



# Hotham Primary School

## Relationships and Health Education (RHE) Policy

### Spring 2023

Ownership and Consultation	
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## Introduction

The aims of relationships and health education (RHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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

At Hotham, our school values are 'Respect, Responsibility and Resolve', which are intrinsically linked to our RHE policy. All students who leave Hotham will do so knowing that they have a right to be treated with respect, and have a responsibility to treat others (and themselves) with respect as well. Through the delivery of high quality lessons by caring staff, students will have the resolve they need to face and overcome any adversities they may encounter through adolescence and into adulthood.

## 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](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. To ensure that our RHE policy is informed by what the science curriculum requires in relation to sex education, we have referred to the following documents:

- [Science programmes of study: key stages 1 and 2. National curriculum in England](#)
- [Human development and reproduction in the Primary Curriculum](#)

In teaching RHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Hotham Primary School we teach RHE as set out in this policy.

## Policy and Curriculum Development

Our curriculum has been customised for the pupils of Hotham and is the appropriate curriculum for our school community. This policy has been developed with staff, pupils and parents and 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 feedback – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder feedback – parents and any interested parties were involved in the curriculum and policy development
4. Pupil voice – we investigated what pupils want from their RHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. Some aspects of RHE are taught in science and others are taught as part of personal, social, health and economic education (PSHE). In addition to this, primary sex education will be taught to year 6 pupils in the summer term.

Many young people report that their sex education is often ‘too little, too late and too biological’ which is reinforced in the Ofsted’s report [Not Yet Good Enough](#). Delivering these sex education lessons within our compulsory RHE curriculum ensures that pupils receive accurate information whilst simultaneously gaining essential skills for developing positive, safe relationships. The Department for Education’s paper [The Importance of Teaching](#) also highlighted the need for children to receive ‘high quality sex and relationships education so they can make wise and informed choices’.

## Curriculum

Our RHE curriculum is integrated into our existing PSHE education curriculum. At Hotham, we have developed our curriculum using the [Programme of Study for PSHE Education from the PSHE Association](#), which has been updated for the 2020/2021 academic year. The [Department for Education](#) regularly signposts the PSHE Association for schools to use to ensure their curriculum development is in line with statutory guidance.

We have developed the curriculum in consultation with parents, pupils 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. More information on how teachers answer pupil questions can be found in Appendix 1.

[The Department for Education](#) continues to recommend that primary schools have a sex education programme to ensure that pupils are supported during the transition from primary to secondary school.

Primary sex education will be delivered to year 6 pupils in the summer term and focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 2.

## Delivery of RHE

RHE is taught within the PSHE education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

RHE 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

In Key Stage 1 and Key Stage 2, our curriculum is based on the Programme of Study from the PSHE Association, which is organised into three core themes. These are: health and wellbeing; relationships; and living in the wider world. The first two core themes cover the statutory requirements that all schools must teach, which include the following topics: healthy lifestyles; growing and changing; keeping safe; feelings and emotions; and valuing difference. Even though many of the topics covered in 'living in the wider world' are not included in the statutory requirements, this theme is equally as important. At Hotham, we teach our pupils about economic well-being, careers and enterprise education through specific PSHE lessons, through their experiences in [REAL projects](#) and visiting experts from the local community.

## Delivery of Sex Education

In addition to what is covered in the statutory science curriculum, children in year 6 will learn in their sex education lessons:

- Puberty and reproduction (preparing boys and girls for the changes that adolescence brings)
- Conception and pregnancy (how a baby is conceived and born)

For more information about our curriculum, see Appendix 2

## The Equality Act 2010 and Protected Characteristics

RHE is taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families are diverse and can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, as well as foster parents/carers. Our curriculum also acknowledges that some children may have a different structure of support around them, such as looked after children or children who are young carers.

Our curriculum also reflects current law as it applies to relationships so that pupils understand what the law does and doesn't allow. In doing so, our school meets its legal requirement based on the [Equality Act 2010](#), as well as ensuring that pupils leave Hotham understanding that it is against the law to discriminate against others based on [protected characteristics](#). More information on how the government inspects school's on their teaching of the protected characteristics can be found on the [government guidance](#) updated in December 2020.

## Special Educational Needs and/or a Disability

Pupils with a special educational need and/or a disability (SEND) are given full access to the RHE curriculum. Like any other subject, RHE lessons will be tailored to remove barriers and meet the needs of individual pupils. At Hotham we understand the diversity of our pupils and know that any reasonable adjustments to teaching must be informed by parents and the pupils themselves.

As outlined in ['RSE for disabled pupils and pupils with special educational needs'](#), there are many strategies that mainstream schools can utilise to support pupils with SEND when accessing the RHE curriculum. These can include, but are not limited to:

- Breaking information down into smaller chunks
- Allowing breaks during lessons
- Pre-teaching and reviewing content in a small group or 1:1
- Allowing extra time to complete tasks
- Using correct, scientific vocabulary (not jargon or slang words)

- Giving examples
- Using assessment for learning to check for understanding

Staff may also refer to the PSHE Association's PSHE [Education Planning Framework for Pupils with SEND KS1 – 4](#).

## Early Years Foundation Stage

PSHE education is not a discreet curriculum subject within the statutory [Early Years Foundation Stage framework](#). However, pupils in the Early Years begin exploring the foundations of PSHE through learning and development opportunities that are interwoven into daily play-based activities, role-play areas, quality children's fiction and reflective discussions. The prime areas of 'Personal, social and emotional development' (PSED) and 'Communication and language' have strong links to PSHE education, ensuring that pupils make relationships with others, are self-confident and self-aware, and have the necessary skills to express themselves and to regulate their feelings and behaviour. In addition to these two prime areas, pupils also learn about people and communities and the world around them through the specific area of 'Understanding the world' (UTW), which also has strong links to PSHE education.

## Remote Learning

In any period of closure (e.g. during the Covid-19 pandemic), we will continue to offer our RHE curriculum. This will be delivered remotely, using a mixture of live lessons, recorded videos and online resources, with a focus on personal wellbeing. Please see our Remote Learning Policy for more information on delivery and content.

## Roles and Responsibilities

### The governing board

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

### The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHE (see section 8).

### Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHE

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

### Pupils

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

## Parents' rights to withdraw

Parents do not have the right to withdraw their children from RHE. Parents have the right to withdraw their children from the non-statutory components of sex education within RHE. Any parents who wish to discuss withdrawing their child from the non-statutory components of sex education within RHE lessons need to make an appointment to meet the Head Teacher.

We recommend that all parents read ['Understanding Relationships and Health Education in your child's primary school: a guide for parents'](#), which is the Department for Education's guidance for parents and carers.

## Training

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

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

## Monitoring arrangements

The delivery of RHE is monitored by the subject lead through:

- Learning walks
- Book monitoring
- Planning monitoring
- Pupil voice

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the RHE subject lead annually. At every review, the policy will be approved by the headteacher and shared with the governing board for information.

## Assessment

Effective assessment allows teachers and pupils to reflect on what has been learnt and demonstrates the impact of lessons. The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that *"schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas"*. According to the PSHE Association, the model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). Staff will achieve this through the use of:

- Baseline activities to gauge prior knowledge and understanding
- Assessment for learning over the course of a lesson or series of lessons
- Measuring progress by comparing baseline and endpoint activities
- Peer and self-assessment tasks
- 'I can' statements for each year group

Staff will use the PSHE Associations '*A Guide to Assessment in Primary PSHE Association*' to support their planning for assessment tasks. Pupils progress in RHE and PSHE is monitored through Insight, the school's online assessment tracking tool.

## Appendix 1 – Strategies for answering questions (staff)

### Allow for anonymous questions

- 'Ask it' basket
- Anonymous questions box/envelope
- Tell anyone whose question wasn't answered to come and see you afterwards if they want to.

### Value the question

- "That's a really good question and I'm glad you asked it."

### Check/clarify understanding

- "What makes you say that?"
- "What do you think the answer is?"
- Don't ask why they have asked the question, this can be hard for children to answer!

### Don't be afraid to 'buy time' / 'park it' or admit you don't know. Run it by a colleague and answer it later.

- "That's a really good question and I'm glad you asked it. I want to give you the best answer possible so I might need to think about it first. Shall we talk about it again tomorrow?"
- Acknowledge there are sometimes no definitive answers.
- Be conscious of the message you give to your class by your reaction to a question.
- Refer back to ground rules set at start of lesson (e.g. no personal questions)
- Keep It Short and Simple (KISS)
- If it's not age appropriate, it's ok to tell the children that they will learn more about it when they're older/in the next year group.
- Be mindful of agreed staff protocol and approaches (e.g. when to run past colleagues, share with SLT or parents, safe guarding procedures).
- If you're unsure, ASK SOMEONE.



## Appendix 2 – RHE curriculum map

The curriculum map sets out how RHE is taught termly in each year group. These themes are continually revisited as children progress through the school. Themes are also addressed as and when they arise, for example to address issues with friendships in the class.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	autumn	Feeling and emotions: <ul style="list-style-type: none"> <li>- Showing and sharing feelings</li> <li>- Kind/unkind and right/wrong behaviour</li> <li>- Teasing and bullying</li> <li>- How bodies and feelings can be hurt</li> </ul> Valuing difference: <ul style="list-style-type: none"> <li>- Listening to others and taking turns</li> <li>- Similarities and differences between myself and others</li> <li>- Recognise everyone is equal</li> </ul>
	spring	Healthy lifestyle: <ul style="list-style-type: none"> <li>- Identify ways I can take care of myself</li> <li>- Identify healthy foods</li> <li>- Describe effects of physical activity and sleep</li> <li>- Dental health</li> </ul> Healthy relationships: <ul style="list-style-type: none"> <li>- Secrets and surprises</li> <li>- Special people</li> <li>- Identifying different types of touch</li> <li>- Recognise I have a choice about being touched</li> </ul>
	summer	Growing and changing: <ul style="list-style-type: none"> <li>- Identify what I am good at, what I need help with and set goals</li> <li>- Identify ways to celebrate achievements</li> <li>- Explain how my needs have changed since I was a baby</li> <li>- Identify physical similarities between boys and girls</li> <li>- Use correct names for parts of the body</li> </ul> Keeping safe: <ul style="list-style-type: none"> <li>- Household products and medicines</li> <li>- Rules to keep me safe</li> <li>- Trusted adults</li> <li>- Privacy</li> </ul>
Year 2	autumn	Feeling and emotions: <ul style="list-style-type: none"> <li>- Helpful/unhelpful ways of sharing feelings</li> <li>- Strategies for managing own behaviour</li> <li>- Responding to the feelings of others</li> </ul> Valuing difference: <ul style="list-style-type: none"> <li>- Listening attentively</li> <li>- Give reasons for my opinions and views</li> <li>- Understanding of 'unique'</li> </ul>
	spring	Healthy lifestyle: <ul style="list-style-type: none"> <li>- Long term and short term benefits of healthy choices</li> <li>- Consequences of choices</li> <li>- Diseases, personal hygiene and vaccinations</li> </ul> Healthy relationships: <ul style="list-style-type: none"> <li>- Resolving arguments/disagreements</li> <li>- My body and privacy</li> <li>- Surprises that are nice to keep a secret</li> <li>- Types of touch that are nice</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	summer	<p>Growing and changing:</p> <ul style="list-style-type: none"> <li>- Mistakes and learning</li> <li>- Targets and goal setting</li> <li>- Recognise male and female sex parts</li> </ul> <p>Keeping safe:</p> <ul style="list-style-type: none"> <li>- Household products and medicines</li> <li>- Keeping safe in familiar/unfamiliar situations</li> <li>- Asking for help in different contexts</li> <li>- Privacy</li> <li>- Trusted adults</li> </ul>
Year 3	autumn	<p>Feeling and emotions:</p> <ul style="list-style-type: none"> <li>- Feelings and behaviour</li> <li>- Confidentiality vs unsafe secrets</li> <li>- What is a dare?</li> </ul> <p>Valuing difference:</p> <ul style="list-style-type: none"> <li>- Expressing views constructively and responding sensitively to others</li> <li>- Similarities, differences and equality</li> <li>- Responding to teasing/bullying</li> <li>- Stereotypes</li> </ul>
	spring	<p>Healthy lifestyle:</p> <ul style="list-style-type: none"> <li>- Balanced lifestyles</li> <li>- Informed choices and negative/positive consequences</li> <li>- Images in the media</li> <li>- Habits</li> <li>- Risks and common drugs (caffeine, alcohol, tobacco)</li> </ul> <p>Healthy relationships:</p> <ul style="list-style-type: none"> <li>- Relationships and positive/negative actions</li> <li>- Acceptable/unacceptable physical contact</li> <li>- Personal boundaries/right to privacy</li> </ul>
	summer	<p>Growing and changing:</p> <ul style="list-style-type: none"> <li>- Aspirations and reflecting on achievements</li> <li>- Mistakes and improvement</li> <li>- How feelings are experienced in the body</li> <li>- Managing life changes</li> <li>- Physical and emotional changes during puberty</li> </ul> <p>Keeping safe:</p> <ul style="list-style-type: none"> <li>- Positive and negative pressures</li> <li>- Physical safety in a variety of contexts</li> <li>- Online safety rules and practices</li> <li>- Appropriate people to talk to for help</li> </ul>
Year 4	autumn	<p>Feeling and emotions:</p> <ul style="list-style-type: none"> <li>- Feelings, thoughts and behaviour</li> <li>- When we should/shouldn't keep things confidential/secret</li> <li>- Recognising dares and why peers 'dare' others</li> </ul> <p>Valuing difference:</p> <ul style="list-style-type: none"> <li>- Playful teasing, hurtful behaviour and bullying</li> <li>- Discrimination</li> <li>- Challenging stereotypes</li> </ul>
	spring	<p>Healthy lifestyle:</p> <ul style="list-style-type: none"> <li>- Short and long term consequences of choices</li> <li>- Influence of images in the media</li> <li>- Impact of bacteria and viruses</li> <li>- Helpful and unhelpful habits</li> <li>- Choices and common drugs</li> </ul> <p>Healthy relationships:</p> <ul style="list-style-type: none"> <li>- Positive and healthy relationships</li> <li>- Responsibilities and respectful behaviour</li> <li>- Respecting 'body space'</li> <li>- Team work and working with a partner</li> <li>- Compromises at home and school</li> <li>- Personal boundaries/privacy in different contexts (including online)</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	summer	<p>Growing and changing:</p> <ul style="list-style-type: none"> <li>- Strengths, goals, actions, self-improvement</li> <li>- Experiencing multiple feelings/emotions</li> <li>- Change/loss</li> <li>- Effects of puberty on male and female bodies / changes in the human life cycle</li> </ul> <p>Keeping safe:</p> <ul style="list-style-type: none"> <li>- Risk, danger and hazards</li> <li>- Managing and resisting pressure</li> <li>- Health and safety rules</li> <li>- Procedures for danger/emergencies</li> <li>- Consequences of not following online safety rules</li> <li>- Different ways to ask for help (websites and hotlines)</li> </ul>
Year 5	autumn	<p>Feeling and emotions:</p> <ul style="list-style-type: none"> <li>- Language and strategies for dealing with emotions</li> <li>- Warning signs for needing to share a secret/confidence quickly</li> <li>- Differences between 'dares' and 'positive challenges'</li> <li>- Managing 'dares'</li> </ul> <p>Valuing difference:</p> <ul style="list-style-type: none"> <li>- Challenging viewpoints and raising concerns</li> <li>- Stereotyping, prejudice and discrimination</li> </ul>
	spring	<p>Healthy lifestyle:</p> <ul style="list-style-type: none"> <li>- Physical, mental and emotional health</li> <li>- Positive, negative and neutral consequences of choices</li> <li>- Choices to take care of body and mind</li> <li>- Who/what influences choices?</li> <li>- Exploring why images are altered</li> <li>- Risks and effects of legal and illegal substances</li> </ul> <p>Healthy relationships:</p> <ul style="list-style-type: none"> <li>- Uniqueness of friendships and families</li> <li>- Positive relationships (emotional and physical)</li> <li>- Consequences of positive/negative behaviour</li> <li>- Physical touch (appropriate/inappropriate, acceptable/unacceptable, wanted/unwanted)</li> <li>- Right to privacy vs things that should never be kept secret/private</li> </ul>
	summer	<p>Growing and changing:</p> <ul style="list-style-type: none"> <li>- Admirable qualities and high aspirations</li> <li>- Conflicting thoughts and emotions &amp; making/managing decisions</li> <li>- Treasuring and sharing memories</li> <li>- How puberty relates to the sex cells</li> <li>- Links between love, committed relationships/marriage and conception.</li> </ul> <p>Keeping safe:</p> <ul style="list-style-type: none"> <li>- Responsibility for safety (myself and others)</li> <li>- Influence of peers on behaviour</li> <li>- Skills to use when pressured to do something dangerous, unhealthy, wrong etc.</li> <li>- The right to protect and look after your own body</li> <li>- Types of information to not share online</li> </ul>
Year 6	autumn	<p>Feeling and emotions:</p> <ul style="list-style-type: none"> <li>- Empathise with others and respond appropriately</li> <li>- Evaluate reasons for confidentiality</li> <li>- Dares, pressure and shared responsibility</li> </ul> <p>Valuing difference:</p> <ul style="list-style-type: none"> <li>- Strategies to challenge viewpoints/raise concerns</li> <li>- Factors that contribute to identity</li> <li>- How images/language can either challenge or perpetuate stereotypes</li> <li>- Exploring inclusion and consequences of prejudice/discrimination</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	spring	<p>Healthy lifestyle:</p> <ul style="list-style-type: none"> <li>- Influences on individuals' choices relating to food and drink</li> <li>- Media, digitally enhanced images and well-being</li> <li>- Habits e.g. smoking, coffee, alcohol, or other drugs</li> </ul> <p>Healthy relationships:</p> <ul style="list-style-type: none"> <li>- Changing relationships as I get older</li> <li>- Strategies for dealing with pressure that makes me feel unsafe/uncomfortable in a relationship</li> <li>- Beliefs and values that influence a couple's choice to marry/have a civil partnership</li> <li>- Marriage as a legal commitment</li> <li>- How the need for privacy changes</li> </ul>
	summer	<p>Growing and changing:</p> <ul style="list-style-type: none"> <li>- Aspirations for secondary school</li> <li>- Coping strategies for loss, change or transition</li> <li>- Identify how sex parts relate to how a baby is made</li> <li>- Understand simple terms of 'consent' and 'consenting'</li> <li>- Explain that pregnancy can be prevented with 'contraception'</li> </ul> <p>Keeping safe:</p> <ul style="list-style-type: none"> <li>- Evaluating risks and predicting consequences</li> <li>- Strategies to resist pressure/influences e.g. peer pressure</li> <li>- Misuse of personal information – including images/texts</li> <li>- Positive mobile phone user habits</li> </ul>

## Appendix 3 – 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"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>● Where to get advice e.g. family, school and/or other sources</li> </ul>