

<p>RSE Scheme Families/ Safety</p>	<p>that families are important for children growing up because they can give love, security and stability;</p> <p>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;</p> <p>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;</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them;</p> <p>how to ask for advice or help for themselves or others and to keep trying until they are heard;</p> <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>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</p> <p>that being part of a family provides support, stability and love</p> <p>about the positive aspects of being part of a family, such as spending time together and caring for each other</p> <p>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</p> <p>to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe.</p> <p>the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>about how they have rights and also responsibilities</p> <p>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p>	<p>Recognise, respect stability love support caring unsafe</p>	<p>Opera..... Encompass Road Safety Computing</p>
<p>RSE Respectful Relationships –</p>	<p>what a stereotype is and how stereotypes can be unfair, negative or destructive;</p>	<p>about common myths and gender stereotypes related to work</p>	<p>Myths Stereotypes</p>	<p>International Woman's Day</p>

<p>challenging Stereotypes</p>		<p>to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> <p>about some of the skills needed to do a job, such as teamwork and decision- making</p>		
<p>RSE Responsibilities and being safe in relationships</p>	<p>how to recognise who to trust and who not to trust,</p> <p>how to judge when a friendship is making them feel unhappy or uncomfortable,</p>	<p>about what privacy and personal boundaries are, including online</p> <p>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p> <p>that bullying and hurtful behaviour is unacceptable in any situation</p> <p>about the effects and consequences of bullying for the people involved</p> <p>about bullying online, and the similarities and differences to face-to-face bullying</p> <p>what to do and whom to tell if they see or experience bullying or hurtful behaviour</p> <p>What is appropriate to share with friends, classmates, family and wider social groups including online</p>	<p>Safe behaviours passwords responsible</p>	<p>Computing</p>
<p>Democracy</p>	<p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them;</p> <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>the reasons for rules and laws in wider society</p> <p>the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>what human rights are and how they protect people</p> <p>to identify basic examples of human rights including the rights of children</p> <p>about how they have rights and also responsibilities</p> <p>that with every right there is also a responsibility e.g. the</p>	<p>Laws society human rights responsibilities rights police</p>	<p>British Values</p>

right to an education and the responsibility to learn

**KidSafe
Programme 1**

NC links and Key knowledge

During the full programme one children will learn

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

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;

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

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

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

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

the conventions of courtesy and manners;

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;

the importance of self- respect and how this links to their own happiness;

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

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);

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

what to do and whom to tell if they are frightened or worried about something they have seen online

why social media, some computer games and online gaming, for example, are age restricted;

GDS

The purpose of each of our PSHE lessons is to answer questions about the wider world, the status quo and to develop our understanding of communities. Consequently, it is harder to determine what Greater Depth looks like within discrete lessons, and while some topics have outcomes which specifically lend themselves to fitting an assessment criteria others do not. Instead we look to individuals and how they perceive their role in their lives, their communities and their abilities to make a difference. By using individual case studies, conversations and the attitudes of pupils in our school, we can get a true understanding of their knowledge, beliefs and values towards their roles and responsibilities to the wider world.