



Relationships, Sex and Health Education policy

Mission Grove Primary School

This Policy has been written for and adopted by the Governing Body of Mission Grove Primary School.

VISION STATEMENT

*For the children at Mission Grove to become well rounded individuals who have drive, passion and the confidence to do their best. Who leave with the skills to succeed and flourish in life.
Staff have high expectations of themselves and others and are reflective practitioners.
Mission Grove provides security, opportunities and enjoyment for all.*

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Approved by:	Governing Body	Date: Sept 2021
Last reviewed on:	Sept 2021	
Next review due by:	Sept 2022	

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1. Aims

The aim of Relationships, Sex and Health Education (RSHE) is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to help them to make positive decisions about their health-related behaviour. The RSHE policy has the following aims:

- Help children to keep themselves safe and understand what is age-appropriate or not – both on and off-line
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of their physical and mental development
- Ensure children know how to keep themselves healthy including exercise, hygiene, diet and mental health
- 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
- Enable parents and carers to support their children in learning about relationships

What relationships, sex and health education?

RSHE is not just learning about growing up and changes. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes. Some of these aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSHE provides accurate information about the body and mental health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Why is Relationships, Sex and health relationships education in schools important?

High quality RSHE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that relationships and sex education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- RSHE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSHE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

Most of PSHE education become statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2. The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#) and as endorsed by the Local Authority.

This policy has also been informed by section 149 of the [Equality Act 2010](#) which sets out the public sector equality duty and applies to all state funded schools.

At Mission Grove we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. 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 to revise our current policy
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 attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about different family structures, healthy relationships, personal hygiene including in puberty, healthy lifestyles, diversity and personal identity. RSHE develop the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults

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

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Having considered various resources, Mission Grove School believes that the resources suggested by the PSHE Association, NSPCC, RiseAbove and LGFL best reflect our school ethos and meet the needs of our children, context and wider school community.

6. Delivery of RSHE

RSHE is taught within the Personal, Health, Social, Economic (PHSE) education curriculum. Biological aspects of RSHE are taught within the science curriculum and other aspects are included in religious education (RE).

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 relationships
- Online relationships
- Being safe

Health education focuses on:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

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

Teaching about menstruation and changes in the body is an important part of growing up, which not only fulfils statutory duties to protect, safeguard and promote pupils' wellbeing, but also prepares young people for the many changes that they will face as they make the transition into Upper Key Stage 2 and Key Stage 3.

In Year 4, 5 and 6 teachers prepare pupils for some of the changes that puberty brings whilst allowing pupils to consider menstruation in an open, respectful and honest way. It aims to dispel myths and taboos whilst reinforcing the message that menstruation is a natural process. The content covers not only physical aspects, but also allows pupils to explore the emotional aspects that they or others may experience, and how to offer support to those who need it.

Year 4- How will we grow and change?

how to ask for advice and support about growing and changing and puberty

why personal hygiene is important

how everyday things can affect feelings

Year 6- What will change as we become more independent?

how puberty relates to growing from childhood to adulthood

how growing up comes with increased opportunities and responsibilities managing feelings

In Year 5 children will recap their understanding of these changes through their science topic; Animals including Humans which includes learning about adolescence and puberty.

All types of relationships will be taught in a sensitive and age-appropriate way, recognising that not all sectors of our community are in agreement with all of these types of relationship or family structures. Teachers may acknowledge this using the following script:

The law in this country allows and respects the right of people to live in different types of family structure. For example, you may come across families where two men or two women have chosen to live together or marry and bring up children together or where there is only one parent. These families are allowed under the law in this country and we respect the rights of people to live in different families. If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else.

Sex education is taught in Year 6. The RSHE lessons build on the lessons within the science curriculum on the reproduction of mammals. The focus is on understanding that the body changes during puberty in preparation for reproduction and understanding reproduction in the context of healthy relationships.

There are only a small number of sex education lessons – our main focus is on the health and relationships aspects of the curriculum, but we believe it is important that the children understand the reasons for the changes happening to their bodies during puberty and that this is taught by a trained professional, in a sensitive and age-appropriate manner. Our aim is that this teaching complements the conversations you may have at home within the family context, rather than replace it.

All teaching takes in place in children's usual class groups, with their class teacher. However, when possible, opportunities for children to ask questions in single sex groups is built into teacher's plans once per unit of work.

We understand that parents may want to have further discussions with their children regarding puberty and sex & healthy relationships at home. The school will inform parents, via the school app and/or website, when these lessons are taking place.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher, alongside the PSHE co-ordinator and deputy head teacher are responsible for ensuring that RSHE is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching specific lessons are encouraged to discuss this with the headteacher.

The school's PHSE education lead is Lisa Osborne

The school's SENDco is Linda Foxcroft.

The school's Well-being Lead is Katie Jennings (Headteacher)

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships and health education.

Mission Grove believe the contents of these subjects – such as family, friendship, safety (including online safety), mental health and wellbeing – are important for all children to be taught.

Under the Education Act 1993 parents can withdraw pupils from part of the sex education that is outside the compulsory elements contained in the science National Curriculum.

Parents wanting to exercise this right are invited to see Deputy Head or PSHE lead. We will explore the concerns of the parents and will discuss any impact that withdrawal may have to the child. We will talk with the parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which these can be minimised. Once a child has been withdrawn they cannot take part in sex education lessons, until the request for withdrawal has been removed.

Once a parent has made this request, the child will not take part in the non-statutory sex education lessons. They will be withdrawn from a small number of lessons, or parts of lessons, in Year 6. The child must continue to take part in all relationships and health education lessons, as well as all science lessons.

9. Dealing with difficult questions

Primary aged pupils will often ask their teachers or other adults questions pertaining to health, relationships and sex which go beyond what is set out in the curriculum. Children whose questions go unanswered may turn to inappropriate sources of information, including the internet and other children. Children will, therefore, need a graduated age-appropriate response.

However, the focus for teachers should be on the subject matter planned. Questions of this nature should not generally be answered in front of the whole class. Strategies include offering a simple holding answer and mentioning the question to the parents at the end of the day.

Teachers should be aware that such questions may raise a safeguarding concern at which point the school's Safeguarding Policy will apply.

Confidentiality, Safeguarding and Child Protection

Although RSHE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

10. Training

Staff will be trained on the delivery of RSHE either as part of their induction or as part of a planned programme of professional development.

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

11. Monitoring arrangements

The delivery of RSHE is monitored by Lisa Osborne: PSHE co-ordinator and deputy head teacher through:

- Medium term planning scrutinies
- Lesson observations
- Book scrutinies

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

This policy will be reviewed by governing body, annually, and relevant adjustments made as appropriate. The policy will be approved by the governing body and the headteacher.

Appendix 1: Curriculum map

Relationships education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn 1	<p>What is the same and different about us?</p> <ul style="list-style-type: none">• how they are similar or different to others, and what they have in common• to identify the people who love and care for them and what they do to help them feel cared for• to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private• to use the correct names for the main parts of the body, including external genitalia;	<p>PSHE Lesson plans https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</p> <p>PSHE Body Names https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p> <p>NSPCC: PANTS https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer 1	<p>What is unhelpful behaviour?</p> <ul style="list-style-type: none"> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online recognise how someone's behaviour can affect others in different situations, at home or at school that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult reflect on the impact of kind/unkind actions 	<p>BBC clip https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-why-should-i-be-good/zmbrkmn</p> <p>PSHE Association https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-%E2%80%98making-sense-relationships%E2%80%99-lesson-plans</p>
Year 2	Autumn 1	<p>What makes a good friend?</p> <ul style="list-style-type: none"> how people behave when they are being friendly and what makes a good friend how to resolve arguments that can occur in friendships how to ask for help if a friendship is making them unhappy 	<p>Discovery Education https://www.discoveryeducation.co.uk/what-we-offer/discovery-education-health-and-relationships/topics/healthy-and-happy-friendships</p>
Year 2	Summer 2	<p>How do we feel about growing up?</p> <ul style="list-style-type: none"> how to recognise, name and describe a range of feelings how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) how to recognise when they might need help with feelings and how to ask for help when they need it 	<p>PSHE lesson plans https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 1	<p>How can we be a good friend?</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences 	<p>Discovery Education https://www.discoveryeducation.co.uk/what-we-offer/discovery-education-health-and-relationships/topics/healthy-and-happy-friendships</p>
Year 3	Summer 2	<p>What are families like?</p> <ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<p>SCARF https://www.coramlifeeducation.org.uk/adoptables/</p> <p>Living with difference PDF- lesson plan- http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdm_u/livinglearningtogether/year3/yr3_unit6.pdf</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Spring 1 & 2	<p>How do we treat each other with respect?</p> <ul style="list-style-type: none"> • about the relationship between rights and responsibilities • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how people's behaviour affects themselves and others, including online • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • the rights that children have and why it is important to protect these 	<p>Respect ideas- https://www.educationworld.com/a_lesson/lesson/lesson329.shtml</p> <p>PSHE lesson plans https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer%E2%80%99s</p> <p>NSPCC (PANTS)- https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p> <p>Rights of the Child- https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-Example/Suggested_resources-from-schools/</p> <p>Discovery Education https://www.discoveryeducation.co.uk/what-we-offer/discovery-education-health-and-relationships/topics/healthy-and-happy-friendships</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer 1	<p>How will we grow and change?</p> <ul style="list-style-type: none"> • about puberty and how bodies change during puberty • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances 	<p>PSHE mental health https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn 2	<p>What is a healthy relationship?</p> <ul style="list-style-type: none"> • that people may be attracted to someone emotionally, that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different • about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong • that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others • that a feature of positive family life is caring relationships; about the different ways in which people care for one another • what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships 	<p>ThinkUknow https://www.thinkuknow.co.uk/professionals/resources/play-like-share/</p> <p>Rise Above https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17</p> <p>BBC clips https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-healthy-vs-unhealthy-relationships/z6s7rj6</p> <p>Discovery Education https://www.discoveryeducation.co.uk/what-we-offer/discovery-education-health-and-relationships/topics/healthy-and-happy-friendships</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Autumn 1 & 2	<p>How can we keep healthy as we grow?</p> <ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support 	<p>PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lessons 1 and 2 https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p> <p>PSHE Association and - The sleep factor (KS2) https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints</p> <p>Rise Above – Lesson plans https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer 1	<p>What will change as we become more independent?</p> <ul style="list-style-type: none"> • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing • how puberty relates to growing from childhood to adulthood • how growing up and becoming more independent comes with increased opportunities and responsibilities • 	<p>PSHE- Mental Health Transition https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p> <p>Rise Above – Lesson plans https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17</p> <p>Pubity Lessons https://bettyforschools.co.uk/resources/8-11-year-olds</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer 2	<p>How do friendships change as we grow?</p> <ul style="list-style-type: none"> • that people have different kinds of relationships in their lives • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • how knowing someone online differs from knowing someone face-to-face • to recognise risk in relation to friendships and keeping safe the types of content (including images) that is safe to share online; ways of seeking and giving consent before images • To explore the process of conception and pregnancy and to explain how babies are made • To consider reproduction in the context of relationships • To appreciate the importance of friendship in intimate relationships; Explain the similarities and differences between friendships and intimate relationships; • 	<p>NSPCC- Lesson Plans https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships</p> <p>Childnet – TrustMe https://www.childnet.com/resources/trust-me</p> <p>NSPCC- Online safety resources https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching</p>

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two 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	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • 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) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

