routines that support good quality sleep. - the ability to look after one's own daily cleansing routines (washing, correctly brushing teeth). - about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - the wider importance of personal hygiene and how to maintain it - how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; - the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) - how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.	- about what good physical health means and how to recognise early signs of physical illness. - the ability to look after one's own daily cleansing routines (washing, correctly brushing teeth). - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - about the elements of a balanced, healthy lifestyle and about choices that support a healthy lifestyle, and recognise what might influence these. - about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.	- in school if they are worried about their health. - the effects of lack of sleep on the body, feelings, behaviour and ability to learn. - the ability to look after one's own daily cleansing routines (washing, correctly brushing teeth). - how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. - the facts and science relating to allergies, immunisation and vaccination - how to recognise that habits can have both positive and negative effects on a healthy life style. - how to make informed decisions about health.
Healthy eating	about foods that support good health and the risks of eating too much sugar.	about foods that support good health and the risks of eating too much sugar.	- about foods that support good health and the risks of eating too much sugar. - about food production, for basic foods, such as dairy, carbohydrates, meat, fruit and vegetables.	- about foods that support good health and the risks of eating too much sugar. - about eating regular meals of suitable proportions, and healthy snacks when needed.	- what constitutes a healthy diet and other matters relating to nutritional content (including understanding how the media promotes calculating calories but that we should focus primarily on healthy eating and lifestyle). - the principles of planning and preparing a range of healthy meals. - the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs (incl. medicines), alcohol and	that medicines (including vaccinations and immunisations and those that	how medicines, when used responsibly, contribute to health; that some diseases can be	about things that people can put into their body or on their skin (alcohol/tobacco/medicines and	- how allergies can be managed. - to recognise that there are laws surrounding the use of legal drugs and	the facts about legal and illegal harmful substances and associated

	Class 1	Class 2	Class 3	Class 4	Class 5

	Class 1	Class 2	Class 3	Class 4	Class 5
tobacco	deal with allergic reactions) can help people to stay healthy.	prevented by vaccinations and immunisations; • how allergies can be managed.	ointments etc.); how these can be positive or negative and can affect how people feel.	that some drugs are illegal to own, use and give to others • about the risks and effects of legal drugs common to everyday life (e.g.cigarettes, e-cigarettes/vaping, alcohol and medicines). • to recognise that drug use (even legal drug use) can become a habit which can be difficult to break. • about why people choose to use or not use drugs (including nicotine, alcohol and medicines);	risks, including smoking, alcohol use and drug-taking. • about the mixed messages in the media about drugs, including alcohol and smoking/vaping. • about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns. • to recognise the impact of drugs and alcohol on choices and sexual behaviour. • about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.
Changing adolescent body	• to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). • about growing and changing from young to old and how people's needs change.	• to recognise their individuality and personal qualities. • that knowledge of the parts of the body is embedded. • that people look and act differently as they age.	• that there are clear stages of human development, from young to old and what they are called. • that they are familiar with the stages of change, in physical terms, e.g. shapes change. • that for some people gender identity does not correspond with their biological sex.	• about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born. • how babies need to be cared for.	**Puberty and menstruation:** • understand the changes of puberty for male and female bodies, that some people get periods and that this is normal. • to identify the external genitalia in males and females and how the process of puberty relates to reproduction. • about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) • know and can describe how to prepare for and manage periods; including exploring the variety of period products available. • exploring menstruation; breaking down misconception and myths. • receive all of the information, that all pupils should receive, whatever their gender identity (using the term menstruators, rather than

	Class 1	Class 2	Class 3	Class 4	Class 5

	Class 1	Class 2	Class 3	Class 4	Class 5
					girls or women, to account for trans males who menstruate and trans females who may not, as well as non-binary, intersex and gender fluid pupils). • about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. • about where to get more information, help and advice about growing and changing, especially about puberty.
Being safe and Basic First Aid	• road safety. • feeling safe in ones' body, to embody feelings of safety. • about rules and age restrictions that keep us safe. • to recognise risk in simple everyday situations and what action to take to minimise harm. • about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters). • that household products (including medicines) can be harmful if not used correctly. • about what to do if there is an accident and someone is hurt. • how to get help in an emergency (how to dial 999 and what to say).	• road safety. • ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street). • about the people whose job it is to help keep us safe. • about what to do if there is an accident and someone is hurt. • how to get help in an emergency (how to dial 999 and what to say).	• road safety and pedestrian awareness. • safety when travelling on public transport. • reasons for following and complying with regulations and restrictions (including age restrictions). • about what to do if there is an accident and someone is hurt. • how to get help in an emergency (how to dial 999 and what to say).	• road safety and pedestrian awareness. • safety when travelling on public transport. • how to predict, assess and manage risk in different situations. • about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. • strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. • how to get help in an emergency (how to dial 999 and what to say).	• road safety and pedestrian awareness. • safety when travelling on public transport. • about what is meant by first aid; basic techniques for dealing with common injuries • about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) • concepts of basic first-aid, for example dealing with common injuries, including head injuries. • how to get help in an emergency (how to dial 999 and what to say).
Wider knowledge of Britain and it's institutions.	• the institutions that look after us – people at school/ lollipop men and women.	• The institutions that look after us – fire, Drs and hospitals, dentists and opticians, and police.	• The institutions that look after us – the farmers and builders and charities.	• The institutions that look after us – how we look after our elderly and those who are seriously ill – retirement homes/ care homes/ hospices.	• The institutions that look after us – the NHS, our government and parliament and courts.

	Class 1	Class 2	Class 3	Class 4	Class 5

	Class 1	Class 2	Class 3	Class 4	Class 5
Economics /careers / social responsibility for themselves and their communities	• about what rules are, why they are needed, and why different rules are needed for different situations, including in the classroom. • about things they can do to help look after their environment: class, home and locality. • recycle/ reuse/ compost. • that everyone has different strengths and interests which might lead them to want to do different types of jobs.	• about the relationship between rights and responsibilities • caring for their environment - recycle/ reuse/ compost. • ways of carrying out shared responsibilities for protecting the environment in school and at home. • how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). • about the difference between needs and wants; that sometimes people may not always be able to have the things they want. • that everyone has different strengths and interests, about some of the strengths and interests someone might need to do different types of jobs; and about valuing their own strengths. • the different jobs that people they know or people who work in the community do.	• about what rules are, why they are needed, and why different rules are needed for different situations, including in the classroom, in the school hallways, in the play areas, in the streets, supermarkets, their homes etc. • caring for their environment - recycle/ reuse/ compost. • about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. • about valuing their own strengths and how they contribute to the different communities that they are a part of, eg. family, school, clubs etc. • learning about money – notes/coins/bank cards and what they mean; and how to use money confidently. • to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. • that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) to recognise that people make spending decisions based on priorities, needs and wants • that money needs to be looked after; and different ways of doing this. • that jobs help people to earn money to pay for things.	• to recognise reasons for rules and laws; consequences of not adhering to rules and laws. • caring for their environment -recycle/ reuse/ compost. • the importance of having compassion towards others. • about the different groups that make up their community; what living in a community means. • to value the different contributions that people and groups make to the community • to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. • about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. • that there is a broad range of different jobs/careers that people can have. • that anybody can do and achieve their dream job / qualification despite the way they look, gender and race. • that people often have more than one career/type of job during their life. • about stereotypes in the workplace and that a person's career aspirations should not be limited by them. • about the different ways to pay for things and the choices people have about this. • about using and working with money; and different ways to keep track of money. • to identify the ways that money can impact on people's feelings and emotions.	• to recognise there are human rights, that are there to protect everyone • caring for their environment - recycle/ reuse/ compost. • shared responsibilities that we all have for caring for other people and living things; how to show care and concern for others, in our immediate families and in the wider community and world. • about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. • about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. • about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. • about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people aspiring to certain jobs). • that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. • to identify the kind of job that they might like to do when they are older. • that anybody can do and achieve their dream job /

	Class 1	Class 2	Class 3	Class 4	Class 5
					qualification despite the way they look, gender and race. • to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

PHSEE TOPICS	Class 6	Class 7	Class 8	Class 9	Class 10

Mental wellbeing	• how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing. • that language can hurt: some people are more vulnerable than others: so to teach the correct vocabulary for Lesbian, Gay, Bisexual, Trans or Questioning (LGBTQ). • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment). • the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health. • simple strategies to help build resilience to negative opinions, judgements and comments. • to recognise and manage internal and external influences on decisions which affect health and wellbeing. • the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as they recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need.	• how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary. • the characteristics of mental and emotional health and strategies for managing these. • the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns. • strategies to understand and build resilience, as well as how to respond to disappointments and setbacks. • a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support. • the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others. • how to recognise when they or others need help with their mental health and wellbeing. • to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help. • to understand the impact on their physical and mental health of addictions, such as to alcohol and gambling.	• identify important relationships, incl. to oneself – and how to recognise the reciprocal responsibilities in those relationships, including learning ways to connect with one's own feelings and emotions. • what we need to do to look after ourselves (exercise/sleep/hygiene). • learn about things which attack one's ability to look after oneself incl. social media sites/bloggers etc., • strategies to problem solve for oneself, to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing. • to accurately assess their areas of strength and development, and where appropriate, act upon feedback • how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this. • how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this. • matters related to self-esteem and managing others' judgements / managing mental health including stress, anxiety and depression. • to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders. • sources of help and strategies for accessing it.	• to evaluate their own personal strengths and areas for development and to use this to inform goal setting. • the characteristics of mental and emotional health. • to develop empathy and understanding about how daily actions can affect people's mental health. • about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences. • a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns. • to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available. • to understand the impact on their physical and mental health of addictions, such as to alcohol and gambling.

PHSEE TOPICS	Class 6	Class 7	Class 8	Class 9	Class 10

Physical health, fitness and prevention.	• the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities. • the benefits of physical activity and exercise for physical and mental health and wellbeing • the importance of sleep and strategies to maintain good quality sleep • the ability to look after one's own daily cleansing routines (washing, correctly brushing teeth). • about personal hygiene; germs, bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene; dental flossing, healthy eating and regular check-ups at the dentist. • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, obesity and cancer.	• to recognise and manage what influences their choices about physical activity. • the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices and what might influence decisions about eating a balanced diet and strategies to manage eating choices • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination. • the benefits of regular self-examination (especially breast and testicular self-examination) and screening. • the facts and science relating to immunisation and vaccination. • about the science relating to blood, organ and stem cell donation.	• to make informed lifestyle choices regarding sleep, diet and exercise. • the benefits of having a balanced approach to spending time online. • to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health. • about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help. • the purpose of blood, organ and stem cell donation for individuals and society. • how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination. • to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds. • the ways in which industries and advertising can influence health and promote harmful behaviours.	• the benefits of regular self-examination and screening. • how to take increased responsibility for maintaining and monitoring their own health and to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services).
Drugs (incl. medicines), alcohol and tobacco	• the facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks.	• the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; and the responsible use of antibiotics. • to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use.t	• the purpose of vaccinations offered during childhood, adolescence and during the Covid 19 pandemic, for individuals and society. • the risks associated with gambling and recognition that chance-based transactions can carry similar risks; and strategies for managing peer and other influences relating to gambling.	• the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities • wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle • strategies to manage a range of influences on drug, alcohol and tobacco use, including peers	• information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use, and the link to addictions and serious mental health conditions. • the personal and social risks and consequences of substance use and misuse including occasional use. • about the concepts of dependence and addiction, including awareness of help to overcome addictions. • what constitutes low risk alcohol consumption in adulthood.

PHSEE TOPICS	Class 6	Class 7	Class 8	Class 9	Class 10
	• the facts about the harms from smoking tobacco and of e-cigarettes, the benefits of quitting and how to access support to do so.				• awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. • the law relating to the supply, use and misuse of legal and illegal substances • to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others. • to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking.
Changing Adolescent Body	• key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health. **Puberty and menstruation:** • pupils understand and can describe what the menstrual cycle is and how periods fit within it. • pupils are able to develop self-care and empathy around menstrual experiences. • pupils know and can describe how to prepare for and manage periods and are aware of all the available options, including reusables. • pupils understand the physical and emotional changes of puberty for male and female bodies, that some people get periods and that this is normal. • pupils receive all of the information, that all pupils should receive, whatever	**Puberty and menstruation:** • pupils understand that there are many myths and taboos associated with periods and how to use facts to form their own opinions. • pupils understand that advertising and the media influence opinion about periods and the menstrual cycle. • strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing • about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also RSE). • that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain	**Puberty and menstruation:** • pupils understand that there are many myths and taboos associated with periods and how to use facts to form their own opinions. • pupils understand that advertising and the media influence opinion about periods and the menstrual cycle. • strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing • about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also RSE). • that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs).	**Puberty and menstruation:** • pupils understand the physical and emotional changes across the menstrual cycle, and when to seek help. • pupils understand that many factors related to menstruation can be detrimental to mental health and how to challenge these (including gender identity, period poverty, culture, religion, ability). • pupils continue to develop self-care and empathy around menstrual experiences. • the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) about specific STIs, their treatment and how to reduce the risk of transmission	**Puberty and menstruation:** • pupils understand the physical and emotional changes across the menstrual cycle, and when to seek help. • pupils understand that many factors related to menstruation can be detrimental to mental health and how to challenge these (including gender identity, period poverty, culture, religion, ability). • pupils continue to develop self-care and empathy around menstrual experiences • how to respond if someone has, or may have, an STI (including ways to access sexual health services) • to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services

PHSEE TOPICS	Class 6	Class 7	Class 8	Class 9	Class 10

PHSEE TOPICS	Class 6	Class 7	Class 8	Class 9	Class 10
	• the facts about the harms from smoking tobacco and of e-cigarettes, the benefits of quitting and how to access support to do so.				• awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. • the law relating to the supply, use and misuse of legal and illegal substances • to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others. • to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking.
Changing Adolescent Body	• key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health. **Puberty and menstruation:** • pupils understand and can describe what the menstrual cycle is and how periods fit within it. • pupils are able to develop self-care and empathy around menstrual experiences. • pupils know and can describe how to prepare for and manage periods and are aware of all the available options, including reusables. • pupils understand the physical and emotional changes of puberty for male and female bodies, that some people get periods and that this is normal. • pupils receive all of the information, that all pupils should receive, whatever	**Puberty and menstruation:** • pupils understand that there are many myths and taboos associated with periods and how to use facts to form their own opinions. • pupils understand that advertising and the media influence opinion about periods and the menstrual cycle. • strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing • about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also RSE). • that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain	**Puberty and menstruation:** • pupils understand that there are many myths and taboos associated with periods and how to use facts to form their own opinions. • pupils understand that advertising and the media influence opinion about periods and the menstrual cycle. • strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing • about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also RSE). • that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs).	**Puberty and menstruation:** • pupils understand the physical and emotional changes across the menstrual cycle, and when to seek help. • pupils understand that many factors related to menstruation can be detrimental to mental health and how to challenge these (including gender identity, period poverty, culture, religion, ability). • pupils continue to develop self-care and empathy around menstrual experiences. • the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) about specific STIs, their treatment and how to reduce the risk of transmission	**Puberty and menstruation:** • pupils understand the physical and emotional changes across the menstrual cycle, and when to seek help. • pupils understand that many factors related to menstruation can be detrimental to mental health and how to challenge these (including gender identity, period poverty, culture, religion, ability). • pupils continue to develop self-care and empathy around menstrual experiences • how to respond if someone has, or may have, an STI (including ways to access sexual health services) • to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services

PHSEE TOPICS	Class 6	Class 7	Class 8	Class 9	Class 10

	their gender identity (using the term menstruators, rather than girls or women, to account for trans males who menstruate and trans females who may not, as well as non-binary, intersex and gender fluid pupils).	sexually transmitted infections (STIs).			
Being Safe and Basic first Aid	• road safety and pedestrian awareness. • safety when travelling on public transport • strategies for maintaining personal hygiene, including oral health, and prevention of infection. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. • how to get help in an emergency (how to dial 999 and what to say).	• road safety and pedestrian awareness. • safety when travelling on public transport • strategies for maintaining personal hygiene, including oral health, and prevention of infection. • how to identify risk and manage personal safety in increasingly independent situations, including online • ways of assessing and reducing risk in relation to health, wellbeing and personal safety. • concepts of basic first-aid, for example when dealing with common injuries, including head injuries. • how to get help in an emergency (how to dial 999 and what to say).	• road safety and pedestrian awareness. • safety when travelling on public transport • strategies for maintaining personal hygiene, including oral health, and prevention of infection. • how to access health services when appropriate. • concepts of basic first-aid, for example when dealing with common injuries, including head injuries. • how to get help in an emergency (how to dial 999 and what to say).	• road safety and pedestrian awareness. • safety when travelling on public transport • strategies for maintaining personal hygiene, including oral health, and prevention of infection. • how to access health services when appropriate. • concepts of basic first-aid, for example when dealing with common injuries, including head injuries. • how to get help in an emergency (how to dial 999 and what to say). • ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online • strategies for identifying risky and emergency situations, including online; • ways to get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs) • the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM.	**First Aid Course** • basic treatment for common injuries. • life-saving skills, including how to administer CPR.15 • the purpose of defibrillators and when one might be needed. • to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
Wider knowledge of Britain and it's institutions	• British Values and Core Values • Equality rights. • Zoos and Wildlife places and safaris and their purpose.	• community awareness – being a good neighbour. • Awareness of the needs of the elderly (including the changes we go through at the other end of life	• Our country's structures - How Britain is governed - Why we have laws/ children's rights / ethnic minorities' concerns and rights/	• International structures (NATO / tiger economies etc.)/ European Union/ - why set up, what do they do. / WHO etc.) • Current Affairs • Questions of social justice.	• Current Affairs • Questions of social justice. • Questions of choice of place to settle and related considerations.

PHSEE TOPICS	Class 6	Class 7	Class 8	Class 9	Class 10

210322 PHSEE Curriculum – Appendix 4B of RHE, RSE and PHSEE Policy - GSS

PHSEE TOPICS	Class 6	Class 7	Class 8	Class 9	Class 10
and World Institutions		{menopause/ dementia /health issues etc.} balanced against the gains of experience and confidence and wisdom + economic needs and considerations (pensions and employment rights) • Our country's structures – Fire/ Police/NHS etc.	disability rights/ equal opportunities – see what the law is and discuss it. • Local Citizen – Local Democracy/ Community Action • National Citizen – Crime/ Government and Parliament • Being a good neighbour. Being a global neighbour. • International Citizen – Global Community / EU/UN / Commonwealth.	• Questions of migration and cultural identity.	
Economics /careers / social responsibility for themselves and their communities (also overlaps with RSE)	• charity fundraising – what is it and how does it work? • caring for their environment – thriftiness / saving + recycle / reuse / compost / upcycle. • the importance and benefits of being a lifelong learner. • that anybody can do and achieve their dream job / qualification despite the way they look, gender and race. • a full study of money, including using, saving, types of trade (barter, retail, suppliers, manufacturers, wholesalers, etc.), credit, interest, mortgages and keeping personal financial accounts – profit/loss/ income/expenditure/ balance etc.) – see topics in the younger classes and now cover the topic more consciously.	• caring for their environment – thriftiness / saving + recycle / reuse / compost / upcycle. • banking and other financial institutions, incl. mortgages and credit. • assess and manage risk in relation to financial decisions that young people might make. • about values and attitudes relating to finance, including debt. • to manage emotions in relation to money. • to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions. • to recognise financial exploitation in different contexts e.g. drug and money mules, online scams. • that anybody can do and achieve their dream job / qualification despite the way they look, gender and race.	• world of work – incl. developing a product to advertising (incl. what advertising is and its purpose/ incl. image and how we advertise ourselves; and the power of media and television • why do people work etc.?; financial and economics questions. • caring for their environment – thriftiness / saving + recycle / reuse / compost / upcycle. • Careers Advice • study, organisational, research and presentation skills. • to review their strengths, interests, skills, qualities and values and how to develop them. • to set realistic yet ambitious targets and goals. • the skills and attributes that employers value. • the skills and qualities required to engage in enterprise. • about the options available to them at the end of Class 8, sources of information, advice and support, and the skills to manage this decision-making process. • the benefits of setting ambitious goals and being open to opportunities in all aspects of life • to recognise and challenge stereotypes and family or cultural expectations that may limit	• caring for their environment – thriftiness / saving + recycle / reuse / compost / upcycle. • Careers Advice. • to evaluate and further develop their study and employability skills. • to evaluate their own personal strengths and areas for development and use this to inform goal setting. • how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability. • to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities. • about young people's employment rights and responsibilities. • to manage emotions in relation to future employment. • start looking at routes into work, training and other vocational and academic opportunities, and progression routes. • that anybody can do and achieve their dream job / qualification despite the way they look, gender and race: Equality Act 2010.	• caring for their environment – thriftiness / saving + recycle / reuse / compost / upcycle. • about the unacceptability of all forms of discrimination, and how to challenge prejudice and bigotry in the wider community, including the workplace and the legal consequences of harassment. • Careers Advice • Work experience. • about the range of opportunities available to them for career progression, including in education, training and employment • about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities. • about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities. • about the labour market, local, national and international employment opportunities. • about employment sectors and types, and changing patterns of employment.

PHSEE TOPICS	Class 6	Class 7	Class 8	Class 9	Class 10

PHSEE TOPICS	Class 6	Class 7	Class 8	Class 9	Class 10
			aspirations; different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work. • about different work roles and career pathways, including clarifying their own early aspirations. • that anybody can do and achieve their dream job / qualification despite the way they look, gender and race: Equality Act 2010.		• to research, secure and take full advantage of any opportunities for work experience that are available. • the benefits and challenges of cultivating career opportunities online. • strategies to manage their online presence and its impact on career opportunities. • the skills and attributes to manage rights and responsibilities at work including health and safety procedures. • about confidentiality in the workplace, when it should be kept and when it might need to be broken. • that anybody can do and achieve their dream job / qualification despite the way they look, gender and race. • about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it: Equality Act 2010. • how to effectively budget, including the benefits of saving. • how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks. • to recognise and manage the range of influences on their financial decisions. • to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights. • the skills to challenge or seek support for financial exploitation in different contexts including online. • to evaluate the financial advantages, disadvantages and risks of different models of

PHSEE TOPICS	Class 6	Class 7	Class 8	Class 9	Class 10

					contractual terms, including self-employment full-time, part-time and zero-hours contracts. • Start looking at colleges/ universities/ options post 18 etc.

Appendix 5: Curriculum Areas to show how teachers will work with the RSE and PHSEE curriculums.

This is a working document which has been created during INSET days and which will be added to annually by Teachers, based on their own research, resources and suggestions for other teachers. It includes all of the Curriculum for Classes 1-10, from the RSE and the PHSEE curriculums, in Appendix 4, but has been organised in Class sections. It is also this document which Teachers use to highlight in their Purple Folders, to show their progress.

An example of the Curriculum Areas document is to be found here. Please note that any ideas/suggestions placed in the second two columns are simply examples of what teachers could do and how they might teach the curriculum requirements. The ideas are not exhaustive, they will be added to annually and are there to support teachers when covering these topics.

RSE/PHSEE Curriculum Areas - Class 4

A Unique Child observing what a child is learning	Positive relationships: what adults could do	Enabling environments: what adults could provide
RSE ● **Being Unique and individual** 　○ to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) 　○ that gender identity and sexual	● Engage students with Myths from various cultures and other stories, that teach and prompt discussion. ● Tell and recall stories that promote a reverence for the relationships inherent in the natural world. ● Give students opportunities to be	Sharee Aware NSPCC Alex's story https://learning.nspcc.org.uk/media/1390/lesson_plan_alex.pdf.

Appendix 6: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

Any other information you would like the school to consider	
Parent signature	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

The Department of Education notes that, *"The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges, although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE."*

Therefore, at Greenwich Steiner School we will continue to support our students at KS5 with the following curriculum which will include RSE and PHSEE topics. Topics will be taught in a 2 year cycle so that both Classes 11 and 12 can learn together.:

Health and Wellbeing

Self-concept

1.   skills and strategies to confidently manage transitional life phases
2.   to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure
3.   to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences Mental health and emotional wellbeing

Mental health and emotional wellbeing

4.   to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive m
5.   Mental health, including managing stress and anxiety
6.   to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours *[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for students who are more vulnerable (e.g. personal accounts of weight change).]*
7.   to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing
8.   to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support Healthy lifestyles

Healthy lifestyles

9.   to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening to consistently access reliable sources of information and evaluate media messages about health; and how to make informed decisions about health, including vaccination/immunisation'
10.   how to register with and access health services in new locations
11.   to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'
12.   how to maintain a healthy diet, especially on a budget
13.   how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online

Managing risk and personal safety

14.   to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it
15.   to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely
16.   to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements
17.   to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime

Sexual health

18.   to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships

19.   how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)

Drugs, Alcohol and Tobacco

20. how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment Drugs, Alcohol and Tobacco

21. to manage alcohol and drug use in relation to immediate and long-term health

22. to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking

23. the impact of alcohol and drug use on road safety, work-place safety, reputation and career

24. the risks of being a passenger with an intoxicated driver and ways to manage this

Relationships

Relationship values

1. how to articulate their relationship values and to apply them in different types of relationships
2. to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion
3. to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships Forming and maintaining respectful relationships

Forming and maintaining respectful relationships

4. to manage mature friendships, including making friends in new places
5. to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online
6. to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy
7. to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'
8. to use constructive dialogue to support relationships and negotiate difficulties
9. to manage the ending of relationships safely and respectfully, including online
10. to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships

Consent

11.   to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)
12.   to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent
13.   how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities

Contraception and parenthood

14.   to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age
15.   to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner
16.   how to effectively use different contraceptives, including how and where to access them
17.   to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)
18.   to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly

Bullying, abuse and discrimination

19.   to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online
20.   to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships
21.   to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk
22.   to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support
23.   strategies to recognise, de-escalate and exit aggressive social situations
24.   to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon
25.   ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination

Living in the Wider World

Choices and pathways

1. to be enterprising in life and work
2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills
3. to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities
4. the implications of the global market for their future choices in education and employment Work and career

Work and career

5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities
6. how to produce a concise and compelling curriculum vitae and prepare effectively for interviews
7. how to recognise career possibilities in a global economy Employment rights and responsibilities

Employment rights and responsibilities

8. their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'
9. the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols
10. to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection
11. to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation
12. the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours Financial choices

Financial choices

13. how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)
14. to understand and manage salary deductions including taxation, national insurance and pensions
15. to evaluate savings options
16. to exercise consumer rights, including resolving disputes and accessing appropriate support
17. to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice
18. to evaluate the potential gains and risks of different debt arrangements and repayment implications
19. to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers Media literacy and digital resilience

Media literacy and digital resilience

20.   to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate
21.   to effectively challenge online content that adversely affects their personal or professional reputation
22.   to build and maintain a positive professional online presence, using a range of technologies
23.   how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this
24.   to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation
25.   when and how to report or access help for themselves or others in relation to extremism and radicalisation

To support us in our work, we will use different resources, including the following:

1.   Use external expert providers on specific topics, such as addictions and drugs, eg. from community/local/educational departments in the police force.
2.   Make use of internal CPD in our meetings and Inset Days to develop our understanding of teaching adolescents, as well as our knowledge of RSE and PHSEE topics.
3.   Access to external training and moderation with colleagues in other Steiner Schools via teachers' conferences and RSE/PHSEE forums on Steiner Waldorf Schools' Fellowship app 'Mighty Networks'.
4.   Access to training from Sexeducation forum where we are members and where they give training to teachers/staff members on different RSE topics such as gender and consent.
5.   Access to specific charities such as Brook who have lots of resources and training for teachers, as well as for students under 21 yrs old.
6.   Access to online resources from the PHSEE Association https://pshe-association.org.uk/topics/relationships-sex-education