



## RSE

Strand	Links to PHSE	RSE outcomes for pupils by the end of KS2	School's current coverage	Additional coverage to be considered
<p><b>Families and people who care for me</b></p>	<p>R13/R16</p>	<p>that families are important for children growing up because they can give love, security and stability.</p>	<p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)  <b>Covered in: Science, RE, Literacy, Votes for Schools, work on equality and diversity, Schools linking project, federation working</b></p> <p>R16. to recognise and challenge stereotypes  <b>Covered in: RE, Literacy, Votes for Schools, work on equality and diversity, Schools linking project, federation working</b></p>	

	R16	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	R16. to recognise and challenge stereotypes Covered in: RE, Literacy, Votes for Schools, work on equality and diversity, Schools linking project, federation working	
	R13/R10	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.	R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) Covered in: Science, RE, Literacy, Votes for Schools, work on equality and diversity, Schools linking project, federation working R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect	Year 3 Family Work

			and if necessary constructively challenge others' points of view <b>Covered in: RE, Votes for Schools, literacy work</b>	
	R10/R13	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.	R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view <b>Covered in: RE, Votes for Schools, literacy work</b>  R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	

			Covered in: Science, RE, Literacy, Votes for Schools, work on equality and diversity, Schools linking project, federation working	
R2	that marriage <sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships Covered in: NSPCC, Helping hands, pastoral work, Literacy, stories read, anti-bullying, Kindness week	R19/R20/R17 Year 5	
R9/R3	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support NSPCC, Helping hands, pastoral work, Literacy, stories read, anti-bullying, Kindness week  R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to	R5/R6	

			<p>'break a confidence' or 'share a secret'</p> <p>Covered in: safeguarding work, NSPCC, anti-bullying</p>	
<b>Caring Friendships</b>	R1/R2	<p>how important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>Covered in: RE, Votes for Schools, anti-bullying, Helping Hands, Literacy, stories read.</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>Covered in: NSPCC, Helping hands, pastoral work, Literacy, stories read, anti-bullying, Kindness week</p>	
	R2	<p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p>	<p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p>	

			Covered in: NSPCC, Helping hands, pastoral work, Literacy, stories read, anti-bullying, Kindness week	
R2	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.		R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships Covered in: NSPCC, Helping hands, pastoral work, Literacy, stories read, anti-bullying, Kindness week	
R7	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		R7. that their actions affect themselves and others Covered in: School rules, Behaviour system, Votes for schools, anti-bullying, Kindness week	
R3/R12	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.		R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support NSPCC, Helping hands, pastoral work, Literacy, stories read, anti-bullying, Kindness week	

			<p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>Covered in: class work, group work, project work, self and peer assessment, School Council, Eco Warriors, Play Leaders, after school clubs</p>	
<b>Respectful relationships</b>	R10	<p>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.</p>	<p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>Covered in: NSPCC, Helping hands, pastoral work, Literacy, stories read, anti- bullying, Kindness week</p> <p>R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their</p>	

			<p>own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>Covered in: RE, Votes for Schools, literacy work</p>	
	R2/R10	<p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>Covered in: NSPCC, Helping hands, pastoral work, Literacy, stories read, anti- bullying, Kindness week</p> <p>R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p>	

			Covered in: RE, Votes for Schools, literacy work	
	R10	the conventions of courtesy and manners.	R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view Covered in: RE, Votes for Schools, literacy work	
	R1/R7	the importance of self-respect and how this links to their own happiness.	R1. to recognise and respond appropriately to a wider range of feelings in others Covered in: RE, Votes for Schools, anti-bullying, Helping Hands, Literacy, stories read.  R7. that their actions affect themselves and others Covered in: School rules, Behaviour system, Votes for schools, anti-bullying, Kindness week	

	R10	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.	R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view Covered in: RE, Votes for Schools, literacy work	
	R14/R18	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.	R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) Covered in: RE, Literacy, Votes for Schools, work on equality and diversity, Schools linking project, federation working, online safety, anti-bullying, behaviour system, pastoral work  R18. how to recognise bullying and abuse in all	

			<p>its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>Covered in :RE, Literacy, history, Votes for Schools, work on equality and diversity, Schools linking project, federation working, online safety, anti-bullying, behaviour system, pastoral work</p>	
	R16	<p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<p>R16. to recognise and challenge stereotypes</p> <p>Covered in:RE, Literacy, Votes for Schools, work on equality and diversity, Schools linking project, federation working</p>	
	R21	<p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have right to privacy</p> <p>Covered in: NSPCC, Street Teams, Helping Hands, online safety</p>	

<b>Online relationships</b>	L17	that people sometimes behave differently online, including by pretending to be someone they are not	L17. to explore and critique how the media present information  <b>Covered in: online safety</b>	
	R9/R10	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.	R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' <b>Covered in: safeguarding work, NSPCC, anti-bullying</b>  R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view <b>Covered in: RE, Votes for Schools, literacy work</b>	
	R14	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive	Online safety curriculum

			behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) Covered in:RE, Literacy, Votes for Schools, work on equality and diversity, Schools linking project, federation working, online safety, anti-bullying, behaviour system, pastoral work	
	R18	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) Covered in :RE, Literacy, history, Votes for Schools, work on equality and diversity, Schools linking project, federation working, online safety, anti-bullying, behaviour system, pastoral work	Online Safety Curriculum progression across key stage
	R21/L17	how information and data is shared and used online	R21. to understand personal boundaries; to identify what they are willing to share with their most special people;	

			<p>friends; classmates and others; and that we all have right to privacy  <b>Covered in: NSPCC, Street Teams, Helping Hands, online safety</b></p> <p>L17. to explore and critique how the media present information</p> <p><b>Covered in: online safety</b></p>	
<b>Being safe</b>	H14/H22	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	<p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong  <b>Covered in: Online safety work, anti bullying/peer pressure/bystander work, history curriculum, literacy work on fact, opinion, bias and persuasion, Votes for Schools, themes in reading/stories, NSPCC, Helping Hands, school work on well-being, Worry Monsters</b></p>	

			<p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>Covered in: Votes for Schools, online safety work, Google Internet Legends</p>	
	R8/R9	<p>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.</p>	<p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>Covered in: NSPCC, Street Teams</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>Covered in: safeguarding work, NSPCC, anti-bullying</p>	

R8	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond Covered in: NSPCC, Street Teams		
R4	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families Covered in: RE, science, literacy		
R3	how to recognise and report feelings of being unsafe or feeling bad about any adult.	R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support NSPCC, Helping hands, pastoral work, Literacy, stories read, anti- bullying, Kindness week		
R3	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support		

			NSPCC, Helping hands, pastoral work, Literacy, stories read, anti- bullying, Kindness week	
R3	how to report concerns or abuse, and the vocabulary and confidence needed to do so.		R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support NSPCC, Helping hands, pastoral work, Literacy, stories read, anti- bullying, Kindness week	
R3	where to get advice e.g. family, school and/or other sources.		R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support NSPCC, Helping hands, pastoral work, Literacy, stories read, anti- bullying, Kindness week	