

## Appendix 1: Foundation Stage, Key Stage 1 and 2 RSE Outline Teaching Programme

The RSE teaching programme is part of the PDMU Policy and Teaching Programmes. The content is based upon the PDMU scheme introduced as part of the Revised Northern Ireland Curriculum in 2007.

In each stage this breaks down into:

Strand 1: Personal Understanding and Health

Strand 2: Mutual Understanding in the Local and Wider Community

The following statutory sections of the NI Curriculum are of particular relevance to Relationships and Sexuality Education:

THEME 1: SELF-AWARENESS		
Foundation Stage	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
Strand 1  <b>Themselves and their personal attributes.</b> <ul style="list-style-type: none"> <li>• Explore who they are.</li> <li>• Recognise what they can do.</li> <li>• Identify their favourite things.</li> <li>• Recognise what makes them special.</li> </ul> <p><i>In the foundation stage, pupils are exposed to a range of tasks, activities and experiences through Play Based Learning and Shared Story Sessions which support the development of PDMU skills.</i></p>	Strands 1 and 2  <b>Their self-esteem and self-confidence.</b> <ul style="list-style-type: none"> <li>• Feel positive about themselves and develop an understanding of their self-esteem and confidence.</li> <li>• Become aware of their strengths, abilities, qualities, achievements, personal preferences and goals.</li> </ul> <p><i>In Key Stage 1, this theme is covered using the following resources:</i>            - Termly resolutions assembly and class tasks            - CCEA Living, Learning Together            → Getting to Know Me (Year 3)            → The Real Me (Year 4)</p>	Strands 1 and 2  <b>Their self-esteem, self-confidence and how they develop as individuals.</b> <ul style="list-style-type: none"> <li>• Develop self-awareness, self-respect and self-esteem.</li> <li>• Know how to confidently express their own views and opinions in unfamiliar circumstances.</li> <li>• Identify current strengths and weaknesses.</li> <li>• Face problems, trying to resolve and learn from them.</li> <li>• Recognise how responsibilities change as they become older and more independent.</li> <li>• Explore and examine what influences their views, feelings and behaviour.</li> <li>• Develop strategies to resist unwanted peer/sibling pressure and behaviour.</li> </ul> <p><i>In Key Stage 2, this theme is covered using the following resources:</i>            - Termly resolutions assembly and class tasks            - CCEA Living, Learning Together            → Myself and My Attributes (Year 5)            → Who Am I? (Year 6)            → Moving On (Year 7)</p>

THEME 2: FEELINGS AND EMOTIONS		
Foundation Stage	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
<p>Strand 1</p> <p><b>Their own and others' feelings and emotions.</b></p> <ul style="list-style-type: none"> <li>• <i>Begin to recognise how they feel.</i></li> <li>• <i>Develop ways of expressing how they feel.</i></li> <li>• <i>Know what to do if they feel sad, lonely, afraid or angry and when it is important to tell others about their feelings.</i></li> <li>• <i>Realise what makes their friends feel happy or sad.</i></li> <li>• <i>Recognise how other people feel when they are happy, sad, angry or lonely.</i></li> </ul> <p><i>In the foundation stage, pupils are exposed to a range of tasks, activities and experiences through Play Based Learning and Shared Story Sessions which support the development of PDMU skills.</i></p> <p><i>The PATHS Education programme (Barnardos) also supports Social and Emotional Learning.</i></p>	<p>Strand 1</p> <p><b>Their own and other's feelings and emotions and how their actions affect others.</b></p> <ul style="list-style-type: none"> <li>• <i>Begin to recognise, name and manage their feelings and emotions and realise that they are a natural, important and healthy part of being human.</i></li> <li>• <i>Begin to recognise and manage the effects of strong feelings such as anger, sadness or loss.</i></li> </ul> <p><b><i>In Key Stage 1, this theme is covered using the following resources:</i></b></p> <ul style="list-style-type: none"> <li>- PATHS Education Programme (Barnardos)</li> <li>- CCEA Living, Learning Together → Difficult Feelings (Year 4)</li> </ul> <p><b><i>Each year, there is a whole school Healthy Living Week and, bi-annually, this will consider the theme of positive mental health.</i></b></p>	<p>Strand 1</p> <p><b>Their management of a range of feelings and emotions and the feelings and emotions of others.</b></p> <ul style="list-style-type: none"> <li>• <i>Examine and explore their own and others' feelings and emotions.</i></li> <li>• <i>Know how to recognise, express and manage feelings in a positive and safe way.</i></li> <li>• <i>Recognise that feelings may change at times of change and loss.</i></li> </ul> <p><b><i>In Key Stage 2, this theme is covered using the following resources:</i></b></p> <ul style="list-style-type: none"> <li>- PATHS Education Programme (Barnardos)</li> <li>- CCEA Living, Learning Together → I Have Feelings (Year 5)</li> <li>→ Dealing with Feelings (Year 6)</li> <li>→ Thinking and Feeling (Year 7)</li> </ul> <p><b><i>Each year, there is a whole school Healthy Living Week and, bi-annually, this will consider the theme of positive mental health.</i></b></p>

THEME 4: HEALTH, GROWTH AND CHANGE		
Foundation Stage	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
<p>Strand 1</p> <p><b>The importance of keeping healthy.</b></p> <ul style="list-style-type: none"> <li>• <i>Be aware of how to care for their body in order to keep it healthy and well.</i></li> <li>• <i>Recognise and practise basic hygiene skills.</i></li> <li>• <i>Realise that growth and change are part of the process of life and are unique to each individual.</i></li> </ul> <p><b><i>In the foundation stage, pupils are exposed to a range of tasks, activities and experiences through Play Based Learning and Shared Story Sessions which support the development of PDMU skills.</i></b></p>	<p>Strand 1</p> <p><b>Strategies and skills for keeping healthy.</b></p> <ul style="list-style-type: none"> <li>• <i>Recognise and value the options for a healthy lifestyle including the benefits of exercise, rest, healthy eating and hygiene.</i></li> <li>• <i>Have respect for their bodies and those of others.</i></li> <li>• <i>Be aware of the stages of human growth and development.</i></li> <li>• <i>Recognise how responsibilities and relationships change as people grow and develop.</i></li> <li>• <i>Understand that medicines are given to make you feel better, but that some drugs are dangerous.</i></li> <li>• <i>Understand that if not used properly, all products can be harmful.</i></li> <li>• <i>Be aware that some diseases are infectious and some can be controlled.</i></li> </ul>	<p>Strand 1</p> <p><b>How to sustain their health, growth and well-being.</b></p> <ul style="list-style-type: none"> <li>• <i>Understand the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene.</i></li> <li>• <i>Recognise what shapes positive mental health.</i></li> <li>• <i>Know about the harmful effects tobacco, alcohol, solvents and other illicit and illegal substances can have on themselves and others.</i></li> <li>• <i>Understand that bacteria and viruses affect health and that risks can decrease when basic routines are followed.</i></li> <li>• <i>Know how the body grows and develops.</i></li> <li>• <i>Be aware of the physical and emotional changes that take place during puberty.</i></li> </ul>

	<p><b>In Key Stage 1, this theme is covered using the following resources:</b>  - CCEA Living, Learning Together  → Take Care, Be Safe (Year 4)</p> <p><b>Each year, there is a whole school Healthy Living Week and, bi-annually, this will consider the theme of controlling infectious diseases.</b></p>	<ul style="list-style-type: none"> <li>Recognise how responsibilities change as they become older and more independent.</li> </ul> <p><b>In Key Stage 2, this theme is covered using the following resources:</b>  - CCEA Living, Learning Together  → Stay Safe and Healthy (Year 5)  → Fit for the Future (Year 7)</p> <p><b>P6 girls receive a session on Puberty and Periods annually.</b></p> <p><b>Each year, there is a whole school Healthy Living Week and, bi-annually, this will consider the theme of controlling infectious diseases.</b></p>
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THEME 4A: SAFETY		
Foundation Stage	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
<p>Strand 1</p> <p><b>How to keep safe in familiar and unfamiliar environments.</b></p> <ul style="list-style-type: none"> <li>Explore appropriate personal safety strategies.</li> <li>Identify situations that are safe and those where personal safety may be at risk.</li> <li>Begin to realise the importance of road safety.</li> <li>Understand that many substances can be dangerous.</li> <li>Know the safety rules that apply when taking medicines.</li> </ul> <p><b>In the foundation stage, pupils are exposed to a range of tasks, activities and experiences through Play Based Learning and Shared Story Sessions which support the development of PDMU skills.</b></p> <p><b>The NSPCC Speak Out, Stay Safe programme is used to explore personal safety and identify situations that are safe and those where personal safety may be at risk.</b></p> <p><b>Each year, there is a whole school Road Safety Week and a whole school Internet Safety Week.</b></p>	<p>Strand 1</p> <p><b>Strategies and skills for keeping safe.</b></p> <ul style="list-style-type: none"> <li>Know what to do or whom to seek help from when feeling unsafe.</li> <li>Be aware of different forms of bullying and develop personal strategies to resist unwanted behaviour.</li> <li>Explore the rules for and ways of keeping safe on the roads, cooperating with adults involved in road safety.</li> <li>Explore how to travel safely in cars and buses.</li> <li>Know about the potential dangers and threats in the home and environment.</li> <li>Develop simple safety rules and strategies to protect themselves from potentially dangerous situations.</li> <li>Identify ways of protecting against extremes of weather, for example being safe in the sun and in freezing conditions.</li> </ul> <p><b>In Key Stage 1, this theme is covered using the following resources:</b>  - CCEA Living, Learning Together  → Take Care, Be Safe (Year 4)</p> <p><b>The NSPCC Speak Out, Stay Safe programme is used to explore personal safety and identify situations that are safe and those where personal safety may be at risk.</b></p>	<p>Strand 1</p> <p><b>Coping safely and efficiently with their environment.</b></p> <ul style="list-style-type: none"> <li>Develop strategies to resist unwanted peer/sibling pressure and behaviour.</li> <li>Recognise, discuss and understand the nature of bullying and the harm that can result.</li> <li>Become aware of the potential danger of relationships with strangers or acquaintances, including good and bad touches.</li> <li>Become aware of: <ul style="list-style-type: none"> <li>-appropriate road use;</li> <li>-how to apply the Green Cross Code;</li> <li>-how conspicuity reduces road collisions;</li> <li>-passenger skills including boarding and disembarking from cars and home to school transport; and</li> <li>-how bicycles are best maintained and ridden.</li> </ul> </li> <li>Develop a pro-active and responsible approach to safety.</li> <li>Know where, when and how to seek help.</li> <li>Be aware of basic emergency procedures and first aid.</li> </ul> <p><b>The NSPCC Speak Out, Stay Safe programme is used to explore personal safety and identify situations that are safe and those where personal safety may be at risk.</b></p>

	<p><i>Each year, there is a whole school</i></p> <ul style="list-style-type: none"> <li>- Road Safety Week covering themes of Road Safety and Safe Travelling;</li> <li>- Internet Safety Week covering themes of 'Internet Safety' and 'Internet Strangers'; and</li> <li>- Anti-Bullying week covering themes of 'What is Bullying?' and 'Managing Conflict'</li> </ul> <p><i>Teachers use age-appropriate resources provided by the Anti Bullying Alliance to support Anti-Bullying Week lessons and assemblies.</i></p>	<p><i>P7 pupils complete the national Cycling Proficiency award and lessons in basic first aid annually.</i></p> <p><i>Each year, there is a whole school</i></p> <ul style="list-style-type: none"> <li>- Road Safety Week covering themes of 'Green Cross Code' and 'Road/Passenger Safety';</li> <li>- Internet Safety Week covering themes of 'Internet Safety' and 'Internet Strangers'; and</li> <li>- Anti-Bullying week covering themes of 'Resisting Peer Pressure', 'What is Bullying and Seeking Help' and 'Resolving Conflict'</li> </ul> <p><i>Teachers use age-appropriate resources provided by the Anti Bullying Alliance to support Anti-Bullying Week lessons and assemblies.</i></p>
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THEME 5: RELATIONSHIPS		
Foundation Stage	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
<p>Strand 2</p> <p><b>Their relationships with family and friends.</b></p> <ul style="list-style-type: none"> <li>• Find out about their own family.</li> <li>• Talk about what families do together.</li> <li>• Begin to recognise how they relate to adults and other children.</li> <li>• Identify who their friends are.</li> <li>• Explore what they do together.</li> <li>• Know how to treat others.</li> </ul> <p><i>In the foundation stage, pupils are exposed to a range of tasks, activities and experiences through Play Based Learning and Shared Story Sessions which support the development of PDMU skills.</i></p> <p><i>Each year, there is a whole school Friendship Week and a whole school Anti-Bullying Week.</i></p> <p><i>Teachers use age-appropriate resources provided by the Anti Bullying Alliance to support Anti-Bullying Week lessons and assemblies.</i></p>	<p>Strand 2</p> <p><b>Initiating mutually satisfying relationships.</b></p> <ul style="list-style-type: none"> <li>• Examine the variety of roles in families and the contribution made by each member.</li> <li>• Be aware of their contribution to home and school life and the responsibilities this can bring.</li> <li>• Know how to be a good friend.</li> <li>• Understand that they can take on some responsibility in their family and friendship groups.</li> </ul> <p><i>In Key Stage 1, this theme is covered using the following resources:</i></p> <ul style="list-style-type: none"> <li>- CCEA Living, Learning Together → Friendships (Year 4)</li> </ul> <p><i>Each year, there is a whole school Friendship Week covering themes of 'Being a Good Friend' and 'Influences in Friendships'.</i></p>	<p>Strand 2</p> <p><b>Initiating and sustaining mutually satisfying relationships.</b></p> <ul style="list-style-type: none"> <li>• Examine and explore the different types of families that exist.</li> <li>• Recognise the benefits of friends and families.</li> <li>• Find out about sources of help and support for individuals, families and groups.</li> <li>• Explore and examine what influences their views, feelings and behaviour.</li> <li>• Consider the challenges and issues that can arise: <ul style="list-style-type: none"> <li>– at home;</li> <li>– at school; and</li> <li>– between friends and how they can be avoided, lessened or resolved.</li> </ul> </li> </ul> <p><i>In Key Stage 2, this theme is covered using the following resources:</i></p> <ul style="list-style-type: none"> <li>- CCEA Living, Learning Together → Learning More About Others (Year 5)</li> <li>→ Making Good Choices (Year 5)</li> </ul> <p><i>Each year, there is a whole school Friendship Week covering themes of 'Being a Good Friend' and 'Influences in Friendships'.</i></p>

THEME 8: SIMILARITIES AND DIFFERENCES		
Foundation Stage	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
<p>Strand 2</p> <p><b>Similarities and differences.</b></p> <ul style="list-style-type: none"> <li>• <i>Begin to recognise the similarities and differences in families and the wider community.</i></li> <li>• <i>Understand that everyone is of equal worth and that it is acceptable to be different.</i></li> <li>• <i>Celebrate special occasions.</i></li> </ul> <p><b>In the foundation stage, pupils are exposed to a range of tasks, activities and experiences through Play Based Learning and Shared Story Sessions which support the development of PDMU skills.</b></p>	<p>Strand 2</p> <p><b>Similarities and differences between people.</b></p> <ul style="list-style-type: none"> <li>• <i>Appreciate ways we are similar and different, for example age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work.</i></li> <li>• <i>Be aware of their own cultural heritage, its traditions and its celebrations.</i></li> <li>• <i>Recognise and value the culture and traditions of another group in the community.</i></li> <li>• <i>Discuss the causes of conflict in their community and how they feel about it.</i></li> <li>• <i>Be aware of the diversity of people around the world.</i></li> </ul> <p><b>In Key Stage 1, this theme is covered using the following resources:</b>  - CCEA Living, Learning Together  → Living with Difference (Year 3)  → Who Influences Me (Year 4)</p>	<p>Strand 2</p> <p><b>Valuing and celebrating cultural differences and diversity.</b></p> <ul style="list-style-type: none"> <li>• <i>Examine and explore the different types of families that exist, the roles within them, and the different responsibilities.</i></li> <li>• <i>Know about aspects of their cultural heritage, including the diversity of cultures that contribute to Northern Ireland.</i></li> <li>• <i>Recognise the similarities and differences between cultures in Northern Ireland, for example food, clothes, symbols and celebrations.</i></li> <li>• <i>Acknowledge that people differ in what they believe is right or wrong.</i></li> <li>• <i>Recognise that people have different beliefs that shape the way they live.</i></li> <li>• <i>Develop an awareness of the experiences, lives and cultures of people in the wider world.</i></li> <li>• <i>Recognise how injustice and inequality affect people's lives.</i></li> <li>• <i>Recognise the similarities and differences between different cultures of the wider world, for example food, clothes, symbols and celebrations.</i></li> <li>• <i>Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</i></li> </ul> <p><b>In Key Stage 2, this theme is covered using the following resources:</b>  - CCEA Living, Learning Together  → Learning More About Others (Year 5)</p> <p><b>Year 7 pupils also cover the topic 'Wonderful World' as part of The World Around Us and use this topic as a basis to consider cultural similarities and differences, including food, clothes, symbols and celebrations.</b></p>