Relationship and Sex Education Policy

Water Orton Primary School

Policy written March 2026

Policy review date: March 2027

Contents

1. Aims 2
2. Statutory requirements 3
3. Policy development 3
4. Definition 3
5. Curriculum 4
6. Delivery of RSE 4
7. Use of external organisations and materials 9
8. Roles and responsibilities 10
9. Parents' right to withdraw 11
10. Training 11
11. Monitoring arrangements 11
Appendix 1: Curriculum map ..... **Error! Bookmark not defined.**
Appendix 2: By the end of primary school pupils should know 13
Appendix 2: By the end of secondary school pupils should know ..... **Error! Bookmark not defined.**
Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE .... **Error! Bookmark not defined.**

---

1. Aims

At Water Orton we have a positive and reassuring whole school approach to Relationships Education, Relationships and Sex Education (RSE) and Health Education not only in lessons but through the attitude of our staff and students our ethos and our commitment to equality both within and outside of the classroom.

We recognise the importance of taking a consistent whole school approach to the Relationships Education, Relationships and Sex Education (RSE) and Health Education not only in lessons but through the attitude of our staff, pupils, school ethos and our commitment to equality both within and outside of the classroom.

The aims of PSHE and RSE at Water Orton Primary School are to: Promote the spiritual, moral, cultural, mental and physical development of all pupils. Prepare pupils for the opportunities, responsibilities and experiences of later life. Encourage pupils to value themselves and others. Allow pupils to acknowledge and appreciate difference and diversity. Teach pupils how to make informed choices. Prepare pupils to be positive and active members of a democratic society. Teach pupils to understand what constitutes a safe and healthy lifestyle. Provide a framework in which sensitive discussions can take place. Promote safety in forming and maintaining relationships. Provide pupils with a toolkit for understanding and managing their emotions. Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others. Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online. Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene. Help pupils develop feelings of self-respect, confidence and empathy. Create a positive culture around issues of sexuality and relationships. Teach pupils the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Water Orton Primary, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or 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/carers and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. However, we believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Water Orton Primary School will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and 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

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Regular, ongoing and accurate class teacher assessment is used to inform next steps in planning and ensure that all children make progress. Verbal feedback is used to give children instant feedback.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

In school we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education (RSE) and Health Education (England) Regulations 2020 for primary schools with a whole school approach. Across all year groups we deliver Jigsaw PSHE as the programme is based on a spiral curriculum beginning in reception, building on key messages through to year 6. We also use Protective Behaviours: Taking Care Programme as recommended by Warwickshire's Safeguarding Children's Board.

The website www.jigsawpshe.com offers ongoing support and training to all staff to ensure they are confident and competent to deliver the materials appropriately and safely. This includes training around safeguarding and answering children's questions age appropriately.

We believe it is important that this material is delivered by the classroom teacher as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum; we believe it is important that all staff are able to deliver this material to their class also. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their form vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class. We do however supplement our lessons by inviting other professionals to talk with children from time to time; for example, school nurses delivering sessions on puberty.

Protective Behaviours (Also known as 'Taking Care'):

Protective Behaviours is a practical and down to earth approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours Process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear.

Theme 1: We all have the right to feel safe all of the time. Theme 2: We can talk with someone about anything, even if it feels small or awful.

Protective Behaviours using a Rights and Responsibility approach and encourages children to recognise their Early Warning Signs (EWS) and develop their own support networks of safe adults who they can share their worries with.

Protective Behaviours is delivered across the entire school from Reception to Year 6. There are four lessons in each year group. These lessons are delivered as part of the PSHE curriculum in the first half of the Autumn term across all year groups in the school.

- **An overview of the Programme Content for EYFS/infants:**

Protective Behaviours - Taking Care Programme Infants: Reception, Year 1 & Year 2				
Reception	**Feelings:** There is no such things as good or bad feelings **Theme 1,**	**Body Awareness:** Naming Private body parts: Penis, Vulva, & anus. mouths are private too	**EWS/Scary body feelings:** identifying children's EWS	**Telling & Secrets: Theme 2,** Children will construct their own support networks hands.
Year 1	**Feelings:** Feelings are feelings, not good or bad, it is how we behave when we have feelings that matters **Theme 1.**	**Unsafe Feelings & Body Awareness:** Our bodies warn us f we feel unsafe - we call these feelings EWS	**Body Privacy & Secrets:** Naming Private body parts: Penis, Vulva, & anus. mouths are private too. Safe & unsafe secrets	**Telling & Networks: Theme 2,** Children will construct their own support networks hands.
Year 2	**Feelings, Rights & Responsibilities:** What are Rights & Responsibilities? **Theme 1.**	**Unsafe Feelings, Problem Solving:** recognising EWS. Is my fun, fun for everyone?	**Body Awareness & Personal Space:** my body belongs to me. No one has the right to touch me in a way i don't like. **Theme 2.**	**Networks & Using Them:** Children will construct their own support networks hands. **Theme 2.**

For more details, please see the school's Protective Behaviour Manuals for each year group. These can be made available on request.

- **An overview of the Programme Content for KS2:**

Protective Behaviours - Taking Care Programme Juniors: Years 3,4,5,& 6				
Year 3	**Feelings, Rights & Responsibilities:** A feeling is a feeling, not good or bad, right or wrong. What are Rights & Responsibilities? **Theme 1.**	**Unsafe Feelings:** identifying children's EWS. Strategies as to what to do when experiencing their EWS.	**Body Awareness & Telling:** my rules for safety & my body. My body belongs to me.	**Networks & Using Them:** Children will construct their own support networks hands. **Theme 2.**
Year 4	**Rights & responsibilities, Feelings:** exploring children's Rights & responsibilities that come with them. **Theme 1.**	**Safe & Unsafe Feelings:** exploring Situations when it feelings fun to feel scared. Recognising EWS.	**Exploring Theme 2, Secrets:** safe & unsafe secrets. **Theme 2**	**Networks & Using Them:** Children will construct their own support networks hands. **Theme 2.**
Year 5	**Rights & responsibilities, Feelings:** exploring the Rights of the child. **Theme 1.**	**Safe feelings, Fun to Feel Scared & EWS:** exploring & creating safe places. Situations when it feelings fun to feel scared. Recognising EWS.	**Theme 2, Secrets & Networks:** safe & unsafe secrets. exploring **Theme 2 and** creating support network hands.	**Using Networks:** Network review, Who makes a good network person. Keep telling.
Year 6	**Rights & responsibilities, Feelings:** exploring the Rights of the child. Emotions	**Safe feelings, Fun to Feel Scared & EWS: Theme 1.** is my fun fun for everyone. Recognising EWS.	**Theme 2, Secrets & Networks:** safe & unsafe secrets. exploring **Theme 2 and** creating support	**Using Networks:** Network review, Who makes a good network person. Keep telling.

Jigsaw teaches Puberty and Reproduction in the 'Changing Me' Puzzle (Unit) and it contains 'explicit' work on these aspects. Jigsaw is a holistic programme that supports children's personal development, sense of identity and self-respect throughout. With the Relationships Puzzle offers more specific aspects of statutory Relationships Education. (See below):

Puberty and Human Reproduction in Jigsaw 3-11		
FS	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Y2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
Y3	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems)

Puberty and Human Reproduction in Jigsaw 3-11		
Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System)
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)

At Water Orton Primary School, we believe that knowledge empowers and protects children as long as it is age-appropriate. At secondary school Sex Education is statutory and we believe that we should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school.

We understand and believe that correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies.

We introduce Puberty gently in Year 3 because some girls may start their periods this early and it is necessary to prepare them for this, so they aren't scared or worried. We have signed up to the scheme 'Heads Up Warwickshire' to obtain free personal hygiene products which all staff are aware of and where to access them.

Conception is introduced age-appropriately in Year 4 in the context of understanding why our bodies change during puberty. 14. Understanding of Human Reproduction, conception and puberty is built upon in Year 5 and then puberty, conception and childbirth is age-appropriately covered in Year 6.

Jigsaw's 'Changing Me' unit is taught over a period of 6 weeks, usually in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning.

At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme, however staff are trained to respond to children's questions delicately so not to deter them from asking questions again.

The Changing Me Puzzle is all about coping positively with change and includes: Ages 3-5 Growing up: how we have changed since we were babies. Ages 5-6 Boys' and girls' bodies; correct names for body parts. Ages 6-7 Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is). Ages 7-8 How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation. Ages 8-9 Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms. Ages 9-10 Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms. Ages 10-11 Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager. All lessons are taught using correct terminology, child-friendly language and diagrams.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed.

  Pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use

- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL), Emma Smith.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher or the RSE lead, Claire Bick.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers do have the right to withdraw their child from the non-statutory components of sex education within RSE.

At Water Orton we understand that Sex Education is not statutory, however we understand as a school that pupils need a sex education programme that is tailored to the age and the physical and emotional maturity of our pupils (Dfe guidance page 23).

Jigsaw concludes that Sex Education in primary schools consists of 'human reproduction' as puberty work which is now included in statutory Health Education.

Jigsaw covers this within their scheme during Years 4, 5 and 6. 35. As a school we are aware that if we teach this within RSHE/PSHE then parents have the right to withdraw their children from these lessons (Dfe guidance page 17 Para.41). We will inform parents of this right, consult with them, as well as explain what we intend to teach. We are also aware that some children therefore may not receive this teaching before they go to secondary school.

At Water Orton Primary School, we will use the Jigsaw 'Changing Me' lessons which will make it easier for us to identify which lessons the parental 'right to withdraw' applies (see the grids below). We will make this clear to parents through written form and make it available on our website for parents to view and make an informed decision.

We are also aware that Year 5 National Curriculum Science offers the opportunity to teach reproduction in a mammal. Parents do not have the right to withdraw from National Curriculum Science.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Claire Bick through:

The impact of RSE teaching and learning is monitored throughout the academic year in the following ways:

- Marking of work
- Children's verbal responses
- Informal observations/learning walks
- Pupil voice discussions
- Summative and Formative assessment (Children assess their work in lessons/staff upload assessments each half term to the One Drive)
- As part of the Jigsaw programme, all teachers are asked to fill out a Summative Assessment - Tracking Pupil Progress which highlights whether the children are working towards, working at or working beyond at the end of each unit.

- Jigsaw also asks children to assess their own progress at the end of each lesson. For Reception/KS1 the children are able to colour in or circle the Jigsaw character to indicate how they felt they understood the unit based on child friendly questions. For Key Stage 2 there is a child friendly statement for them to read and tick and add any additional comments in the appropriate box.
- If necessary, a representative from Jigsaw can visit school to deliver further training and help ensure consistency and monitor the programme. They also offer ongoing support and training for teachers and governors through their open training programme.
- Furthermore, the children's work is collated into their class floor books or displayed in the classroom.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Claire Bick, every three years. At every review, the policy will be approved by the governing board/committee name/governor name/the headteacher.

Appendix 1: By the end of primary school pupils should know

TOPIC	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

TOPIC	PUPILS SHOULD KNOW
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

TOPIC	PUPILS SHOULD KNOW
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