

Appendix 1 - Links to the Programme of Study and DfE's Statutory Guidance on Relationships, Sex and Health Education

The information below shows the learning objectives and outcomes, the corresponding outcomes needed by the end of primary and secondary school from the DfE statutory guidance for RSHE and the learning opportunities from the relevant PSHE Association Programme of Study for KS2, KS3 and KS4 which are met by these lessons and sessions.

Learning should always take place within a spiral programme of knowledge, skills, and attribute development, where prior learning is revisited, reinforced, and extended in developmentally appropriate contexts.

Upper Key Stage 2: Effective Preventative Knife Crime Education Resources

UKS2 Lessons 1 and 2

Learning objectives and learning outcomes

UKS2 Lesson 1

- To identify healthy friendships both in real life and online.
- To recognise red flags in a friendship.
- To increase confidence to reach out for help.

UKS2 Lesson 2

- To recognise places of safety.
- To identify risk, including places or people that are unsafe.
- To be confident to reach out for help to keep safe.

UKS2 Small Group Sessions 1 and 2

Learning objectives and learning outcomes

UKS2 Session 1

- Reinforce understanding of good relationships.
- Recognise red flags in friendships and social situations.
- Identify and define personal safe spaces.
- Develop confidence in seeking help when feeling unsafe.

UKS2 Session 2

- Equip children with strategies to avoid risky situations.
- Develop awareness of personal safety in different environments.
- Recognise and assess potential dangers in peer interactions.
- Build confidence in decision-making regarding personal safety

Learning opportunities from PSHE Association Programme of Study

Key Stage 2

- R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

- R10. 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.
- 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.
- 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.
- R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.
- R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).
- H38. How to predict, assess and manage risk in different situations.

Links to the Department for Education's statutory guidance on Relationships, Sex and Health Education - Primary Relationships Education

Caring friendships

- 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.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

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

Online relationships

- 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.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How to recognise harmful content and contact online, and how to report these.

Being Safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- Where to get advice e.g. family, school and/or other sources.

Key Stage 3: Effective Preventative Knife Crime Education Resources.

Lessons 1 and 2

Learning objectives and learning outcomes

KS3 Lesson 1

- For students to explore knife crime in and around their communities.
- For students to consider reasons why a young person may carry a knife.
- Students to have open and meaningful discussions around knife crime.
- Students to understand the law around carrying a weapon, the law around Joint Enterprise and Stop and Search.

KS3 Lesson 2

- For students to explore knife crime in and around their communities.
- Students to have open and meaningful discussions around knife crime and explore their thoughts and opinions.
- To challenge the idea that telling someone or seeking help for a friend is wrong.
- Students to understand the 3R's of conflict resolution. Recognise, Respond and Resolve.
- Students to understand that conflict resolution is crucial to reducing and knife and other violent crime.

KS3 - Small Group Sessions 1 and 2

Learning objectives and learning outcomes

KS3 Session 1

- Identify reasons why young people may carry knives and the risks involved.
- Challenge the myth that knives provide protection.
- Explore the role of gangs and exploitation in youth knife crime.
- Develop strategies for conflict resolution without violence.
- Reflect on the impact of knife crime on individuals and communities.

KS3 Session 2

- Promote peaceful conflict resolution.
- Develop critical thinking about social media influence.
- Understand the misconceptions and consequences of carrying a weapon.
- Identify strategies for managing online risks and peer pressure.

Key Stage 3

H30 how to identify risk and manage personal safety in increasingly independent situations, including online.

H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety.

R13. how to safely and responsibly form, maintain and manage positive relationships, including online

R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online).

R16. to further develop the skills of active listening, clear communication, negotiation and compromise.

R17. strategies to identify and reduce risk from people online that they do not already know, when and how to access help.

R19. to develop conflict management skills and strategies to reconcile after disagreements.

R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.

R42. to recognise peer influence and to develop strategies for managing it, including online.

R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support.

R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this.

R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours.

R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support.

R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon.

L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms.

Links to the Department for Education's statutory guidance on Relationships, Sex and Health Education - Secondary Relationships Education

Respectful Relationships

- The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

Online Relationships

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- 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.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- The law including around Knife Crime and Joint Enterprise

Key Stage 4: Effective Preventative Knife Crime Education Resources.

Lessons 1 and 2

Learning objectives and learning outcomes

KS4 Lesson 1

- Recognise potentially dangerous situations and develop strategies for keeping safe
- Learn conflict resolution and de-escalation techniques to avoid violence
- Know where to seek help and support if needed

KS4 Lesson 2

- Demonstrate an understanding of the risks and consequences of posting, sharing, liking and commenting on knife-related content on social media.
- Consider how social media can escalate violence.
- Explore ways to react to knife crime posts.

Small Group Sessions 1 and 2

Learning objectives and learning outcomes

KS4 Session 1

- Explore how music and the media may influence perceptions of knife crime.
- Identify the consequences of carrying and using knives, including legal and social impacts.
- Engage in a detective-style activity to explore real-world case scenarios.
- Understand the long-term effects of gang involvement and Joint Enterprise.
- Develop strategies to exit harmful situations and seek support.

KS4 Session 2

- Challenge misconceptions about knife crime and its impact.
- Engage in debate and discussion around attitudes towards knife crime.
- Work collaboratively with their peers to design a campaign aimed at tackling knife crime.
- Develop their problem-solving and decision-making skills in relation to social issues and politics.
- Present and evaluate their campaign's effectiveness over time

Learning opportunities from PSHE Association Programme of Study

Key Stage 4

- H30. (KS3) How to identify risk and manage personal safety in increasingly independent situations, including online.
- H31. (KS3) Ways of assessing and reducing risk in relation to health, wellbeing and personal safety.
- H33. (KS3) How to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.
- H22. Ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online.
- H23. 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).
- R28. To recognise when others are using manipulation, persuasion or coercion and how to respond.
- R35. To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs.
- R37. To recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help.
- R42. (KS3) To recognise peer influence and to develop strategies for managing it, including online.
- R47. (KS3) Motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon.

Links to the Department for Education's statutory guidance on Relationships, Sex and Health Education - Secondary Relationships Education

Respectful relationships including friendships:

- The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.
- That some types of relationships are criminal, including violent behaviour and coercive control.

The law:

- In relation to knife crime and hate crime.

Basic first aid:

- Life-saving skills, including how to administer CPR.

Online and media:

- Rights and responsibilities, online risks, what to do and where to get support to report material, the impact of viewing harmful content

Internet safety and harms:

- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.