

Pot Kiln Primary School



Relationships, Health and Sex Education Policy

(and PSHE Policy)

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Statement of intent

At Pot Kiln it is our intent that our children will be 'lifelong learners'. We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life and we ensure we develop the knowledge, skills and attributes needed for our children to keep themselves healthy and safe, and prepare for life and work in a modern world. We encourage our children to be the very best versions of themselves that they can be. The aims of RHSE at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene. Whilst also preparing students for the changes that occur to their bodies, minds and emotions.
- Help students develop feelings of self-respect, confidence and empathy. To understand that love and care is required in relationships.
- Create a positive culture around issues of sexuality and relationships and enable our students to better understand the nature of relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- To know about the risks of being online and how to stay safe.
- To know and understand about human reproduction, whilst using the correct terminology to describe male and female reproductive organs.
- To know where and how to seek information and advice when they need help.
- To be able to recognise when something is risky or unsafe.
- To support our young people for living in the wider world.
- To support all young people to stay safe and prepare for life in modern Britain.

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Anti-Bullying Policy: Pupils
- Online safety Policy
- Visitor Policy

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.

- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

2.3. The PSHE lead at Pot Kiln Primary School is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher and Governing Body.

2.4. Class teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE subject leader to evaluate the quality of provision.

2.5. The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the curriculum

- 3.1. Every primary school is required to deliver statutory relationships education and health education.
- 3.2. For the purpose of this policy, **“relationships and sex education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- 3.3. For the purpose of this policy, **“health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum and alongside our half termly British Values focus and School Value.
- 3.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance and the PSHE Association Thematic Model. The expectation is that PSHE/RHSE is taught weekly in class.
- 3.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 3.7. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs; for example, if there was a local prevalence of County Lines, our curriculum would be tailored to address this issue.
- 3.8. We consult with parents, pupils and staff in the following ways:
 - Questionnaires and surveys
 - Pupil perceptions
 - Focus groups
 - Meetings
 - Training sessions
 - Newsletters and letters
- 3.9. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
 - Organising a meeting with the headteacher.
 - Emailing admin@potkiln.net with the Subject Line PSHE Feedback.

- Submitting written feedback into the suggestions box in the school office.
- 3.10. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- 3.11. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

4. Consultation with parents

- 4.1. The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.
- 4.2. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in section 3 of this policy.
- 4.3. Parents are provided with the following information:
- The content of the relationships, sex and health curriculum
 - The delivery of the relationships, sex and health curriculum, including what is taught in each year group
 - The legalities surrounding withdrawing their child from the subjects
 - The resources that will be used to support the curriculum
- 4.4. The school aims to build positive relationships with parents by inviting them to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.
- 4.5. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

5. Coverage Overview

EYFS – Early Learning Goals

Personal, Social & Emotional Development: Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and
- Understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Understanding the World Past & Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture & Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Years 1 – Year 6

Relationships Overview

	Relationships		
	Families and friendships	Safe relationships	Respecting ourselves and others
Year 1	Roles of different people, families feeling cared for.	Recognising privacy: including body parts that are private, staying safe, seeking permission, identifying different types of touch.	How behaviour affects others: being polite and respectful
Year 2	Making friends: feeling lonely and getting help.	Managing secrets: resisting pressure and getting help: recognising hurtful behaviour.	Recognising things in common and differences: playing and working cooperatively: sharing opinions.
Year 3	What makes a family: features of family life.	Personal boundaries: safely responding to others: the impact of hurtful behaviour.	Recognising respectful behaviour: the importance of self-respect: courtesy and being polite.
Year 4	Positive friendships including online.	Responding to hurtful behaviour; managing confidentiality, recognizing online risks.	Respecting differences and similarities: discussing difference sensitively.
Year 5	Managing friendships and peer influence.	Physical contact and feeling safe.	Responding respectfully to a wide range of people, recognising prejudice and discrimination.
Year 6	Attraction to others: romantic relationships, civil partnership and marriage.	Recognising and managing pressure: consent in different situations.	Expressing opinions and respecting other points of view, including topical issues.

Years 1 – Year 6

Living in the Wider World Overview

	Living in the wider world		
	Belonging to a community	Media literacy and digital resilience	Money and work
Year 1	What rules are: Caring for other's needs: looking after the environment.	Using the internet and digital devices: communicating online.	Strengths and interests: jobs in the community.
Year 2	Belonging to a group: roles and responsibilities: being the same and different in the community.	The internet in everyday life: online content and information.	What money is: Needs and wants, looking after money.
Year 3	The value of rules and laws: rights, freedoms and responsibilities.	How the internet is used; assessing information online.	Different jobs and skills: job stereotypes, setting personal goals.
Year 4	What makes a community: shared responsibilities.	How data is shared.	Making decisions about money: using and keeping money safe.
Year 5	Protecting the environment: compassion towards others.	How information online is targeted: different media types, their role and impact.	Identifying job interests and aspirations: what influences career choices, workplace stereotypes.
Year 6	Valuing diversity: challenging discrimination and stereotypes.	Evaluating media sources: sharing things online.	Influences and attitudes to money: money and financial risks.

Years 1 to 6

Health and Wellbeing Overview

	Health and Wellbeing		
	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Keeping healthy: food and exercise, hygiene routines, sun safety.	Recognising what makes them unique and special: feelings, managing when things go wrong.	How rules and age restrictions help us: keeping safe online.
Year 2	Why sleep is important: medicines and keeping healthy, keeping teeth healthy, managing feelings and asking for help.	Growing older: naming body parts including external genitalia, moving class or year.	Safety in different environments: risk and safety at home, emergencies.
Year 3	Health choices and habits: what affects feelings. Expressing feelings.	Personal strengths and achievements: managing and re-framing setbacks.	Risks and hazards: safety in the local environment and unfamiliar places.
Year 4	Maintaining a balanced lifestyle, oral hygiene and dental care.	Physical and emotional changes in puberty: external genitalia, personal hygiene routines, support with puberty.	Medicines and household products: drugs common to everyday life.
Year 5	Healthy sleep habits: sun safety: medicines, vaccinations, immunisations and allergies.	Personal identity: recognising individuality and different qualities, mental wellbeing, the law regarding FGM.	Keeping safe in different situations, including responding in emergencies, first aid and FGM.
Year 6	What affects mental health and ways to take care of it, managing change, loss and bereavement managing time online.	Human reproduction and birth: increasing independence, managing transition.	Keeping personal information safe: regulations and choices: drug use and the law, drug use and the media.

*For more information regarding the end of primary school objectives see appendix 1

6. Delivery of the curriculum

- 6.1. The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.
- 6.2. Through effective organisation and delivery of the subject, we will ensure that:
 - Core knowledge is sectioned into units of manageable size.
 - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 6.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- 6.4. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 6.5. As part of our dedication to ensure children are prepared for life in modern Britain, we follow the 'No Outsiders' Programme written and developed by Andrew Moffat. This programme enables us to teach the protected characteristics of the Equality Act 2010 using age-appropriate picture books from Reception – Year Six.
- 6.6. At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.
- 6.7. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- 6.8. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- 6.9. Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 6.10. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

- 6.11. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- 6.12. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.
- 6.13. Teachers will establish what is appropriate for small group and whole-class settings, and alter their teaching of the programme accordingly.
- 6.14. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- 6.15. The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 6.16. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given so as not to stigmatise pupils based on their home circumstances.
- 6.17. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 6.18. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 6.19. Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- 6.20. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 6.21. At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- 6.22. Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Group presentations
- Group tasks
- Projects
- Pupil perceptions
- Assessment For Learning of discussions

7. Working with external experts

- 7.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- 7.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- 7.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 7.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 7.5. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- 7.6. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- 7.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

8. Equality and accessibility

- 8.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
 - Age
 - Sex or sexual orientation
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership

- 8.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 8.3. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- 8.4. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- 8.5. Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
- 8.6. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
- 8.7. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behavioural / Culture and Character Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

9. Curriculum links

- 9.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 9.2. Relationships, sex and health education will be linked to the following subjects in particular:
 - Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
 - Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
 - PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
 - Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

10. Withdrawing from the subjects

- 10.1. Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.
- 10.2. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.
- 10.3. The headteacher will automatically grant withdrawal requests in accordance with point 14.2; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- 10.4. The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- 10.5. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.
- 10.6. The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- 10.7. The parent will be informed in writing of the headteacher's decision.
- 10.8. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

11. Behaviour

- 11.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 11.2. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- 11.3. Any occurrence of these incidents will be reported to a member of school staff.

- 11.4. These incidents will be dealt with following the processes in our Culture and Character Policy and Anti-Bullying Policy.
- 11.5. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

12. Staff training

- 12.1. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

13. Confidentiality

- 13.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 13.2. Teachers will, however, alert the DSL and ADSLs about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.
- 13.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- 13.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

14. Monitoring quality

- 14.1. The PSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects.
- 14.2. The PSHE subject leader will conduct regular subject evaluations which will include a mixture of the following:
 - Self-evaluations
 - Lesson observations
 - Topic feedback forms
 - Learning walks
 - Work scrutiny
 - Lesson planning scrutiny
 - Pupil perceptions
 - Behaviour data
 - Safeguarding data
 - THRIVE data drops

- 14.3. The PSHE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.
- 14.4. The PSHE subject leader will work regularly and consistently with support from the headteacher and SLT to evaluate the effectiveness of the subjects and implement any changes.

15. Monitoring and review

- 15.1. This policy will be reviewed on an annual basis by the PSHE subject leader and headteacher. The next scheduled review date for this policy is noted on the front cover.
- 15.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- 15.3. The governing board is responsible for approving this policy.
- 15.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix 1

Topic	By the end of primary school pupils should know
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: 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 • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults

	• How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated

	• Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources