

Key Stage/ Developmental Stage	Interventions and groups where aspects of RSE are covered	Health and Wellbeing	Where is this covered ?	Living in the real world	Where is this covered ?	Relationships	Where is this covered?
<p>KS1 & KS2</p> <p>By the end of KS2:</p>	<p>School sessions: Science PSHE RE SEMH Careers</p> <p>Clinical Group sessions/extra curricular group: Tuesday group Wednesday group Thursday group</p> <p>Therapeutic sessions: Art Therapy Drama Therapy Family Therapy Individual Time Nursing Team Occupational Therapy Psychology Psychiatry Play Team</p>	<p><u>Mental wellbeing:</u></p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • developing vocabulary and ability to talk about theirs and others' emotions • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • Impact of Physical and other activities (interests/hobbies) on MH • simple self-care techniques, including the importance of good sleep hygiene 		<p><u>Healthy eating:</u></p> <ul style="list-style-type: none"> • what constitutes a healthy diet • the principles of planning and preparing a range of healthy meals. <p><u>Basic first aid:</u></p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. <p><u>Being safe:</u></p> <ul style="list-style-type: none"> • 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 		<p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> • the characteristics of healthy family life: • Different families, same love. • that stable, caring relationships, which may be of different types • How to seek help if family relationships make chn unhappy. <p><u>Healthy Friendships:</u></p> <ul style="list-style-type: none"> • Characteristics of healthy friendships • Friendships have ups and downs • how to recognise who to trust and who not to trust, conflict resolution, how to seek for help. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> • Being respectful to all: stereotyping and negative stereotyping, • the conventions of courtesy and manners within a range of relationships 	

	<p>Psychiatry</p> <p>Dietetic</p> <p>Psychology</p>	<ul style="list-style-type: none"> • isolation and loneliness and their effect and how to seek help • bullying (including cyberbullying) and its negative and often lasting impact on mental wellbeing. • where and how to seek support if they are worried about their own or someone else’s mental wellbeing (including issues arising online). <p><u>Physical health and fitness:</u> the characteristics and mental and physical benefits of an active lifestyle.</p> <ul style="list-style-type: none"> • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile 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 in school if they are worried about their health. 		<p>differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. •bullying (including cyberbullying) and its negative and often lasting impact on mental wellbeing. 		<ul style="list-style-type: none"> • Bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help. • permission-seeking and giving in relationships <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not and safety implications of these, including regarding meeting physically. • 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 information and data is shared and used online. <p><u>Being safe:</u></p> <ul style="list-style-type: none"> • 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; 	
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		<p><u>Healthy eating:</u></p> <ul style="list-style-type: none"> • what constitutes a healthy diet • the principles of planning and preparing a range of healthy meals. • the impact on health of an unhealthy diet <p><u>Drugs, alcohol and tobacco</u></p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <p><u>Health and prevention:</u></p> <ul style="list-style-type: none"> • Safe and unsafe exposure to the sun • Sleep hygiene • Dental health and the benefits of good oral hygiene <ul style="list-style-type: none"> • Personal hygiene and germs including bacteria, viruses, how they are spread and treated, handwashing • the facts and science relating to allergies, immunisation and vaccination. <p><u>Changing adolescent body</u></p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including 				<p>including that it is not always right to keep secrets if they relate to being safe.</p> <ul style="list-style-type: none"> • 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. 	
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RSE Curriculum overview KS1-KS4

		<p>physical and emotional changes.</p> <ul style="list-style-type: none"> • about menstrual wellbeing including the key facts about the menstrual cycle. 					
KS3		<p><u>Transition and safety</u> Transition to secondary school and personal safety in and outside school, including first aid.</p> <p><u>Healthy lifestyle</u> Diet, exercise, lifestyle balance and healthy choices, and first aid.</p> <p><u>Health and puberty</u> Healthy routines, influences on health, puberty</p> <p><u>Emotional wellbeing:</u> Mental health and emotional wellbeing: including body image and coping strategies</p> <p><u>Healthy lifestyle</u> Diet, exercise, lifestyle balance and healthy choices, and first aid</p>		<p><u>Developing skills and aspirations:</u> Careers, teamwork and enterprise skills, and raising aspirations</p> <p><u>Community and careers</u> Equality of opportunity in careers and life choices, and different types and patterns of work</p> <p><u>Setting goals</u> Learning strengths, career options and goal setting as part of the GCSE options process</p> <p><u>Financial decision making</u> Saving, borrowing, budgeting and making financial choices</p> <p><u>Digital literacy</u> Online safety, digital literacy, media reliability, and gambling hooks</p> <p><u>Employability skills</u> Employability and online presence</p>		<p><u>Diversity</u> Diversity, prejudice, and bullying</p> <p><u>Discrimination</u> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p><u>Respectful relationships</u> Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p><u>Building relationships:</u> Self-worth, romance and friendships (including online) and relationship boundaries</p>	
KS4		<p><u>Building for the future:</u></p>		<p><u>Financial decision making</u></p>		<p><u>Communication in relationships</u></p>	

RSE Curriculum overview KS1-KS4

		<p>Self-efficacy, stress management, and future opportunities</p> <p><u>Exploring influence</u> The influence and impact of drugs, role models and the media</p> <p><u>Independence</u> Responsible health choices, and safety in independent contexts</p>		<p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p><u>Next steps</u> Application processes, and skills for further education, employment and career progression</p> <p><u>Work experience</u> Preparation for and evaluation of work experience and readiness for work</p> <p><u>Post-Exams Programme</u> Preparation for future destinations (Transition), Teambuilding, Social Interactions.</p>		<p>Personal values, assertive communication, relationship challenges and abuse</p> <p><u>Families</u> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> <p><u>Addressing extremism and radicalisation:</u> Communities, belonging and challenging extremism.</p>	
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