This document identifies key curriculum objectives and statements from the PSHE, Citizenship, RSE & HE, SMSC and spoken English that are addressed through the Schools Linking Programme. Curriculum objectives from Reading, Writing, Art, Geography or Computing addressed in specific activities are also identified.

PSHE Association Programme of Study objectives addressed through Schools Linking:

Core Theme 1- Health and Wellbeing:

Mental Health – pupils learn:
- H17. to recognise that feelings can change over time and range in intensity
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.

Ourselves, growing and changing – pupils learn:
- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H27. to recognise their individuality and personal qualities
- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

Keeping Safe – pupils learn:
- H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information

Core Theme 2 - Relationships:

Families and close positive relationships – pupils learn:
- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11. 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 the same principles apply to online friendships as to face-to-face relationships
- R13. the importance of seeking support if feeling lonely or excluded
- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- R16. how friendships can change over time, about making new friends and the benefits of having different types of friends
- R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R18. 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

Managing hurtful behaviour and bullying – pupils learn:
- R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

- R21. about discrimination: what it means and how to challenge it

Safe relationships – pupils learn:
R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

Respecting self and others – pupils learn:
- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, 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
- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Core Theme 3 – Living in the wider world:

Shared responsibilities – pupils learn:
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

Communities – pupils learn:
- L6. about the different groups that make up their community; what living in a community means
- L7. to value the different contributions that people and groups make to the community
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Economic wellbeing: Aspirations, work and career – pupils learn:
- L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

Citizenship Programme of Study objectives addressed through Schools Linking:

Developing confidence and responsibility & making the most of their abilities – pupils should be taught:
   a. to talk & write about their opinions, 7 explain their views, on issues that affect themselves and society;
   b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals

Preparing to play an active role as citizens – pupils should be taught:
   a. to research, discuss and debate topical issues, problems and events
   c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
   d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
   e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
   f. to resolve differences by looking at alternatives, making decisions and explaining choices
   i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

Developing good relationships & respecting the differences between people – pupils should be taught:
   a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
   b. to think about the lives of people living in other places and times, and people with different values and customs
   c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
   d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
   e. to recognise and challenge stereotypes
   f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

Breadth of opportunities – during the key stage, pupils should be taught the above knowledge, skills and understanding through opportunities to:
   a. take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school)
   b. feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do & how much responsibility they can take)
   c. participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)
   f. make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)
   g. develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly, communicating with children in other countries by satellite, email or letters)
   h. consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)

RSE & Health Education Curriculum addressed through the Schools Linking programme:

Families and people who care for me – pupils should know:

- 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.

Caring friendships – pupils should know:

- 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.

Respectful relationships – pupils should know:

- 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 – pupils should know:

- 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.

Being safe – pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

SMSC statements from Ofsted definitions addressed through the Schools Linking process are highlighted purple:

SPIRITUAL	MORAL
Provision for the **spiritual development** of pupils includes developing their: • ability to be reflective about their own beliefs (religious or otherwise) and perspective on life • knowledge of and respect for different people's faiths, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning • willingness to reflect on their experiences.	Provision for the **moral development** of pupils includes developing their: • ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England • understanding of the consequences of their behaviour and actions • interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
SOCIAL	**CULTURAL**
Provision for the **social development** of pupils includes developing their: • use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Provision for the **cultural development** of pupils includes developing their: • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others • understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Statements taken from Ofsted School Inspection Handbook June 2021

Statements in purple text can be addressed through Schools Linking

English Curriculum – spoken language opportunities created through Schools Linking:

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum- cognitively, socially, and linguistically. Spoken language underpins the development of reading and writing. The Schools Linking Programme creates opportunities to develop their spoken language and meet the following statements and objectives:

- They should have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

- Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication.

- They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Statutory Requirements: Pupils should be taught to:
- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Curriculum objectives from Reading that may be addressed through Schools Linking

Reading – Year 3 & 4 Comprehension Content: Pupils should be taught to:
- Develop positive attitudes to reading and understanding of what they have read by:
  - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks
  - Discussing words and phrases that capture the reader's interest and imagination
  - Recognising some different forms of poetry (for example, free verse, narrative poetry)
  - a discussing a wide range of fiction including poetry.
  - Preparing poems to read aloud and perform. Recognising some forms of poetry.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Reading – Year 5 & 6 Comprehension Content: Pupils should be taught to:
- maintain positive attitudes to reading and an understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - identifying and discussing themes and conventions in and across a wide range of writing
  - learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - o checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - o asking questions to improve their understanding
  - o identifying how language, structure and presentation contribute to meaning
- distinguish between statements of fact and opinion
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Curriculum objectives from Writing that may be addressed through Schools Linking:

Writing – Year 3 & 4 Composition Content: Pupils should be taught to:
- Plan their writing by:
  - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - Discussing and recording ideas
- Draft and write by:
  - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Evaluate and edit by:
  - Assessing the effectiveness of their own and others' writing and suggesting improvements

Writing – Year 5 & 6 Composition Content: Pupils should be taught to:
- Plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary

- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors

- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Curriculum objectives from Computing that may be addressed through Schools Linking

Computing - KS2 Subject Content (dependent on choice of presentation):
- Use sequence, selection and repetition in programs, work with variables and various forms of input and output
- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

Curriculum objectives from Computing that may be addressed through Schools Linking

Geography – KS2 Subject Content:
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Curriculum objectives from Art that may be addressed through Schools Linking:

KS2 Content: Pupils should be taught:
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)

Objectives Complied by each lesson

In the table below we have complied the objectives above and highlighted those specifically covered for each lesson. The others remain in each so that it is easy to add or remove others as needed while also seeing the whole spread of objectives.

Lesson 1	Lesson 2	Lesson 3
L.O. Introducing you class to Linking	L.O. To explore the question **Who am I?** Exploring Identity. 2a Creating Identity Maps 2b Creating Identity Poems	L.O. **Who are We?** To learn about similarities and differences and celebrate who we are as a class community.
PSHE Core Theme 1: Health and Wellbeing **H28.** to identify personal strengths, skills, achievements, and interests and how these contribute to a sense of self-worth **PSHE Core Theme 2: Relationships** **Respecting self and others** **R31**. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, 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 **R32.** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background **R33.** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own **PSHE Core Theme 3 Living in the Wider World** **L3.** about the relationship between rights and responsibilities **L4.** the importance of having compassion towards others; 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Citizenship: **1a.** to talk and write about their opinions, and explain their views, on issues that affect themselves and society **1b.** to recognise their worth as individuals by identifying positive things about themselves and their achievements **1c.** to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. **2c.** to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. **2d.** that there are different kinds of responsibilities, rights, and duties at home, at school and in the community, and that these can sometimes conflict with each other. **2e.** to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences other people's experiences **4a.** that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view **4b.** to think about the lives of people living in other places and times, and people with different values and customs. **During the key stage pupils should be taught the knowledge, skills and understanding through opportunities to**: **5a.** take responsibility **5b.** feel positive about themselves **5c.** Participate **5e.** meet and talk with people **Personal Development and SMSC** **This resource also supports the personal development of pupils as listed in the Ofsted School Inspection Framework and SMSC and British Values development.** In particular: pupil's ability to be reflective about their own beliefs (religious or otherwise) and perspective on life sense of enjoyment and fascination in learning about themselves, others and the world around them and their faith, feelings, and values. the school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. 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Lesson 4 L.O. To connect with our Linking Class, playing games and sharing our new skill of signing.	**Lesson 5** L.O. To think about, create and ask Curiosity Questions.	**Lesson 6** L.O To share information with our Linking Class by answering their Curiosity Questions. L.O. To find out more about or Linking Class by reading their answers to our Curiosity Questions.
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L6. about the different groups that make up their community; what living in a community means	**L6**. about the different groups that make up their community; what living in a community means	**L6**. about the different groups that make up their community; what living in a community means
L7. to value the different contributions that people and groups make to the community	L7. to value the different contributions that people and groups make to the community	L7. to value the different contributions that people and groups make to the community
L8. about diversity: what it means; the benefits of living in a diverse community. about valuing diversity within communities	**L8**. about diversity: what it means; the benefits of living in a diverse community. about valuing diversity within communities	**L8**. about diversity: what it means; the benefits of living in a diverse community. about valuing diversity within communities
L9. about stereotypes, how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	**L9**. about stereotypes, how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	**L9**. about stereotypes, how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
L10. about prejudice, how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	L10. about prejudice, how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	**L10**. about prejudice, how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Citizenship	Citizenship	Citizenship
1a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society	**1a.** to talk and write about their opinions, and explain their views, on issues that affect themselves and society	**1a.** to talk and write about their opinions, and explain their views, on issues that affect themselves and society
1b. to recognise their worth as individuals by identifying positive things about themselves and their achievements	**1b.** to recognise their worth as individuals by identifying positive things about themselves and their achievements	**1b.** to recognise their worth as individuals by identifying positive things about themselves and their achievements
1c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	**1c.** to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	**1c.** to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.
2c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.	**2c**. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.	2c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
2d. that there are different kinds of responsibilities, rights, and duties at home, at school and in the community, and that these can sometimes conflict with each other.	**2d**. that there are different kinds of responsibilities, rights, and duties at home, at school and in the community, and that these can sometimes conflict with each other.	**2d**. that there are different kinds of responsibilities, rights, and duties at home, at school and in the community, and that these can sometimes conflict with each other.
2e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences other people's experiences	**2e**. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences other people's experiences	**2e**. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences other people's experiences
4a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view	**4a.** that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view	**4a.** that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
4b. to think about the lives of people living in other places and times, and people with different values and customs.	**4b.** to think about the lives of people living in other places and times, and people with different values and customs.	4b. to think about the lives of people living in other places and times, and people with different values and customs.
During the key stage pupils should be taught the knowledge, skills and understanding through opportunities to:	**During the key stage pupils should be taught the knowledge, skills and understanding through opportunities to**:	**During the key stage pupils should be taught the knowledge, skills and understanding through opportunities to**:
5a. take responsibility	**5a.** take responsibility	**5a.** take responsibility
5b. feel positive about themselves	**5b.** feel positive about themselves	**5b.** feel positive about themselves
5c. Participate	**5c.** Participate	**5c.** Participate
5e. meet and talk with people	**5e.** meet and talk with people	**5e.** meet and talk with people
Personal Development and SMSC	**Personal Development and SMSC**	**Personal Development and SMSC**
This resource also supports the personal development of pupils as listed in the Ofsted School Inspection Framework and SMSC and British Values development.	**This resource also supports the personal development of pupils as listed in the Ofsted School Inspection Framework and SMSC and British Values development.**	**This resource also supports the personal development of pupils as listed in the Ofsted School Inspection Framework and SMSC and British Values development.**
In particular:	In particular:	In particular:

pupil's ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
sense of enjoyment and fascination in learning about themselves, others and the world around them and their faith, feelings, and values.
the school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.
Pupils know how to discuss and debate issues and ideas in a considered way.

RSE
Online relationships – pupils should know:
- 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.

Respectful relationships – pupils should know:
- 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.
- 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.

RSE & Health Education Curriculum addressed through the Schools Linking programme:
Families and people who care for me – pupils should know:
- 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.

Caring friendships – pupils should know:
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.

Respectful relationships – pupils should know:
- 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 – pupils should know:
- 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.

Being safe – pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).