



**Sheiling School
Thornbury**

SPIRITUAL, MORAL, SOCIAL, AND CULTURAL CURRICULUM

SMSC Curriculum (Including RSE and E-Safety)

Context: Our educational approach is informed by the principles and guidance set out in the educational writing of Rudolph Steiner. Our SMSC Curriculum aims to adhere to this by delivering the subject matter, core skills and values integral to each area in an appropriate way for each year group, and with consideration for the model of child development proposed by Rudolph Steiner. The context detailed for each class informs the subject matter and approach we take to each subject area, and allows us to develop students' depth of engagement and understanding as they progress through the school.

Content: The main content for SMSC lessons is directly derived from the DfE expectations and guidance. Content will progress in terms of both its depth and scope across the years, alongside taking in to consideration the specific approaches, focuses and considerations of the Steiner-Waldorf model of child development.

Preventative Curriculum: At the heart our SMSC curriculum is a focus on keeping safe and the teaching of SMSC can play a vital role in preventative education. [Keeping Children Safe in Education \(2019\)](#) (KCSIE) sets out that all schools must ensure children are taught about safeguarding as part of a broad and balanced curriculum.

Positive Relationships

Being Healthy and Safe (including E-Safety)

Citizenship (Social and Cultural)

Class 1:

6 - 7

Pupils should know:

That families are important for children growing up, because they can give love, security and stability.

How important friendships are in making us feel happy and secure, and how people choose and make friends.

The importance of respecting others, even when they are very different from them.

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

About the concept of privacy and implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

The benefits of time outdoors on well-being and happiness.

Simple self-care techniques, including the importance of rest.

Pupils should know:

How to recognise who to trust and who not to trust.

How to recognise and report feelings of being unsafe or feeling bad about any adult.

How and when to seek support including which adults to speak to in school if they are worried about their health.

What constitutes a healthy diet.

The characteristics and mental and physical benefits of an active lifestyle.

About safe and unsafe exposure to the sun, and how to reduce risk of sun damage.

The benefits of exercise, on well-being and happiness.

Pupils should know:

About themselves- who they are and what they like / don't like

Where they live.

Everyone is different and unique.

How to take turns.

The importance of sharing with others.

That they are important and cared for.

Who in the community can help us; police, doctors, teachers ect.

Class 2:

7 - 8

Pupils should know:

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.

The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

Practical steps to take in a range of different contexts to improve or support respectful relationships.

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

That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Where and how to seek support if they are worried about someone else's mental wellbeing or ability to control their emotions.

Pupils should know:

That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others.

That mental wellbeing is a normal part of daily life, in the same way as physical health.

Where and how to report concerns and get support with issues online.

About the benefits of rationing time spent online.

The importance of keeping personal information private.

The importance of building regular exercise into daily and weekly routines, and how to achieve this.

The principles of planning and preparing a range of healthy meals.

The characteristics of a poor diet and risks associated with unhealthy eating.

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

Pupils should know:

The importance of team work.

The need for rules within their classroom.

The importance of community.

What their positive attributes are and how to articulate this.

About British values: Democracy.

<p>Class 3: 8-9</p>	<p>Pupils should know:</p> <p>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.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>That there is a normal range and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Simple self-care techniques, including the importance of time spent with friends and families.</p> <p>That bullying has a negative and often lasting impact on mental wellbeing.</p>	<p>Pupils should know:</p> <p>How to respond safely and appropriately to adults they may encounter (including online) whom they do not know.</p> <p>The risks associated with an inactive lifestyle.</p> <p>What constitutes a healthy diet including understanding calories and other nutritional content.</p> <p>How to begin to recognise and display respectful behaviour online.</p> <p>That the internet can also be a negative place, where online abuse and bullying can take place, which can have a negative impact on mental health.</p> <p>About the risks of excessive time spent on electronic devices.</p> <p>That for most people, the internet is an integral part of life and has many benefits.</p>	<p>Pupils should know:</p> <p>The conventions of courtesy and manners.</p> <p>The concept of legal and illegal and respect for the law.</p> <p>The need for rules within their classroom and school.</p> <p>That other people have different feelings.</p> <p>About British values: Independent liberty and mutual respect.</p> <p>How different roles and roles in the community serve our society.</p>
<p>Class 4: 9-10</p>	<p>Pupils should know:</p> <p>That stable, caring relationships, which be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>That most friendships have ups and downs, and that these can be worked through, so that the friendships is repaired or even strengthened, and that resorting to violence is never right.</p> <p>How to manage conflict between friends, how to manage these situations.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>How to ask for advice or help for themselves or others and to keep trying until they are heard.</p> <p>How 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>Pupils should know:</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>About the impact of positive and negative content online, on their own and others' wellbeing.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>How to consider the effects of their online actions on others.</p>	<p>Pupils should know:</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>The benefits of community and voluntary participation on mental well-being and happiness.</p> <p>The need for rules within their classroom, school, and country.</p> <p>Everyone has rights.</p> <p>Everyone has responsibilities.</p> <p>The meaning of the word 'sustainable'.</p> <p>About British values; tolerance of others</p> <p>About cultures in the United Kingdom.</p>

	Simple self-care techniques, including the importance and benefits of hobbies and interests.		
Class 5: 10-11	<p>Pupils should know:</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to judge when a friendship is making them feel unhappy or uncomfortable, and how to seek advice or help from others if needed.</p> <p>How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</p>	<p>Pupils should know:</p> <p>How information and data is shared and used online.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources.</p> <p>That loneliness can effect children, and that it is very important to discuss feelings with an adult.</p> <p>It is common for people to experience mental ill health, and for many who do, the problems can be resolved with the right support.</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p> <p>How to be a discerning consumer of information online, including understanding that information is ranked, selected and targeted.</p>	<p>Pupils should know:</p> <p>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.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of respecting other's views and opinions, even when they disagree.</p> <p>About British values - how does this influence our lives.</p> <p>About cultures of the world: ancient civilisations (main lesson topic).</p> <p>The importance of preserving the oceans.</p>
Class 6: 11-12	<p>Pupils should know:</p> <p>That there are different types of committed, stable relationships.</p> <p>How these relationships might contribute to human happiness, and their importance for bringing up children.</p> <p>The characteristics of positive and healthy friendships (in all contexts) including trust, respect, honesty, kindness, generosity.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn.</p> <p>How our bodies change through the human lifecycle.</p>	<p>Pupils should know:</p> <p>How to seek help or advice, including reporting concerns about others, if needed.</p> <p>What to do and where to get support to report material or manage issues online.</p> <p>How to protect their personal data, including online.</p> <p>How to use a 'safe' search online.</p>	<p>Pupils should know:</p> <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>About British values- democracy – how we vote and why is it fair?</p> <p>About cultures of the world: Europe</p> <p>How to live a sustainable life.</p>
Class 7: 12-13	<p>Pupils should know:</p> <p>What marriage is, including their legal status.</p> <p>Why marriage is an important relationship choice for many couples, and why it must be freely entered in to.</p> <p>How to recognise an unsafe relationship for other other's relationships.</p> <p>The characteristics of positive and healthy friendships (in all contexts) including boundaries and privacy.</p> <p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include</p>	<p>Pupils should know:</p> <p>How to set a 'strong' password.</p> <p>Not to give out their password and how to protect their personal and financial date online.</p> <p>Not to provide material to others that they would not want shared further, and not to share personal material which is sent to them.</p> <p>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>Pupils should know:</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability can cause damage.</p> <p>About British Values: the importance and rule of law in the UK.</p> <p>About cultures of the word: African cultures.</p>

	<p>mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p>What changes in their bodies as they grow; physical changes</p>		
<p>Class 8: 13-14</p>	<p>Pupils should know:</p> <p>What changes in their bodies as they grow; sexual maturity</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <p>How to recognise a relationship that is unsafe for others.</p> <p>The characteristics of positive and healthy friendships (in all contexts) including consent.</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</p>	<p>Pupils should know:</p> <p>About the impact of viewing harmful content.</p> <p>The laws on age of consent.</p> <p>The health risks of alcohol and drugs.</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour.</p>	<p>Pupils should know:</p> <p>That in school and wider society, they can be expected to be treated with respect by others, and that in turn, they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>About the impact of bullying.</p> <p>The concepts of and laws relating to; sexual consent, forced marriage, and how these can affect current and future relationships.</p> <p>About Children's rights.</p>
<p>Class 9: 14-15</p>	<p>Pupils should know:</p> <p>What changes in their bodies as they grow; hormones and mood changes</p> <p>The characteristics of positive and healthy friendships (in all contexts) including management of conflict.</p> <p>That specifically sexually explicit material presents a distorted picture of sexual behaviours can damage the way people see themselves in relation to others, and negatively affect how they behave towards sexual partners.</p> <p>That they have the choice to delay sex or to enjoy intimacy without sex.</p> <p>Importance of sexual health and what precautions are essential for good sexual health.</p>	<p>Pupils should know:</p> <p>How to: determine whether other children, adults or sources of information are trustworthy.</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>Using social media responsibly.</p>	<p>Pupils should know:</p> <p>That everyone is unique and equal.</p> <p>About the responsibilities of bystanders to report bullying.</p> <p>The concepts of and laws relating to; abuse, coercion, harassment and domestic abuse, and how these can affect current and future relationships.</p>
<p>Class 10: 15-16</p>	<p>Pupils should know:</p> <p>The characteristics of positive and healthy friendships (in all contexts) including reconciliation and ending relationships.</p> <p>What constitutes sexual harassment and sexual violence, and why these are always unacceptable.</p> <p>The concepts of and laws relating to; rape, honour-based violence, sexual exploitation, FGM and grooming, and how these can affect current and future relationships.</p>	<p>Pupils should know:</p> <p>How the different sexually transmitted infections, can be reduced through safer sex, and facts about testing.</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>How information and data is generated, collected, shared and used online.</p>	<p>Pupils should know:</p> <p>The legal rights and responsibilities regarding equality.</p> <p>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>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>A range of places to</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>The facts about the full range of contraceptive choices, efficacy and options available.</p> <p>The facts around pregnancy, including miscarriage.</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options.</p>		
<p>6th Form</p> <p>16-19</p>	<p>Preparation for life skills, work skills, and transition work- based on pupils' future plans.</p> <p>A consolidation of the secondary statements, based on pupils individual needs.</p>		

Cultural Calendar 2019-2020

Term 1:
 Black History Month
 Michaelmas
 Apple Day

Term 2:
 Candlemas
 Diwali:
 Martinmas:
 St Nicholas' Day:
 Winter Solstice:
 Remembrance Sunday (November):

Term 3:
 Chinese New Year
 St Valentine's Day
 Safer Internet Day

Term 4:
 Spring Equinox
 Holi
 Good Friday
 Easter
 World Book Day (March)
 Autism Awareness Month (April):
 International Children's Book Day (April)
 Local & Community History Month (May):

Term 5:
 Ramadan

Term 6:
 St Johns Festival
 PRIDE month
 School play