

PSHE (building pathway discrete model 19 weeks) derived from Raedwald Trust Pos for years 7, 8 and 9

PSHE will be delivered through the induction suite		
<p>Understanding the setting</p> <ol style="list-style-type: none"> 1. Expectations and routines (session 1) 2. The school Day (session 1) 3. Interacting with others – school bingo (session 5) 4. Pride in our environment 	<p>Understanding the pupil</p> <ol style="list-style-type: none"> 1. Building trusting relationships 2. Your Story (session 2) 3. Creating a fresh start (session 11) 4. What do you want to get out of this 	<p>RE/PSHE</p> <ol style="list-style-type: none"> 1. What do I believe? (Session 8) 2. How am I feeling? (Session 12)
<p>Understanding the setting</p> <p>1. Expectations and routines <i>Pupils should be taught about the rules, routines, and expectations of the setting both explicitly and throughout all activities. It is vital to establish these consistently with all pupils from the outset. This should include discussions around rewards and sanctions and opportunities for pupils to take part in shaping these.</i> Objective: why different rules (including health and safety) are needed in different situations and how to take part in making and shaping rules Assessment: Know: The school rules, routines, and expectations. Do: Follow the school rules, routines, and expectations.</p> <p>2. The school day <i>Pupils should be taught about the structure of a normal school day, week, unit etc both explicitly and through taking part in short sections during their transition time. This should include experience of different lesson types, free time, and off-site activities, where appropriate.</i> Objective: how they can contribute to the life of the classroom and school Assessment: Know: The structure of the school day. Do: Engage positively with the structure of the school day.</p>	<p>Understanding the pupil</p> <p>1. Building trusting relationships <i>Pupils should have the opportunity to meet and get to know adults and pupils that they will work with during their time at the setting. These trusted relationships will underpin the success of all interactions and time should be invested in ensuring that these are secure. This could be through activities such as playing games, staff surveys or exploring/sharing information about likes/dislikes etc.</i> Objective: to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships Assessment: Know: What constitutes a positive, healthy relationship. Do: Develop and maintain positive relationships with trusted adults.</p> <p>2. Your story <i>Pupils should have the opportunity to share, if they wish to, aspects of their story so far, including their family profile, their school experiences, their friends, or things they like/enjoy etc. Teachers should sensitively construct activities, spaces and opportunities that allow pupils to share this information in a safe and comfortable way.</i> Objective: that they belong to diverse groups and communities such as family and school Assessment: Know: Diverse groups that they belong to by choice/identity. Do: Share information about themselves appropriately.</p>	<p>RE/PHSE</p> <p>1. What do I believe? <i>Pupils should have the opportunity to explore and, if appropriate, share their beliefs, both spiritually and more widely. Teachers should seek to create space for pupils to understand the concept of belief and that beliefs can change. This may include reference to religions studied throughout the curriculum or may be based in an activity that simply explores the concept of believing. Teachers should also use this as an opportunity to instil expectations around tolerance and respect.</i> Objective: To know what it means to believe and that different people believe different things. Assessment: Do: Demonstrate appropriate and respectful responses to people who believe something different to yourself.</p> <p>2. How am I feeling? <i>A crucial part of supporting pupils' transition into the setting will be to develop their ability to recognise and communicate the way that they are feeling. Securing this from the outset will be vital in building a positive working relationship with each pupil. The way this is achieved is likely to look different for each pupil but teachers should create the opportunity for pupils to recognise and name different emotions, consider what happens to their body and mind in extreme emotions and begin to explore strategies for communicating these to others.</i> Objective: Name a range of emotions. Assessment: Know: Diverse ways to communicate how you are feeling Do: Recognise different emotions in yourself and identify what has made you feel like this.</p>

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<p>3. Interacting with others <i>Pupils should be gradually introduced to all staff and pupils that they may meet. This should be supported by explicit teaching and modelling of how to interact appropriately with others around the school. The opportunities should be deliberately planned to manage integration carefully.</i> Objective: to listen and respond respectfully to a wide range of people Assessment: <i>Know: Where and how to get help at school.</i> <i>Do: Interact appropriately with others at school.</i></p> <p>4. Pride in our environment <i>Pupils should develop a connection with the school environment, gradually being introduced to different spaces and how they work e.g., library, lunch hall, ICT suite, outdoor area etc. This should include opportunities for pupils to make suggestions about spaces, display some of their work and generate a sense of ownership and pride in their surroundings.</i> Objective: what being part of a community means and that they have responsibilities to the community and the environment.</p>	<p>3. Creating a fresh start <i>Pupils should have the opportunity to recognise that this setting represents a fresh start for them. They should be encouraged to explore their identity in diverse ways and how they want to reshape this, by considering their strengths and areas they find challenging and how they want this experience to be different.</i> Objective: to think about themselves, to learn from their experiences. Assessment: <i>Know: That actions have consequences.</i> <i>Do: Demonstrate the desire to engage with school in diverse ways.</i></p> <p>4. What do you want to get out of this? <i>Pupils should have the opportunity to discuss what they hope to get out of their time at the setting, including what they want to get better at, what they want to learn and how they want to remould aspects of their character. This can be done explicitly and referred to through other activities.</i> Objective: to recognise and celebrate their strengths and set simple but challenging goals Assessment: <i>Know: Things they would like to improve at.</i> <i>Do: Set simple but challenging goals and plan how they will be met.</i></p>	
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In addition to the PSHE themes within the induction unit, a 19-week model has been deliberately constructed and derived from the Raedwald Trust Programme of Study; this was carried out in consultation with the Headteacher. This was designed to consider the pathway model of 19 weeks and mixed year groups, which was not represented in the original programme of study. This includes the key themes of PSHE and RSHE as identified by PSHE association in line with the national curriculum and statutory requirements.

Whilst this model is designed to be delivered over the 19 weeks, there is flexibility to adapt and extend certain topics to ensure that we are meeting the social, cultural, environmental, and contextual safeguarding needs of our pupils.

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Online Safety Weeks 1– 4 (derived from the PSHE Pos Raedwald Trust) ONLINE SAFETY - Independence & aspirations Topics			
Objective: understand their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online: to communicate safely online; recognising bullying in all its forms and strategies for challenging bullying, including online			
Raedwald Pos: Developing empathy, compassion, and communication: <ul style="list-style-type: none"> • Making and maintaining friendships • Identifying and challenging bullying • Communicating online PSHE association - Core Themes: Health & Well-being: Relationships	Raedwald Pos: Developing risk management skills, analytical skills, and strategies to identify bias: <ul style="list-style-type: none"> • Managing online presence • Digital and media literacy Core Themes: Health & Well-being: Living in the wider world	Raedwald Pos: Developing assertive communication, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> • Healthy/unhealthy relationships • Consent • Relationships and sex in the Media Core Themes: Relationships	
RSHE: Online and Media/Being Safe/Respectful relationships including friendships/ Internet safety and harms			
<p><u>Social Networking:</u></p> <p>Pupils should be given the opportunity to talk and share if they wish to social media experiences/observations and identify whether these have been or can be positive or negative. Identify key aspects of social media, including how this impacts stereotypes, how information can be manipulated and how this impacts what is real and what is not!</p> <p>How and where to seek support for diverse types of online problems. How they can support and be supported, including what happens when you make a report. Teachers should sensitively construct activities, spaces and opportunities that allow pupils to share this information in a safe and comfortable way and address how to safely manage their personal information online.</p> <p>Assessment: Know: Who can help with problems online Do: Interact appropriately with others online.</p>	<p><u>Online friendships:</u></p> <p>Pupils should be able to discuss and consider how friendships have changed through time and how this has been impacted by social media. How to recognise healthy and unhealthy relationship behaviours; recognising bullying in all its forms.</p> <p>By identifying aspects and characteristics of good and bad friendships and applying this to online children should be able to make good decisions about boundaries and how to interact appropriately with others online and have strategies for managing this. This should include how to empathise with, and show compassion for peers as well as how and where to communicate concerns about friendships.</p> <p>Assessment: Know: The characteristics of good friendships Do: Interact appropriately with others online.</p>	<p><u>Sharing photos and videos:</u></p> <p>Pupils should have the opportunity to consider and discuss the range of things that are shared online and whether they should be? The concept of consent should be deliberately taught to ensure children are able to consider and apply this. How to recognise factors that might affect capacity to consent as well as the legal and moral responsibilities in relation to seeking consent</p> <p>Pupils should learn about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>That their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>Assessment: Know: How to manage their online presence and the concept of consent. Do: Interact appropriately with others online.</p>	<p><u>Optional unit – depending on cohort)</u> <u>Online Gaming:</u></p> <p>Pupils should have the opportunity to discuss the popularity of gaming and how this is impacted by internal and external social factors, for example COVID.</p> <p>By understanding the factors which impact PEGI ratings pupils can understand their purpose and how this relates to them. Comparing and contrasting views as well as other age rating systems, such as films pupils can analyse their usefulness.</p> <p>Playing online games safely and how to recognise healthy and unhealthy relationship behaviours will be crucial to ensuring pupils remain vigilant when sharing information and are aware of the potential dangers (case studies can be used).</p> <p>Assessment: Know: How to manage their online presence and where to go for help Do: Interact appropriately with others online.</p>

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Relationship and Sex Education Weeks 5 – 10 - SEX EDUCATION Choices & influences - Core Themes: Health & Well-being: Relationships Topics			
Objective: to understand about the physical changes that occur during puberty, including periods and wet dreams about menstrual wellbeing and strategies to manage it; Developing decision making, risk management and support-seeking skills when assessing readiness for sex, including how to choose and access contraception			
Raedwald Pos: Developing self-confidence and self-worth: <ul style="list-style-type: none"> • Puberty and managing change • Body satisfaction and self- Concept PSHE association - Core Themes: Health & Well-being: Relationships	Raedwald Pos: Developing agency and strategies to manage influence and access support & how to make positive, informed decisions: <ul style="list-style-type: none"> • Introduction to contraception • Resisting peer influence • how to access advice and support in relation to sexual health Core Themes: Health & Well-being: Living in the wider world	Raedwald Pos: Developing decision making, risk management and support-seeking skills: <ul style="list-style-type: none"> • Sexually transmitted infections (STIs) • Contraception Core Themes: Relationships:	
<p><u>Puberty and managing change:</u></p> <p>Building on the key facts about puberty and the changing adolescent body in KS2 (Key Stage 2) and menstrual wellbeing.</p> <p>Pupils should be given the opportunity to understand both the physical and mental aspects of puberty that can affect both boys and girls.</p> <p>The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</p> <p>Understanding how to manage these changes and where to go for support are crucial in developing self-confidence and a positive self- concept.</p> <p>Assessment Know: about the impact of puberty on emotional wellbeing and self- concept Do: Describe the physical and emotional changes that occur during puberty, identifying ways of managing these changes and explain where to seek advice</p>	<p><u>Introduction to contraception:</u></p> <p>Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed, and healthy choices as they progress through adult life.</p> <p>This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.</p> <p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship.</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual, and reproductive health and wellbeing.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressuring others.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex and what the law says about sex. The facts about the full range of contraceptive choices, efficacy, and options available.</p> <p>Assessment Know: about contraception and how to access advice and support in relation to sexual health</p>	<p><u>Sexually transmitted infections:</u></p> <p>A crucial part of understanding contraception and the protection it offers is in exploring the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>Pupils should have the opportunity to discuss and understand how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</p> <p>Teachers should sensitively construct activities, spaces and opportunities that allow pupils to discuss this information in a safe and comfortable.</p> <p>Incorporating how the use of alcohol and drugs can lead to risky sexual behaviour (link to consent) and where how and where to access further advice about confidential sexual and reproductive health advice and treatment.</p> <p>Assessment Know: how to make informed decisions about sexual health and how to reduce chances of transmission Do: access reliable advice and support about sexually transmitted infections</p>	<p>Alternative and complimentary/bespoke topics that can be incorporated as a group or 1-1 as deemed necessary:</p> <p><u>Pregnancy and miscarriage:</u> Pupils should where need can discuss and understand the he consequences of unintended pregnancy and how to access appropriate support.</p> <p>This may include medical and legal procedures, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.</p> <p>Assessment Know: the facts around pregnancy including miscarriage. Do: Demonstrate the range of choices in relation to</p>

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and support	Do: Understand and demonstrate how health is affected by choices		pregnancy of where to go for help.
<p>Weeks 11 – 14 – Tolerance and Respect/LGBTQ+</p> <p>Autonomy & advocacy & Prejudice and discrimination - Core Themes: Health & Well-being: Relationships, living in the wider world RSE (Relationships and Sex Education) – Families/respectful relationships/Being safe/Mental wellbeing</p> <p>Topics</p>			
Objective: to understand the importance of equality and diversity and how to celebrate these by developing communication and negotiation skills, clarifying values and strategies to manage influence.			
<p>Raedwald Pos: Developing respect for beliefs, values and opinions and advocacy skills:</p> <ul style="list-style-type: none"> • Stereotypes, prejudice, and discrimination • Promoting diversity and equality <p>PSHE association - Core Themes: Health & Well-being: Living in the wider world, Relationships</p>	<p>Raedwald Pos:</p> <ul style="list-style-type: none"> • Healthy relationships • Boundaries and consent • LGBTQ+ inclusivity • ‘Sexting’ • Managing conflict 		
<p><u>Prejudice & discrimination</u></p> <p>Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p>Using a historical perspective to look at how relationships have changed over time may be useful in understanding them today. For example, what marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony and the characteristics and legal status of other types of long-term relationships.</p> <p>To explore how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice. This will support pupils to understand that there are diverse types of committed, stable relationships and how these relationships might contribute to human happiness.</p> <p>Assessment Know: Diverse types of prejudicial behaviour. Do: Explain the impact of prejudicial behaviour on individuals and communities.</p>	<p><u>Sexuality and gender identity</u></p> <p>Pupils should be taught about gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality and can explore sensitively sexual orientation, gender identity and diversity in sexual attraction</p> <p>Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive, and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity.</p> <p>There should be an equal opportunity to explore the features of stable and healthy same sex relationships and the importance of equality and diversity and how to celebrate these.</p> <p>It is important to pupils to understand how to show respect for – or respectfully challenge when necessary – the values, beliefs, and opinions of others. Using their knowledge of prejudice, they can be supported to demonstrate how to recognise and challenge stereotypes, the impact of these on perceptions of others and use strategies to communicate concerns about, and challenge,</p> <p>Assessment Know: about sexual orientation, gender identity and diversity in sexual attraction Do: Explore the benefits of an inclusive society in supporting others to live their lives in the way that they want to.</p>	<p>Alternative and complimentary/bespoke topics that can be incorporated as a group or 1-1 as deemed necessary:</p> <p>Prejudicial behaviour</p> <p>Assessment</p> <p>Know: How to safely tackle prejudicial behaviour.</p> <p>Do: Demonstrate the ability to manage risk when challenging the behaviour of others.</p>	

Weeks 15 – 19 – CHILD EXPLOITATION

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Objective: to understand coercive and controlling behaviours in the context of the law and can access strategies to manage these and/or support for themselves or others

Topics

<u>Sexual exploitation:</u>	<u>Gangs:</u>	<u>Radicalisation:</u>	<u>Optional units</u>
<p>Pupils will be given strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and Wellbeing.</p> <p>Pupils will have the opportunity to explore the factors that may contribute to sexual exploitations.</p> <p>Pupils will learn how to identify risk and manage personal safety in increasingly independent situations.</p> <p>Assessment: Know: What is grooming in the context of sexual exploitation</p> <p>Do: Be able to identify contributing factors and access support for yourselves or others</p>	<p>Pupils will be given the opportunity to discuss strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g., drugs and alcohol, violent crime, and gangs)</p> <p>The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support.</p> <p>Understanding the need for peer approval can generate feelings of pressure and lead to increased risk-taking and pupils should be able to identify strategies to manage this</p> <p>Factors that contribute to young people joining gangs; the social, legal, and physical consequences of gang behaviours. Identify strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p> <p>To understand the motivations, misconceptions, and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p> <p>Assessment: Know: What is grooming in the context of gangs</p> <p>Do: Be able to identify factors that may contribute to recruitment and access support for yourselves or others</p>	<p>Pupils will have the opportunity build on the knowledge and understanding, skills, attributes, and values they have acquired and developed regarding the grooming line and health relationships.</p> <p>Pupils should have the opportunity to address the challenges of adolescence and their increasing independence; equipping them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.</p> <p>Assessment: Know: Explain what is meant by the term's extremism, terrorism, and radicalisation</p> <p>Do: Understand factors that contribute to the formation of extremist ideologies and suggest ways in which these can be reduced.</p>	<p>FGM Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.</p> <p>Forced marriage Domestic Abuse</p> <p>Assessment: Know: what diverse types of coercive and controlling behaviour are</p> <p>Do: Be able to access support for yourselves or others</p>

Additional SAFEGUARDING (DEPENDENT UPON COHORT)

Developing assertive communication, risk management and support-seeking skills:

Core Themes: Health & Well-being: Living in the wider world, Relationships

Objective: to understand a variety factor of that affect our health and well being

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As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness, and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

<p>Self-esteem:</p> <p>Pupils should have the opportunity to use and take part in simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Pupil should be able to experience how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>Understanding that happiness is linked to being connected to others and how to recognise the early signs of mental wellbeing concerns; such as a loss of self-esteem. These may be related to common types of mental ill health (e.g., anxiety and depression) or life events (death, separation etc)</p> <p>When to seek health and support and the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p> <p>Assessment:</p> <p>Know: A range of factors that can affect self-esteem</p> <p>Do: behave appropriate and proportionate for the situations that they experience</p>	<p>Life events:</p> <p>Isolation and loneliness can affect children and that it is especially important for children to discuss these feelings.</p> <p>Knowing 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).</p> <p>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>Children should have the opportunity to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p> <p>Assessment:</p> <p>Know: A range of life events that may impact our mental health</p> <p>Do: Be able to actively seek support when needed.</p>	<p>Mental Health:</p> <p>Teaching should aim to reduce stigma attached to health issues, those to do with mental wellbeing.</p> <p>Pupils should have the opportunity to explore a wide range of mental health issues and understand how this affects someone physically and emotionally.</p> <p>Engendering an atmosphere that encourages openness will ensure pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.</p> <p>Pupils should understand 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.</p> <p>Giving pupils the opportunity to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Assessment:</p> <p>Know: that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Do: Express their feelings and can actively seek support when needed.</p>	<p>Optional unit – Addiction</p> <p>Identify the dangers of gambling</p> <p>Identify the consequences of too much screen time and the ways this can impact upon our mental and physical health</p> <p>Explain what is meant by a drug</p> <p>Investigate whether there is a typical drug user</p> <p>drugs</p> <p>presentation - the impact of drug taking</p> <p>Why do people take drugs</p> <p>where can they get help</p> <p>Assessment:</p> <p>Know: that addiction comes in many forms</p> <p>Do: Demonstrate how to seek support and help</p> <p>See further optional units at the end of the POS.</p>
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Other topics	Can select when needed depending upon needs of the cohort.
Vaccinations	Know: Why we have immunisations/vaccinations.
	Do: Explain the impact of not having these.
Exercise and Sleep	Know: The importance of exercise and sleep.
	Do: Suggest ways to improve levels of physical activity and sleep.
Healthy Diet	Know: What constitutes a healthy diet.
	Do: Explain the risks associated with obesity and dieting.
Influence	Know: How we are influenced in the way we lead our lives.
	Do: Identify people, events and ideas that inspire you.
Positive Relationships	Know: What constitutes a positive relationship.
	Do: Build a variety of positive relationships.
Bullying	Know: The different forms that bullying can take.
	Do: Explain how to get help if someone is being bullied.

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