Relationships and Sex Education Policy

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Contents

1. Aims

The aims of relationships and sex education (RSE) 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

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.

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.

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.

At Burwell we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff 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

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 review the policy online.

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

4. Definition

RSE involves a combination of sharing information, and exploring issues and values. It is about the emotional, social and cultural development of pupils, and involves learning about relationships, diversity, and physical and mental health, including the biology of sexual development and reproduction diversity and personal identity. Children are introduced to topics at age-appropriate points in their primary education. Parents have been consulted on this and any resources used are shared with parents.

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online. It is about promoting and fostering tolerance and respect within all contexts of modern daily life.

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices. **Sex Education** is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science and focuses on biological fact in terms of referring to genetalia and teaching about reproductive organs as appropriate for the ages of our pupils. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

(See Appendix 4 for DfE RSE primary outcomes.)

5. Curriculum

Through the delivery of Relationships and Health Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

At Burwell we believe our curriculum is learning about emotional, social, and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable and respectful relationships. It equips our pupils with information and skills they need to understand about themselves, their peers, and people they meet in the wider community. It explores risks, choices, rights, responsibilities, and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and offline. It enables pupils to explore their own attitudes and those of others respectfully.

The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide.

At Burwell, our curriculum is set as per Appendix 1 and 2 but we may need to adapt it as and when necessary. Our RSE programme will be covered through the following areas:

- Circle times
- English curriculum
- Science curriculum
- Theme curriculum
- Cultural Capital curriculum
- Computing
- Assemblies
- Stories
- RE curriculum
- PE in the context of health and hygiene

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, 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.

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

Primary sex education will focus on:

> Preparing boys and girls for the changes that adolescence brings

> How a baby is conceived and born

For more information about our RSE curriculum, see Appendices 2 and 3.

6. Delivery of RSE

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.
Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

For more information about our RSE curriculum, see Appendices 2 and 3.

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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. Where appropriate, pupils will be provided with the opportunity to ask anonymous questions.

If staff are faced with a question they do not feel comfortable answering within the classroom, they will explain to the child that they will think about that question and come back to them. The member of staff will then discuss this with SLT and/or the RSE Lead. Alternatively, where questions go beyond the scope of the primary curriculum, children will be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will follow the safeguarding policy and procedures, refer to the Designated Safeguarding Lead and log the concern on MyConcern.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

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:

   o Safe and supported

   o 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:

   o A whole-class setting

   o Small groups or targeted sessions

   o 1-to-1 discussions

   o Digital formats

> Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

   o Are aligned with the teaching requirements set out in the statutory RSE guidance

   o Would support pupils in applying their knowledge in different contexts and settings

   o Are age-appropriate, given the age, developmental stage and background of our pupils

   o Are evidence-based and contain robust facts and statistics

   o Fit into our curriculum plan

   o Are from credible sources

   o Are compatible with effective teaching approaches

   o Are sensitive to pupils' experiences and won't provoke distress

   o Comply with:

      ▪ This policy

      ▪ The Teachers' Standards

      ▪ The Equality Act 2010

      ▪ The Human Rights Act 1998

      ▪ The Education Act 1996

7. Use of external organisations and materials

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

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

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:
>> o   Are age-appropriate
>> o   Are in line with pupils' developmental stage

> 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:
>> o   What they're going to say
>> o   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

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

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

8.3 Staff

Staff are responsible for:

> Delivering RSE in a sensitive way

> Modelling positive attitudes to RSE

> 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 RSE

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.

It is the responsibility of all class teachers to teacher RSE in line with the RSE curriculum for their year group.

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

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

10. Special Educational needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

11. Training

Staff are trained on the delivery of RSE 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.

12. Monitoring arrangements

The delivery of RSE is monitored by Sarah Bradley through:

- Planning scrutinies
- Learning walks
- Lesson observations

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

This policy will be reviewed by Sarah Bradley annually. At every review, the policy will be approved by the head teacher or deputy headteacher and the governing body.

Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 2: RSE Curriculum Progression
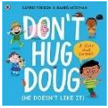
| RSE | Growing and Changing
Recognising what makes them unique and special; feelings; managing when things go wrong
•to recognise what makes them special and unique including their likes, dislikes and what they are good at
how to manage and whom to tell when finding things difficult, or when things go wrong
•how they are the same and different to others
•about different kinds of feelings
•how to recognise feelings in themselves and others
•to identify and name the main parts of the body including penis & vagina
•about what it means to keep something private, including parts of the body that are private
•to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)
•how to respond if being touched makes them feel uncomfortable or unsafe
•when it is important to ask for permission to touch others | Growing and Changing
Growing older; naming body parts & moving class or year
•about the human life cycle and how people grow from young to old
•how our needs and bodies change as we grow up
•to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
•about change as people grow up, including new opportunities and responsibilities
•preparing to move to a new class and setting goals for next year | Growing and Changing
Personal strengths and achievements; managing and re-framing setbacks
•that everyone is an individual and has unique and valuable contributions to make
•to recognise how strengths and interests form part of a person's identity
•how to identify their own personal strengths and interests and what they're proud of (in school, out of school)
•to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues
•basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again | Growing and Changing
Personal identity; recognising individuality; different qualities & mental wellbeing
•about personal identity and what contributes to it, including race, sex, gender family, faith, culture, hobbies, likes/dislikes
•how to recognise, respect and express their individuality and personal qualities
•ways to boost their mood and improve emotional wellbeing
•about the link between participating in interests, hobbies and community groups and mental wellbeing | Growing and Changing
Physical and emotional changes in puberty; external genitalia; personal hygiene routines & support with puberty
•how to identify external genitalia and reproductive organs
•about the physical and emotional changes during puberty
•key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
•strategies to manage the changes during puberty including menstruation
•the importance of personal hygiene routines during puberty including washing regularly and using deodorant
•how to discuss the challenges of puberty with a trusted adult
how to get information, help and advice about puberty | Growing and Changing
Human reproduction and birth; increasing independence & managing transitions
•practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
•identify the links between love, committed relationships and conception
•what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
•how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
•about the responsibilities of being a parent or carer and how having a baby changes someone's life
•to recognise some of the changes as they grow up e.g. increasing independence
•about what being more independent might be like, including how it may feel
•about the transition to secondary school and how this may affect their feelings
•about how relationships may change as they grow up or move to secondary school |

	•how to ask for and give/not give permission				**Physical health and Mental wellbeing** **What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online** •positive strategies for managing feelings •that there are situations when someone may experience mixed or conflicting feelings •how feelings can often be helpful, whilst recognising that they sometimes need to be overcome •to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available •identify where they and others can ask for help and support with mental wellbeing in and outside school •the importance of asking for support from a trusted adult •about the changes that may occur in life including death, and how these can cause conflicting feelings •that changes can mean people experience feelings of loss or grief •about the process of grieving and how grief can be expressed •about strategies that can help someone cope with the feelings associated with change or loss •to identify how to ask for help and support with loss, grief or other aspects of change •how balancing time online with other activities helps to maintain their health and wellbeing •strategies to manage time spent online and foster positive habits e.g. switching phone off at night •what to do and whom to tell if they are frightened or worried about something they have seen online
	Resources **NSPCC Pants -** https://www.nspcc.org.uk/keeping-children-safe				
					Families and friendships **Attraction to others; romantic relationships; civil partnership and marriage** •ways in which couples show their love and commitment to one another, including those who are not married or who live apart •what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults •that people have the right to choose whom they marry or whether to get married •that to force anyone into marriage is illegal •how and where to report forced marriage or ask for help if they are worried

SCIENCE – identified links	**Physical health and Mental wellbeing** **Food & Exercise** •about healthy and unhealthy foods, including sugar intake •about physical activity and how it keeps people healthy •about different types of play, including balancing indoor, outdoor and screen-based play	**Keeping safe** **Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media** •about the risks and effects of different drugs •about the laws relating to drugs common to everyday life and illegal drugs •to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs •about the organisations where people can get help and support concerning drug use •how to ask for help if they have concerns about drug use •about mixed messages in the media relating to drug use and how they might influence opinions and decisions

Appendix 3: PSHE Curriculum

AUT 2023	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Circle Time **(with class teacher)**	**SUPER ME!** **PSED** Develop their sense of responsibility and membership of a community Find solutions to conflicts & rivalries Increasingly follow rules, understanding why they are important Understand gradually how others may be feeling **SELF REGULATION** Identify and moderate their own feelings socially and emotionally.	**KEEPING SAFE** how rules can help to keep us safe •about examples of rules in different situations, e.g. class rules, rules at home, rules outside •why some things have age restrictions, e.g. TV and film, games, toys or play areas **RESPECTING OURSELVES & OTHERS** •what kind and unkind behaviour mean in and	**SAFE RELATIONSHIPS** **Managing secrets; resisting pressure and getting help & recognising hurtful behaviour** •how to recognise hurtful behaviour, including online •what to do and whom to tell if they see or experience hurtful behaviour, including online •about what bullying is and different types of bullying	**SAFE RELATIONSHIPS** **Personal boundaries; safely responding to others & the impact of hurtful behaviour** •that bullying and hurtful behaviour is unacceptable in any situation •about the effects and consequences of bullying for the people involved •about bullying online, and the similarities and differences to face-to-face bullying •what to do and whom to tell if they see or experience bullying or hurtful behaviour	**SAFE RELATIONSHIPS** **Responding to hurtful behaviour & managing confidentiality** •to differentiate between playful teasing, hurtful behaviour and bullying, including online •how to respond if they witness or experience hurtful behaviour or bullying, including online	**SAFE RELATIONSHIPS** **Physical contact and feeling safe** •to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations •how to ask for, give and not give permission for physical contact	**SAFE RELATIONSHIPS** **Recognising and managing pressure & consent in different situations** •to compare the features of a healthy and unhealthy friendship •about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong **Respecting ourselves and others** **Expressing opinions and respecting other points of view,**

	Class rules Community **BUILDING RELATIONSHIPS** Express their feelings and consider the feelings of others. **MANAGING SELF** See themselves as a valuable individual. Healthy Eating **Fire safety** – link to fire brigade **Stranger danger** – link to Halloween A story about consent **UNDERSTANDING THE WORLD** Recognising similarities & differences celebrations **Black History Month** **Heroes** Princess K	out school •how kind and unkind behaviour can make people feel •about class rules, being polite to others, sharing and taking turns		**Growing & Changing** **Personal strengths and achievements; managing and reframing setbacks** •that everyone is an individual and has unique and valuable contributions to make •to recognise how strengths and interests form part of a person's identity		**including discussing topical issues** •about the link between values and behaviour and how to be a positive role model •how to discuss issues respectfully •how to listen to and respect other points of view •how to constructively challenge points of view they disagree with **Physical health and Mental wellbeing** **What affects mental health and ways to** **take care of it** •that mental health is just as important as physical health and that both need looking after •to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support •how negative experiences such as being bullied or feeling lonely can affect mental wellbeing

	Martin Luther King Nelson Mandela Katherine Johnson Stormzy						
	PANTS campaign – NSPCC Talk and stay safe		**Resources** **NSPCC Pants -** https://www.nspcc.org.uk/keeping-children-safe	**Resources** **CEOP -** https://www.thinkuknow.co.uk	**Resources** **CEOP -** https://www.thinkuknow.co.uk	**Resources** **CEOP -** https://www.thinkuknow.co.uk/	**Resources** **CEOP -** https://www.thinkuknow.co.uk/
PSHE linked class texts (Burwell Bookshelf)							

Theme – identified links	History Link – significant figures	History Link - Roles of different people & families			History Link - Responding respectfully to a wide range of people; recognising prejudice and discrimination	
	Malala Yousafzai, Wilma Rudolph, Michelle & Barak Obama, Marcus Rashford, Tom Moore, Mary Seacole & Florence Nightingale	•about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers •the role these different people play in children's lives and how they care for them			Katherine Johnson •about the link between values and behaviour and how to be a positive role model •how to discuss issues respectfully •how to listen to and respect other points of view •how to constructively challenge points of view they disagree with •ways to participate effectively in discussions online and manage conflict or disagreements	
DT		**PHYSICAL HEALTH and MENTAL WELLBEING** **Keeping Healthy, Hygiene Routines** •what it means to be healthy and why it is important •ways to take care of themselves on a daily basis •about basic hygiene routines, e.g. hand washing •about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors				
		LOOKING AFTER THE COMMUNITY **looking after the environment**				

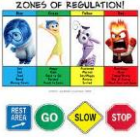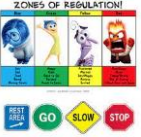|						
	•that different people have different needs •how we care for people, animals and other living things in different ways •how they can look after the environment, e.g. recycling					
ICT	**Using the internet and digital devices &** **Communicating online** •the ways in which people can access the internet e.g. phones, tablets, computers •to recognise the purpose and value of the internet in everyday life •to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos •that information online might not always be true	**Recognising risks online** •how to recognise hurtful behaviour, including online **The internet in everyday life; online content and information** •the ways in which people can access the internet e.g. phones, tablets, computers •to recognise the purpose and value of the internet in everyday life •to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos •that information online might not always be true	**Recognising risks online** •What is appropriate to share with friends, classmates, family and wider social groups online •about what privacy and personal boundaries are online •basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision **How the internet is used & assessing information online** •how the internet can be used positively for leisure, for school and for work •to recognise that images and information online can be altered or adapted and the reasons for why this happens •strategies to recognise whether something they see online is true or accurate •to evaluate whether a game is suitable to play or a website is appropriate for their age-group •to make safe, reliable choices from search results •how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication.	**Recognising risks online** •to differentiate between playful teasing, hurtful behaviour and bullying online •how to respond if they witness or experience hurtful behaviour or bullying online **How data is shared and used** •that everything shared online has a digital footprint •that organisations can use personal information to encourage people to buy things •to recognise what online adverts look like •to compare content shared for factual purposes and for advertising •why people might choose to buy or not buy something online e.g. from seeing an advert •that search results are ordered based on the	**Recognising risks online** •how to respond if they witness or experience hurtful behaviour or bullying online **How information online is targeted; different media types, their role and impact** •to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise •basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased •that some media and online content promote stereotypes •how to assess which search results are more reliable than others •to recognise unsafe or suspicious content online •how devices store and share information	**Recognising risks online** •strategies to respond to pressure from friends including online •how to assess the risk of different online 'challenges' and 'dares' •how to get advice and report concerns about personal safety, including online **Evaluating media sources; sharing things online** •to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise •basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased •that some media and online content promote stereotypes •how to assess which search results are more reliable than others •to recognise unsafe or suspicious content online •how devices store and

					popularity of the website and that this can affect what information people access		share information
RE – identified links				**Recognising respectful behaviour** **The importance of self-respect, courtesy and being polite** •to recognise respectful behaviours e.g. helping or including others, being responsible •how to model respectful behaviour in different situations e.g. at home, at school, online •the importance of self-respect and their right to be treated respectfully by others •what it means to treat others, and be treated, politely •the ways in which people show respect and courtesy in different cultures and in wider society	**What makes a community; shared responsibilities** •the meaning and benefits of living in a community •to recognise that they belong to different communities as well as the school community •about the different groups that make up and contribute to a community •about the individuals and groups that help the local community, including through volunteering and work •how to show compassion towards others in need and the shared responsibilities of caring for them		
SCIENCE – identified links	**Significant figures – Marie Curie**	**Physical health and Mental wellbeing**				

		Food & Exercise •about healthy and unhealthy foods, including sugar intake •about physical activity and how it keeps people healthy •about different types of play, including balancing indoor, outdoor and screen-based play			
CULTURAL CAPITAL		**Respecting ourselves and others** **Recognising things in common and differences; playing and working co-operatively & sharing opinion** about the things they have in common with their friends, classmates, and other people how friends can have both similarities and differences how to play and work cooperatively in different groups and situation show to share their ideas and listen to others, take part in discussions, and give reasons for their views	**Respecting ourselves and others** **Respecting differences and similarities; discussing difference sensitively** •to recognise differences between people such as gender, race, faith •to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations •about the importance of respecting the differences and similarities between people •a vocabulary to sensitively discuss difference and include everyone	**Money and Work** **Influences and attitudes to money; money and financial risks** •about the role that money plays in people's lives, attitudes towards it and what influences decisions about money •about value for money and how to judge if something is value for money •how companies encourage customers to buy things and why it is important to be a critical consumer •how having or not having money can impact on a person's emotions, health and wellbeing •about common risks associated with money, including debt, fraud and gambling •how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk •how to get help if they are concerned about gambling or other financial risks	
		Keeping safe **Safety in different environments; risk and safety at home and emergencies** •how to recognise risk in everyday situations, e.g.	**Money & Work** **Making decisions about money; using and keeping money safe** •how people make different spending decisions based	**Media literacy and Digital resilience** **How information online is targeted; different media types, their role and impact** •to identify different types of media and their different	

road, water and rail safety,	on their budget, values and	purposes e.g. to entertain, inform, persuade or advertise

road, water and rail safety,

medicines

•how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'

•to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger

•how to help keep themselves safe at home in relation to electrical appliances, fire

safety and medicines/household products

•about things that people can put into their body or onto their skin (e.g. medicines

and creams) and how these can affect how people feel

•how to respond if there is an accident and someone is hurt

•about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

on their budget, values and

needs

•how to keep track of money and why it is important to know how much is being spent

•about different ways to pay for things such as cash, cards, e-payment and the

reasons for using them

•that how people spend money can have positive or negative effects on others e.g. charities, single use plastics

purposes e.g. to entertain, inform, persuade or advertise

•basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased

•that some media and online content promote stereotypes

•how to assess which search results are more reliable than others

•to recognise unsafe or suspicious content online

•how devices store and share information

Whole school assemblies		**Autumn 1**	**Autumn 2**
		Welcome back/New Beginnings – school values, expectations	Equality & Individual Liberty – British Values
		Aspirations/pride in your work	Anti-Bullying week
		Growth Mindset	Advent/Christmas
		Zones of Regulation	Hanukah
		Harvest	
		House Captain Assembly - Democracy	
		Tolerance	
		Black History month	
Keystage/ Phase assemblies	EYFS – Celebration assembly		**Autumn 2**
			NSPCC Childline assembly

	(weekly)					Resilience	
						Self-esteem	

School Visits	Burwell library War memorial in Burwell WICKEN FEN – connecting with nature Looking after our planet	Walk around Burwell South Angle farm	Victorian experience Colchester Zoo	Flag Fen Virtual lesson on Cresswell Crags London Science museum Ely – Geography field trip	Cadbury World	Fitzwilliam museum/Pantomime Leicester Space Museum	Stem trip Burwell – Geography fieldwork Virtual lesson on Evolution PGL residential

SPRING 2024	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Circle Time **(with class teacher)**	DREAM BIG! & Great Growing **SELF REGULATION** Identify and moderate their own feelings socially and emotionally. **BUILDING RELATIONSHIPS** Think about the perspectives of others. **MANAGING SELF** Manage their own needs.	SAFE RELATIONSHIPS **Recognising Privacy, Staying Safe & Seeking Permission** • about situations when someone's body or feelings might be hurt and whom to go to for help •about what it means to keep something private, including parts of the body that are private **What makes them unique and special;**	SAFE RELATIONSHIPS **Managing secrets; resisting pressure and getting help & recognising hurtful behaviour** •how someone may feel if they are being bullied •about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help •how to resist pressure to do something that feels uncomfortable or unsafe •how to ask for help if they feel unsafe or worried and what	SAFE RELATIONSHIPS **Personal boundaries; safely responding to others & the impact of hurtful behaviour** •What is appropriate to share with friends, classmates, family and wider social groups including online •about what privacy and personal boundaries are, including online •that bullying and hurtful behaviour is unacceptable in any situation •about the effects and	SAFE RELATIONSHIPS **Responding to hurtful behaviour & managing confidentiality** •recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable •how to manage pressures associated with dares •when it is right to keep or break a confidence or share a secret	SAFE RELATIONSHIPS **Physical contact and feeling safe** •how it feels in a person's mind and body when they are uncomfortable •that it is never someone's fault if they have experienced unacceptable contact •how to respond to unwanted or unacceptable physical contact •that no one should ask them to keep a secret that makes them feel uncomfortable or try to	SAFE RELATIONSHIPS **Recognising and managing pressure & consent in different situations** •to compare the features of a healthy and unhealthy friendship •strategies to respond to pressure from friends including online •how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable •about the shared

		feelings; managing when things go wrong	vocabulary to use	consequences of bullying for the people involved •about bullying online, and the similarities and differences to face-to-face bullying •what to do and whom to tell if they see or experience bullying or hurtful behaviour **Growing & Changing** **Personal strengths and achievements; managing and reframing setbacks** •how to identify their own personal strengths and interests and what they're proud of (in school, out of school)		persuade them to keep a secret they are worried about •whom to tell if they are concerned about unwanted physical contact	responsibility if someone is put under pressure to do something dangerous and something goes wrong **Belonging to a community** **Valuing diversity; challenging discrimination and stereotypes** •strategies to safely respond to and challenge discrimination •how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups •how stereotypes are perpetuated and how to challenge this
	Show resilience and perseverance in the face of challenge. AESOPS FABLES Tom Percival books						
	A story about consent Always remember your body belongs to you	**Resources** **NSPCC Pants -** https://www.nspcc.org.uk/ keeping-children-safe	**Resources** **NSPCC Pants -** https://www.nspcc.org.uk/ keeping-children-safe	**Resources** **CEOP** - https://www.thinkuknow.c o.uk	**Resources** **CEOP** - https://www.thinkuknow.c o.uk	**Resources** **CEOP** - https://www.thinkuknow.c o.uk/	**Resources** **CEOP** - https://www.thinkuknow.c o.uk/
Zones of Regulation							

THEME – identified links			GEOGRAPHY link - about how different strengths and interests are needed to do different jobs •about people whose job it is to help us in the community •about different jobs and the work people do				Protecting the environment; compassion towards others Wangari Maathai	
ICT			**Using the internet and digital devices &** **Communicating online** •the ways in which people can access the internet e.g. phones, tablets, computers •to recognise the purpose and value of the internet in everyday life •to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos •that information online might not always be true	**Recognising risks online** •how to recognise hurtful behaviour, including online **The internet in everyday life; online content and information** •the ways in which people can access the internet e.g. phones, tablets, computers •to recognise the purpose and value of the internet in everyday life •to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos •that information online might not always be true	**Recognising risks online** •What is appropriate to share with friends, classmates, family and wider social groups online •about what privacy and personal boundaries are online •basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision **How the internet is used & assessing information online** •how the internet can be used positively for leisure, for school and for work •to recognise that images and information online can be altered or adapted and the reasons for why this happens •strategies to recognise whether something they see online is true or accurate	**Recognising risks online** •to differentiate between playful teasing, hurtful behaviour and bullying online •how to respond if they witness or experience hurtful behaviour or bullying online **How data is shared and used** •that everything shared online has a digital footprint •that organisations can use personal information to encourage people to buy things •to recognise what online adverts look like •to compare content shared for factual purposes and for advertising •why people might choose to buy or not buy something online e.g. from seeing an advert •that search results are ordered based on the popularity of the website	**Recognising risks online** •how to respond if they witness or experience hurtful behaviour or bullying online	**Recognising risks online** •strategies to respond to pressure from friends including online •how to assess the risk of different online 'challenges' and 'dares' •how to get advice and report concerns about personal safety, including online **Evaluating media sources; sharing things online** •to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise •basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased •that some media and online content promote stereotypes •how to assess which search results are more reliable than others

				•to evaluate whether a game is suitable to play or a website is appropriate for their age-group •to make safe, reliable choices from search results •how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	and that this can affect what information people access		•about sharing things online, including rules and laws relating to this •how to recognise what is appropriate to share online •how to report inappropriate online content or contact •to recognise unsafe or suspicious content online •how devices store and share information
RE – identified links				**What makes a family; features of** **family life** •to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents •that being part of a family provides support, stability and love •about the positive aspects of being part of a family, such as spending time together and caring for each other •about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty •to identify if/when something in a family might make someone			

			upset or worried •what to do and whom to tell if family relationships are making them feel unhappy or unsafe			
SCIENCE – identified links	**Healthy Eating** **Sleep routines** **Tooth brushing** **Screen time**	**Physical health and Mental wellbeing** **Food & Exercise** •about healthy and unhealthy foods, including sugar intake •about physical activity and how it keeps people healthy •about different types of play, including balancing indoor, outdoor and screen-based play				

Whole school assemblies

Spring 1
World Book Day

Spring 2
Inclusion & Diversity
Manners & mutual respect – British Values
Teamwork

Key stage/Phase assemblies

EYFS Celebration assembly

Spring 1	Spring 2		
National Careers week - aspiration	Positive attitude		
Keeping my mind healthy	Different viewpoints & opinions		
Keeping myself safe outside			
Keeping myself safe online			

SUMMER 2024	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Circle Time (with class teacher)	**OUR WONDERFUL WORLD** **ELG – SELF REGULATION** Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly Can set and work towards simple goals, is able to wait for what he/she wants and control his/her immediate impulses when appropriate **ELG – BUILDING RELATIONSHIPS** Shows sensitivity to his/her own and to others' needs Show sensitivity to their own and to others' needs.	**SAFE RELATIONSHIPS** **Recognising Privacy, Staying Safe & Seeking Permission** •to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) •how to respond if being touched makes them feel uncomfortable or unsafe •when it is important to ask for permission to touch others •how to ask for and give/not give permission **Sun Safety** •how to keep safe in the sun	**SAFE RELATIONSHIPS** **Managing secrets; resisting pressure and getting help & recognising hurtful behaviour** •how to resist pressure to do something that feels uncomfortable or unsafe •how to ask for help if they feel unsafe or worried and what vocabulary to use	**SAFE RELATIONSHIPS** **Personal boundaries; safely responding to others & the impact of hurtful behaviour** •about bullying online, and the similarities and differences to face-to-face bullying •what to do and whom to tell if they see or experience bullying or hurtful behaviour **Growing & Changing** **Personal strengths and achievements; managing and reframing setbacks** •to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues •basic strategies to manage and reframe setbacks e.g. asking for	**SAFE RELATIONSHIPS** **Responding to hurtful behaviour & managing confidentiality** •how to recognise risks online such as harmful content or contact •how people may behave differently online including pretending to be someone they are not •how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online	**SAFE RELATIONSHIPS** **Physical contact and feeling safe** •that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about •whom to tell if they are concerned about unwanted physical contact	**SAFE RELATIONSHIPS** **Recognising and managing pressure & consent in different situations** •how to get advice and report concerns about personal safety, including online •what consent means and how to seek and give/not give permission in different situations **Families and friendships** **Attraction to others; romantic relationships; civil partnership and marriage** •what it means to be attracted to someone and different kinds of loving relationships •that people who love each other can be of any gender, ethnicity or

					help, focusing on what they can learn from a setback, remembering what they are good at, trying again		faith
	ELG – MANAGING SELF Can explain the reasons f wrongand tries to behave Is confident to try new act shows independence, res perseverance in the face **Staying safe over the summer** Show sensitivity to their own and to others' needs Work and play cooperatively and take turns with others (turn taking) PRIDE MONTH			**Personal boundaries; safely responding to others**			•the difference between gender identity and sexual orientation and everyone's right to be loved •about the qualities of healthy relationships that help individuals flourish
	PANTS song – NSPCC	**Resources** **NSPCC Pants -** https://www.nspcc.org.uk /keeping-children-safe	**Resources** **NSPCC Pants -** https://www.nspcc.org.uk /keeping-children-safe	**Resources** **CEOP -** https://www.thinkuknow.c o.uk	**Resources** **CEOP -** https://www.thinkuknow.c o.uk	**Resources** **CEOP -** https://www.thinkuknow.c o.uk/	**Resources** **CEOP -** https://www.thinkuknow. co.uk/

	Pantasaurus book					
THEME – identified links	GLOBAL CITIZENS – Looking after our planet				**1950's – 1980's – Women in the work place** **Identifying job interests and aspirations; what influences career choices; workplace stereotypes**	**India** **Valuing diversity; challenging discrimination and stereotypes** •what prejudice means •to differentiate between prejudice and discrimination •how to recognise acts of discriminatios
DT		**PHYSICAL HEALTH and MENTAL WELLBEING** **Keeping Healthy, Hygiene Routines & Sun Safety** •what it means to be healthy and why it is important •ways to take care of themselves on a daily basis •about basic hygiene routines, e.g. hand washing •about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors •how to keep safe in the sun				
ICT		**Using the internet and digital devices &** **Communicating online** •the ways in which people can access the internet e.g. phones, tablets, computers •to recognise the purpose and value of the internet in everyday	**Recognising risks online** •how to recognise hurtful behaviour, including online **The internet in everyday life; online content and information** •the ways in which people can access the internet e.g. phones, tablets, computers	**Recognising risks online** •What is appropriate to share with friends, classmates, family and wider social groups online •about what privacy and personal boundaries are	**Recognising risks online** •to differentiate between playful teasing, hurtful behaviour and bullying online •how to respond if they witness or	**Recognising risks online** •how to respond if they witness or experience hurtful behaviour or bullying online **How information online is targeted; different media types, their role and impact**	**Recognising risks online** •strategies to respond to pressure from friends including online •how to assess the risk of different online 'challenges' and

		life •to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos •that information online might not always be true	•to recognise the purpose and value of the internet in everyday life •to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos •that information online might not always be true	online •basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision **How the internet is used & assessing information online** •how the internet can be used positively for leisure, for school and for work •to recognise that images and information online can be altered or adapted and the reasons for why this happens •strategies to recognise whether something they see online is true or accurate •to evaluate whether a game is suitable to play or a website is appropriate for their age-group •to make safe, reliable choices from search results •how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	experience hurtful behaviour or bullying online **How data is shared and used** •that everything shared online has a digital footprint •that organisations can use personal information to encourage people to buy things •to recognise what online adverts look like •to compare content shared for factual purposes and for advertising •why people might choose to buy or not buy something online e.g. from seeing an advert •that search results are ordered based on the popularity of the website and that this can affect what information people access	•to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise •basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased •that some media and online content promote stereotypes •how to assess which search results are more reliable than others •to recognise unsafe or suspicious content online •how devices store and share information	'dares' •how to get advice and report concerns about personal safety, including online **Evaluating media sources; sharing things online** •to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise •basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased •that some media and online content promote stereotypes •how to assess which search results are more reliable than others •to recognise unsafe or suspicious content online •how devices store and share information

RE				Does God want Christians to look after the world? What rules are: caring for other's needs; looking after the environment			
SCIENCE – identified links	**SEASONS** **Global warming –** looking after our planet	**Physical health and Mental wellbeing** **Food & Exercise** •about healthy and unhealthy foods, including sugar intake •about physical activity and how it keeps people healthy •about different types of play, including balancing indoor, outdoor and screen-based play					**Keeping safe** **Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media** •about the risks and effects of different drugs •about the laws relating to drugs common to everyday life and illegal drugs •to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs •about the organisations where people can get help and support concerning drug use •how to ask for help if they have concerns about drug use •about mixed messages in the media relating to drug use and how they might influence opinions and decisions

RSE		Growing and Changing	Growing and Changing	Growing and Changing	Growing and Changing	Growing and Changing	Growing and Changing (non-statutory content)
		Recognising what makes them unique and special; feelings; managing when things go wrong	**Growing older; naming body parts & moving class or year**	**Personal strengths and achievements; managing and re-framing setbacks**	**Personal identity; recognising individuality; different qualities & mental wellbeing**	**Physical and emotional changes in puberty; external genitalia; personal hygiene routines & support with puberty**	**Human reproduction and birth; increasing independence & managing transitions**
		•to recognise what makes them special and unique including their likes, dislikes and what they are good at	•about the human life cycle and how people grow from young to old	•that everyone is an individual and has unique and valuable contributions to make	•about personal identity and what contributes to it, including race, sex, gender	•how to identify external genitalia and reproductive organs	•practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
		how to manage and whom to tell when finding things difficult, or when things go wrong	•how our needs and bodies change as we grow up	•to recognise how strengths and interests form part of a person's identity	family, faith, culture, hobbies, likes/dislikes	•about the physical and emotional changes during puberty	•identify the links between love, committed relationships and conception
		•how they are the same and different to others	•to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	•how to identify their own personal strengths and interests and what they're proud	•how to recognise, respect and express their individuality and personal qualities	•key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams	•what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
		•about different kinds of feelings	•about change as people grow up, including new opportunities and responsibilities	of (in school, out of school)	•ways to boost their mood and improve emotional wellbeing	•strategies to manage the changes during puberty including menstruation	•how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles
		•how to recognise feelings in themselves and others	•preparing to move to a new class and setting goals for next year	•to recognise common challenges to self -worth e.g. finding school work difficult,	•about the link between participating in interests, hobbies and community groups and mental wellbeing	•the importance of personal hygiene routines during puberty including washing regularly and using deodorant	into the lining of the womb
		•to identify and name the main parts of the body including penis & vagina		friendship issues		•how to discuss the challenges of puberty with a trusted adult	•about the responsibilities of being a parent or carer and how having a baby changes
		•about what it means to keep something private, including parts of the body that are private		•basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again		how to get information, help and advice about puberty	
		•to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)					
		•how to respond if being touched makes them feel uncomfortable or unsafe					
		•when it is important to ask for permission to touch others					
		•how to ask for and give/not give permission					

		Resources **NSPCC Pants -** **https://www.nspcc.org.uk/keeping-children-safe**					someone's life •to recognise some of the changes as they grow up e.g. increasing independence •about what being more independent might be like, including how it may feel •about the transition to secondary school and how this may affect their feelings •about how relationships may change as they grow up or move to secondary school **Physical health and Mental wellbeing** **What affects mental health and ways to** **take care of it; managing change, loss** **and bereavement; managing time online** •positive strategies for managing feelings •that there are situations when someone may experience mixed or conflicting feelings •how feelings can often be helpful, whilst

						recognising that they sometimes need to
						be overcome
						•to recognise that if someone experiences feelings that are not so good (most or all
						of the time) – help and support is available
						•identify where they and others can ask for help and support with mental wellbeing
						in and outside school
						•the importance of asking for support from a trusted adult
						•about the changes that may occur in life including death, and how these can cause
						conflicting feelings
						•that changes can mean people experience feelings of loss or grief
						•about the process of grieving and how grief can be expressed
						•about strategies that can help someone cope with the feelings associated with change or loss
						•to identify how to ask for help and support with loss, grief or other aspects of
						change
						•how balancing time online with other

						activities helps to maintain their health and wellbeing •strategies to manage time spent online and foster positive habits e.g. switching phone off at night •what to do and whom to tell if they are frightened or worried about something they have seen online **Families and friendships** **Attraction to others; romantic relationships; civil partnership and marriage** •ways in which couples show their love and commitment to one another, including those who are not married or who live apart •what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults •that people have the right to choose whom they marry or whether to get married •that to force anyone into marriage is illegal •how and where to report forced marriage

				or ask for help if they are worried

		Summer 1	Summer 2
Whole school assemblies		Expectations	Expectations
		Resilience	Keeping my body healthy
			Inclusion & diversity
			Determination – key to success

KEYSTAGE /PHASE assemblies	EYFS Celebration assembly	Summer 1	Summer 2	
		Respecting opinion & difference (protected characteristics)	Celebrating difference	
		Responsibility	Transitions	
		Democracy – British Values		

Appendix 4: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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	• 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	• 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	• 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