



## Eden Park Primary School

---

# *Relationships, Sex and Health Education Policy*

---

### Key Roles and Responsibilities:

DSL (Designated Safeguarding Lead)	Deb Mawbey (Assistant Head)
Deputy DSL	Carrol Stephens (Safeguarding Worker)
Additional level 3 trained staff	Ian Morgan (Head of School Eden Park)
Director Responsible	Tim Stephens
Science co-ordinator	Amie Chilcott
PSHE /RSHE co-ordinator	Emma Rutherford
Curriculum Lead	Adele Clayton
Policy Created:	June 2020
Most recent review	May 2022
Next review due	June 2024

### **Ethos**

As a caring school, the welfare and safety of the children is paramount. Our Relationships, Sex and Health Education Policy strives to empower children to make responsible and informed choices now and in later life.

Whilst we believe that all children should have equality in all aspects of the curriculum, we acknowledge that sensitivity will be needed in dealing with issues around sex and relationships education.

Our school core values of Respect, Independence, Creativity and Teamwork will play a central role in the teaching and delivery of RSE. Using Respect, we want our learners to be considerate, reflective and to develop values of tolerance and empathy.

This policy is advised by the PSHE Association, and takes its core of work from The Christopher Winter Project. It also refers to the "Relationship, Sex and Health Education statutory Guidance" published by the DFE in 2020 and the current National Curriculum.



## **Aims of Relationships, Sex and Health Education**

The following aims reflect those of the school and show how Relationships and Sex Education is delivered within the context of a moral framework.

*To provide a broad and balanced Relationships and Sex Education Programme which:*

- Offers full entitlement and access for all pupils, including pupils with Special Educational Needs and disabilities
- Operates in an atmosphere of mutual trust and respect so as to encourage pupils to put forward and explore their ideas

*By exploring moral and sexual issues and values to:*

- encourage the pupils to develop positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision-making skills with respect to sexuality and personal relationships, for example:
  - An understanding that both sexes have responsibilities in sexual matters
  - The skills to identify, resist and report any unwanted sexual experience
- foster self-esteem, self-awareness and a sense of moral responsibility.

*To give pupils knowledge and understanding of the following in order for them to make informed choices in later life in:*

- the physical and emotional aspects of an individual's development as a male or female, responsible attitudes and appropriate behaviour.
- family life - the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others.
- friendships - understanding how important these are, how to ensure they remain balanced and respectful and knowing how to be caring

*To provide a framework for sensitive discussions that:*

- prepares pupils for puberty and gives them an understanding of sexual development and the importance of health and hygiene
- Helps pupils develop feelings of self-respect, confidence and empathy
- Creates a positive culture around issues of sexuality and relationships
- Teaches pupils the correct vocabulary to describe themselves and their bodies.



## **Definitions**

Personal, Social and Health and Economic Education is one of the subjects in the National Curriculum which pupils have an entitlement to experience throughout their education. Relationships and Sex Education is a major component of the schools' comprehensive programme of Personal, Social and Health Education.

In all areas of human experience, a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made. It is vital that pupils receive effective Relationships and Sex Education so that they can ensure they are in safe and respectful relationships (friendships, families and partnerships).

## **Defining Relationships Education**

The aim and purpose of relationships education is to ensure all pupils have the best possible opportunities for understanding and developing healthy and respectful relationships with family and friends in all contexts (including online). Through Relationships Education, pupils will explore a variety of different friendships and families whilst also considering how these vary and what can be considered as safe. The strands included in Relationships Education are: families and people who care for me; caring friendships; respectful relationships; online relationships; and being safe. An overview of our Relationships Curriculum is outlined later in this policy.

## **Defining Physical Health and Mental Wellbeing Education**

To further enhance the Relationships Education and our Personal, Social, Health and Economic Education, there is statutory guidance on the importance of teaching the characteristics of good physical health and mental wellbeing: this should be seen as important in daily life and as important as physical health. The strands included in Physical Health and Mental Wellbeing are: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; changing adolescent body. Through this we will emphasise the importance of the two-way relationship between good physical health and good mental wellbeing. This is further enhanced by our Physical Education Curriculum, Science Curriculum and PSHE Curriculum.

## **Defining Relationships and Sex Education**

Whilst it is not a statutory requirement for primary schools to teach Sex Education, following a consultation with parents and carers and staff, whilst also considering the local needs of the community and local context, we continue to have a Relationships and Sex Education curriculum. This is in addition to our statutory Relationships Education and our statutory Science Curriculum.

It is also vital to correct prejudice and misinformation which may affect relationships with others both now and in the future. In Relationships and Sex Education, learning about the physical aspects of sex in



Sex Education and the biological aspects in Science, is complemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

The subject involves a combination of sharing information and exploring issues and values. It is about the emotional, social and cultural development of pupils, and involves learning about relationships and sexual health. This includes how a baby is conceived and born.

It is not about the promotion of sexual activity.

### **Statutory Requirements**

*'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.'*

*DfE Guidance p.8*

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Eden Park Primary and Nursery School, we teach RSE as set out in this policy.

### **Statutory Curriculum for Relationships Education: Parents' right to withdraw**

Whilst parents and carers do have the option to withdraw their children from the relationships and sex education curriculum, they do not have the right to withdraw their children from relationships education. The Relationships Education Curriculum (as explained in this policy) is a statutory requirement for all primary aged pupils.

### **Non-Statutory Relationships and Sex Education Programme: Parents' right to withdraw**

Parents will always be provided with a full copy of this policy following a request to do so; the policy is also available on the school website. The biological content of the Relationships and Sex Education Programme is deemed to be that described in the National Curriculum. In year six, a letter will be sent to parents and carers which explains parents and carers can exercise their right to withdraw their child from the non-statutory elements of Sex education though parents and carers cannot withdraw their children from the elements taught through the Science National Curriculum and the Relationships Curriculum.

Parents and carers do not have to give reason for withdrawal, but we respectfully invite them to do so - sometimes we can then resolve misunderstandings. Once a parent or carers request to withdraw is made, that request must be complied with until revoked by the parent. This is only relevant for year six pupils where some non-statutory elements of the sex education curriculum are taught.

### **What we do if a request for withdrawal is made by a parent**

- We discuss the nature of the concerns with the child's parent and if appropriate attempt to reassure them.



- We consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermine the integrity of the Relationships and Sex Education Programme and the entitlement of the other pupils, eg it may be appropriate and desirable to have single sex classes for some sections of the Relationships and Sex Education Programme.
- We attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education.
- We point out that pupils who have been withdrawn are vulnerable to teasing - we therefore attempt to cause minimal embarrassment to the pupil and minimal disruption to the programme.
- We also point out that pupils may receive inaccurate information from their peers.
- We offer parents access to appropriate information and resources.

NB If the pupil does not agree with the parents desire to withdraw their child from the Sex Education Programme the pupil can challenge the parents under Section 8 of the Children Act - the child has to apply to the court for a 'specific issues order'.

### **Policy Development**

In drawing up the Schools' Policy, due regard has been given to:

- Consultation with parents, staff, the Local Governing Body and others in the local community
- The issues of content, organisation, methodology, resources, the explicitness and presentation of their material
- Encouraging pupils to have regard to moral considerations and to appreciate the value of a stable family life, self-restraint, dignity, respect and to behave responsibly in sexual matters.

The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to contribute comments on the policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

### **Curriculum Provision**

Relationships and Sex education is delivered primarily through PSHE and Citizenship and Science. PSHE and citizenship also incorporates elements of English (the development of speaking and listening skills, moral stories and role play), History (moral dilemmas, personal challenges and the consequences of choices) and Religious Education (aspects of family life and moral and cultural values).

It is our intention that all children will have the opportunity to experience a programme of RSHE at a level appropriate for their age and physical development. Where necessary, the teaching and resources will be differentiated.



A range of resources will support RSHE including use of the Christopher Winter Project (“Teaching SRE with Confidence in Primary schools: Reception to Year 6”) SEAL (Social and Emotional Aspects of Learning) and the use of additional professionals when desired.

### Science Curriculum Overview

There are biological aspects on human growth and reproduction taught in Science lessons, based on the National Curriculum, some of these aspects will also be taught through the Relationships and Sex Education curriculum. In Science, a biological teaching approach will always be taken. Information on the Science topics is included below:

EYFS	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.            Can talk about some of the things they have observed such as plants, animals, natural and found objects.            Developing an understanding of growth, decay and changes over time.            Shows care and concern for living things and the environment.            Looks closely at similarities, differences, patterns and change</p> <p><i>Early Learning Goals</i>            Children know about similarities and differences in relation to places, objects, materials and living things.            They talk about the features of their own immediate environment and how environments might vary from one another.            They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
Year 1	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>
Year 2	<p>Notice that animals, including humans, have offspring which grow into adults.            Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals.</p>
Year 3	<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat .            Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
Year 4	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p>
Year 5	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.            Describe the life process of reproduction in some plants and animals, including mammals            Describe the changes as humans develop to old age – including adolescent changes/ puberty.</p>



Year 6	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>
--------	---

## RSHE Curriculum Overview

Foundation	<p>To learn about keeping ourselves clean, including teeth.</p> <p>To discuss different families and friendships.</p> <p>To develop a positive sense of worth and showing respect to themselves and to others.</p> <p>To learn about male and female in animals and the names of animal young using terminology initiated by and familiar to the children.</p>
Year 1	<p>To understand hygiene.</p> <p>To learn that babies become adults.</p> <p>To discuss families, friendships, relationships and who cares for me.</p> <p>To learn to respect others and their wishes.</p> <p>Keeping safe online.</p> <p>Mental well-being and range of emotions.</p> <p>making a clear call to 999</p>
Year 2	<p>To understand some differences between male and female; life cycles including animals need to have young.</p> <p>To name body parts, using terminology initiated by and familiar to the children. Using the word privacy/private/appropriate and inappropriate contact.</p> <p>Importance of exercise and diet mental and physical benefits.</p> <p>To discuss families, friendships, relationships and who cares for me.</p> <p>Keeping safe online and online relationships</p> <p>Learning about an increasing number of emotions, leading to better conflict resolution.</p> <p>Bullying and cyber bullying.</p> <p>Personal safety and making choices.</p>
Year 3	<p>To consider personal space - boundaries</p> <p>To consider each person's right to say what they like and don't like – having respect.</p> <p>Making choices.</p> <p>To explore different types of families and stable relationships.</p> <p>Considering their feelings</p> <p>Keeping safe online recognising risks</p> <p>Healthy diet, healthy exposure to the sun, benefits of sleep</p>
Year 4	<p>To explore the human life cycle and other animal life cycles.</p> <p>Different ways to improve mental well-being</p> <p>How to seek support</p> <p>Understanding healthy relationships and the need to form relationships and how to work through problems within relationships.</p> <p>To consider personal space - boundaries</p> <p>Be aware of the risks on online relationships.</p> <p>Healthy eating. Dental health, personal hygiene.</p>

Year 5	<p>Civil partnerships – different types of stable relationships</p> <p>Trusting relationships and stereotypes</p> <p>Self-care for mental health</p> <p>Negative effects of the internet.</p> <p>Legal and Illegal substances including risks.</p> <p>Early signs of physical illness.</p> <p>To understand changes in the body related to puberty. (within Science)</p> <p>To learn about male and female changes physical and emotional.</p> <p>To explore the issues that may arise for young people (anxiety and how they can deal with these, including peer pressure.)</p> <p>To understand relationships and effective communication.</p>
Year 6	<p>To understand birth as part of the life cycle: pregnancy, birth, puberty, adolescence, reproduction, and death</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p><b><i>Understanding how babies are conceived and born (Sex Education)</i></b></p> <p>Importance of building regular exercise.</p> <p>Basic first aid of minor common injuries.</p>

### The organisation of SRE

RSHE is taught as part of our PSHE Curriculum which is a progressive curriculum covering both the statutory and non-statutory guidance relating to: British Values, personal development, social development, health development, emotional development, anti-bullying, e-safety, drugs education, financial education, physical development, diet and lifestyle, citizenship and SEAL.

Our Relationships Education is taught by the class teacher.

Our Relationships and Sex Education is taught by the class teacher up to year five. In Year 6 the children are taught in a larger group with two teachers for the specific aspects of Sex Education. There will be on occasion female class and a male class: the female class is taught by a female teacher and the male class is taught by a male teacher.

### Ground Rules during Relationships and Sex Education

At the start of each Relationships and Sex Education session, ground rules will be set. These will be appropriate to the age group of the children, are understood by everyone, are agreed by everyone and will be referred to throughout the session.

### Explicit Questions

It is unlikely to be appropriate to deal with a pupil's explicit questions by dealing with it in front of the whole class. In practice this means that teachers have to say, "I am sorry but the School Policy and legislation does not allow me to answer that question". The teacher may deem it appropriate to discuss the child's concerns with the parents - a decision may then be taken on how best to deal with it. Answers to the 'questions in a box' approach must only be given after very careful screening of the questions.

### Menstruation

The onset of menstruation can be a sensitive time for girls. Should a girl request sanitary protection in school, school will provide sanitary towel(s) when required. Research has shown that one third of girls are not told about periods by their parents and ten percent have no preparation before their first period. Therefore, if a member of staff is asked by a pupil for sanitary protection, it will be provided. A





member of staff from school will then contact the child's parents or carers to inform them that sanitary protection has been provided. There is also a discrete sanitary bin available in the toilets in years five and six. For girls who have started menstruation, permission will be granted for them to use adult toilets if desired.

### **Confidentiality**

Having considered all available advice and guidance, the Board and Headteachers state that in circumstances where a pupil is considered at some risk of any type of abuse (e.g. moral or physical) or in breach of the law, the teacher must refer this immediately in writing to the DSL in compliance with the LA procedures for Child Protection. The DSL will decide whether to inform parents and/or appropriate authorities and may arrange for counselling.

### **Using Visiting Speakers and Others**

We believe that most of the Relationships and Sex Education Programme is best discussed openly with teachers who are known and trusted by the pupils. However, visitors such as nurses, family planning or sexual health workers, can greatly enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of Relationships and Sex Education.

Care is taken to provide the visitor, well in advance of the visit, with a copy of the Relationships and Sex Education policy. After gaining approval from the Head of School for the visit, the organiser makes the visitor aware of the ethos of the School and the manner of delivery of the Relationships and Sex Education Programme. Visitors should be given advance notice of the composition of the audience/target group and an idea of how their contribution fits into the scheme of work.

### **Diversity**

Homophobia, biphobia and transphobia, like any discrimination will be challenged through our whole-school approach and through our Respect framework. We will ensure that all children feel safe. Teachers do not promote anyone life-style as the only acceptable one for society and therefore it is inevitable and natural that a variety of contexts will be discussed during a programme of Relationships and Sex Education.

### **Equality Act, Equal Opportunities, Special Educational Needs & Disabilities**

The nature of work undertaken must be appropriate to the age and maturity of the pupils. As pupils mature and develop at different rates the Relationships and Sex Education Programme is a 'spiral system' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of pupil maturity. Children with learning difficulties may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others.

In addition to this, under the Equality Act 2010, we ensure we do not discriminate against any pupils due to their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (known as the protected characteristics). We ensure all of our pupils can access both our Relationships Education Curriculum and our Relationships and Sex



Education Curriculum and may make adjustments as needed so this can be accessible: this will only be with advice from professionals and/or parents/carers as appropriate.

### **Staff Training and Development**

All teachers involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and a preparedness to refer to more expert advice if necessary. Areas that have been specifically addressed by In Service Training are:

- Understanding the School's Relationships and Sex Education policy
- Understanding the timing of the different elements of the Relationships and Sex Education Programme
- Developing skills related to managing group work and discussion

### **Monitoring, evaluating and reviewing the Relationships and Sex Education Programme**

We are committed to monitoring and evaluating the effectiveness of this programme. Monitoring of the programme is completed by Senior leaders and the subject specific coordinator.

Specifically important to the Relationships and Sex Education Programme are:

- Pupil feedback
- Staff review and feedback, particularly at staff meetings
- Parental and carers feedback



## Appendix A - Parent/Carer Letter: Relationships and Sex Education curriculum

Dear Parents/Carers,

At Eden Park Primary our Relationships, Sex and Health Education is taught as part of our Personal, Social, Health and Economic Education through our Big Ideas. This is taught in Reception through to Year Six. Within the curriculum there is a focus on developing an understanding of what a safe and healthy relationship is. Detailed below is information on the content which will be covered in each year group.

This curriculum incorporates:

- the Relationships, Sex and Health Education guidance
- the Science National Curriculum.
- the Personal, Social, Health and Economic Education Curriculum
- The E-safety curriculum

All areas of this curriculum are statutory. Some elements of Sex education are non-statutory.

### Reception - Family and Friendship

1. Caring friendships: understanding the importance of friendship
2. Being kind: recognising the importance of forgiveness
3. Families: understand there are lots of different families

### Year 1 - Growing and Caring for Ourselves

1. Different friends: knowing we can be friends with people who are different to us
2. Growing and changing: understanding babies and children grow up
3. Families and care: exploring different types of families and who can help us

### Year 2 - Differences

1. Differences: exploring gender stereotypes
2. Male and female animals: exploring males and females are different



### 3. Naming body parts: knowing the physical differences between males and females

#### Year 3 - Valuing Difference and Keeping Safe

1. Body differences: exploring the differences between males and females
2. Personal space: understanding appropriate touch
3. Help and support: exploring different types of families and who can help us

#### Year 4 - Growing Up

1. Changes: exploring the human lifecycle
2. What is puberty? exploring how puberty is linked to reproduction
3. Healthy relationships: exploring respect in a range of relationships

#### Year 5 - Puberty

1. Talking about puberty: exploring emotional and physical changes
2. The reproductive system: understanding male and female changes
3. Help and support: understanding the importance of personal hygiene

#### Year 6 - Puberty, Relationships and Reproduction

1. Puberty: understanding how and why the body changes
2. Communication in relationships: understanding the importance of respectful communication
3. Families, conception and pregnancy: understanding the decisions in starting a family
4. Online relationships: understanding communication in a respectful way
5. Respect and equality: developing respectful relationships
6. Sex Education: How babies are conceived and born.

If you require a copy of our Relationships, Sex and Health Education Policy, please contact the office who will happily provide you with a copy of this. The policy can also be found on the school website. We have a responsibility to teach Relationships, Sex and Health Education and aim to cover all topics sensitively and in an age appropriate manner. Teachers will be happy to provide you with more information about the topics covered if you require it.

Please don't hesitate to see Mr Morgan or myself if you have any questions or queries about our Personal, Social, Health and Economic Education curriculum or our Relationships, Sex and Health Education curriculum.

Kind regards,

Mrs Rutherford  
PSHE/RSHE Lead

Mr Morgan  
Head of School



## Appendix B: Year five/Six Sex Education Letter

Year five/ Six - Relationships, Sex Health and Sex Education

Date

Dear Parents/Carers,

As part of their Personal, Social, Health and Economic Education, Year five and Six will be having their Relationships, Health and Sex Education lessons on **Dates**. These sessions will be led by their class teachers.

We have outlined below the topics we will cover:

1. Puberty and reproduction: understanding how and why the body changes
2. Communication in relationships: understanding the importance of respectful communication
3. Families, conception and pregnancy: understanding the decisions in starting a family
4. Online relationships: understanding communication in a respectful way
5. Respect and equality: developing respectful relationships

In addition, Year 6 will complete a unit entitled “How babies are conceived and born” as part of non-statutory Sex education.

If you require a copy of our Relationships, Sex and Health Education Policy, please contact the office who will happily provide you with a copy of this. The policy can also be found on the school website. We have a responsibility to teach Sex and Relationships Education and aim to cover all topics sensitively and in an age appropriate manner. Teachers will be happy to provide you with more information about the topics covered if you require it.

Please contact the school if you would like further information on any of these elements and have questions about them.

Kind regards,

## Appendix C: By the end of Primary School all pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>