



Relationships and Sex Education Policy

Whole School and EYFS

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Policy Review Schedule

Policy	TPA RSE Policy
Review schedule	Annual
Statutory Policy	Yes
Policy owner	Principal
Lead Reviewer	Principal
Approver and date of last approval	Principal, May 2024
Key review dates	
May 2023	Changes to Jigsaw PSHE from 'The Christopher Winter Project'
May 2024	Reviewed by Principal
May 2025 (next review due)	

Twickenham Primary Academy Relationships and Sex Education (RSE) Policy Whole School and EYFS

Policy statement

Twickenham Primary Academy understands that there is a statutory requirement for us to have in place a Relationships and Sex Education Policy and this document fulfils that requirement.

TPA believes that effective Relationships and Sex Education (RSE) is essential if our pupils are to make responsible and well-informed decisions about how they conduct their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development, preparing pupils for the opportunities, responsibilities and experiences of adult life.

We believe RSE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education (PSHE) programme, supplemented by science and other subjects within our taught curriculum. We will ensure that the approach we take is age-related in order to meet the needs of our children and young people as they grow and mature

RSE is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of RSE is age appropriate, reflects their expectations and complements teaching at home. We also consult with the wider community to ensure that our policy reflects their wishes. It is based on the New Schools Network model. Parents/carers will be informed about the teaching of RSE before lessons are delivered so that they can decide whether or not to withdraw their child.

This policy follows statutory guidance and makes reference to The National Healthy School Standard (NHSS) 1999, the Education Act 1996: section 403 and Social Inclusion: Pupil



Support Circular 10/99. Our policy reflects the view of SRE contained within the Schools White Paper 'The Importance of Teaching' (Nov 2010), that children need high quality RSE, so they can make wise and informed choices. This policy is linked to our Equality and Curriculum Policies.

Purpose of this RSE policy

This policy has been written as a statutory requirement and to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- Give information to parents and carers about what is taught and when
- Give parents and carers information about their involvement with RSE
- Give a clear statement on what the school aims to achieve from RSE and why it thinks RSE is important
- Clarify the content and manner in which RSE is delivered
- Within this policy the terms sex and gender are used. The terms are often used interchangeably but they are in fact two different concepts, even though for many people their sex and gender are the same.

The UK government defines sex as:

- Referring to the biological aspects of an individual as determined by their anatomy, which is produced by their chromosomes, hormones and their interactions.
- Generally male or female
- Something that is assigned at birth

The UK government defines gender as:

- A social construction relating to behaviours and attributes based on labels of masculinity and femininity; gender identity is a personal, internal perception of oneself and so the gender category someone identifies which may not match the sex they were assigned at birth
- Where an individual may see themselves as a man, a woman, as having no gender, or as having a non-binary gender – where people identify as somewhere on a spectrum between man and woman.
- Gender is increasingly understood as not binary but on a spectrum. Growing number of people are identifying as somewhere along a continuum between man and woman, or as non-gendered (neither man or woman)

Safeguarding

RSE plays a vital part in meeting schools' **safeguarding** obligations. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. **Ofsted** is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

RSE Curriculum Aims at TPA:

- to provide balanced schemes of work within our PSHE programme that take into account the wishes of our parent body and those of our community;
- to teach age and circumstance appropriate RSE topics;
- to inform parents of the content and timing of RSE teaching;
- to provide parents with the choice to withdraw their child from RSE lessons on request;
- to support our teachers in delivering RSE lessons;

- to regularly review our RSE teaching and content.

Equal opportunities

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

Care is particularly taken to ensure that we promote positive gender stereotypes: e.g. by inviting male role models in as often as possible to discuss, for example, their experiences of fatherhood.

We also recognise the importance of respecting the diverse family circumstances that exist within our school community and seek out resources to reflect these: e.g. single parent families, same sex, transgender parents/carers, etc.

Responsibilities

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science.

This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Twickenham Primary Academy, we teach RSE as set out in this policy.

Definition of RSE

Relationships and Sex Education (RSE) is a programme of study which is age and circumstance appropriate, set within a clear morals and values framework based on the following principles:

- the value of loving and stable relationships;
 - respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and view;
 - the development of relationships, including sexual relationships, based on mutual consent, rather than coercion;
 - the right not to be abused by other people or to be taken advantage of;
 - the right of people to follow their own sexuality, within legal parameters.
- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
 - RSE involves a combination of sharing information, and exploring issues and values.



- RSE **is not** about the promotion of sexual activity.
- RSE is lifelong learning about sex, sexuality, emotions, relationships and sexual health.

It involves acquiring and sharing information, developing skills and forming positive beliefs, exploring issues, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996). RSE is not about the promotion of sexual activity.

The DfES Guidance 2000 offered this definition:

"RSE is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity."

The National Sex Education Forum highlighted that RSE also involves:

- Acquiring information
- Developing skills
- Forming positive beliefs and attitudes

Curriculum

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

We have developed the curriculum in consultation with parents, 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. Depending on the nature of the question, staff will use professional judgement to decide whether a safeguarding concern needs to be raised or parents should be informed.

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

Primary sex education will focus on:

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

We feel these lessons are important as they address many of the questions that pupils have and are taught in the context of healthy adult relationships. At the parent meeting for year 6 we will make clear which lessons sit within sex education and outline your right to withdraw your child from these lessons.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

We will provide our pupils with an age appropriate RSE programme, it will use materials supplied by **Jigsaw PSHE** this will then be tailored to meet pupils' physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum. It should enable pupils to make positive choices about their sexual and emotional health in the future.

The intention is for all our pupils to achieve the age-related learning outcomes recommended by Ofsted in their report entitled 'Relationships and Sex'. We have adopted the **Jigsaw PSHE** scheme of work. The materials form a comprehensive and inclusive resource presented as a spiral curriculum of lesson plans that combine a range of teaching styles and active learning techniques. All of these lessons have a clear structure and are age-appropriate. They are designed to demonstrate a wide range of teaching methodologies to equip teachers with the skills to deliver excellent RSE. The lesson plans have clear aims and learning outcomes with suggested additional activities and accompanying resources.

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

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

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

For more information about our RSE and PSHE curriculum, see **Appendix 1**.

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, blended families, LGBTQIA+ 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).

All pupils will be taught in their class groups but where appropriate in Year 4, 5 and 6 pupils may be taught in single sex groups. Visitors, such as the school nurse, may be invited to deliver aspects of the RSE programme, where this happens, we will ensure that all safeguarding requirements are met. Visitors will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

Inclusivity

We will teach about these topics in a manner that:

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

We will also:

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

Use of resources

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

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

All resources used by the school will be linked to our RSE Scheme of Work **Jigsaw PSHE**.

Roles and responsibilities

The Local Advisory board

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

The headteacher

The headteacher 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 below).

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.

Our RSE lead is Miss Shannon, all teachers and HLTAs are responsible for teaching RSE at Twickenham Primary Academy.

Pupils

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

Parent/carers' right to withdraw

On entry to the school, parents are invited to read the RSE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSE learning. Parents are kept informed about the content of the programme and will be invited to a meeting at school in the autumn term to view the resources

Parents have the right to withdraw their child from Sex Education (as outlined above). Parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

Parent/carer choice

We will ensure that:

- parents/carers are given an opportunity to view video materials, discuss their responses and make comments. These comments, either written or verbal, are presented to the Multi-Academy Trust each year;
- parents know they have the legal right to withdraw their children from RSE lessons which fall outside those aspects covered in the Science National Curriculum;
- parents/carers with concerns about the SRE provision, are welcome to discuss with the Principal, who will take time to address their concerns and allay any fears they may have;
- we will work any parents/carers who decide to withdraw their child from SRE education to explore possible alternative provision;
- the school always complies with the wishes of the parent in this regard.

Training

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

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

Monitoring arrangements

The delivery of RSE is monitored by Erin Moscardini and Shannon Burke through: Insert details of monitoring arrangements, such as planning scrutinies, learning walks, etc. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Frequently Asked Questions

How will we deal with difficult questions?

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers
- if a child makes a disclosure that causes the teacher concern then they must follow child protection procedures set out in the relevant policy.

Is puberty covered by RSE?

Children need to be prepared for puberty before they reach this developmental stage. At TPA we teach about puberty and the need for extra care with personal hygiene mainly in whole class groups but opportunities are provided for single –sex lessons.

How do we educate pupils about menstruation?

Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to children of all sexes and genders. We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for pupils that require it (e.g., requests for sanitary protection will be dealt with sensitively in the relevant school office).

Why are children taught about all sexes and genders?

In keeping of our school values, we want our pupils to understand, appreciate and respect each other as they experience puberty. Puberty including menstruation is covered during RSE and should, as far as possible, be addressed before onset. This should ensure pupils of all sexes are prepared for changes they and their peers will experience. At TPA we want to create a positive culture of understanding biological sex, gender, sexuality and relationship which is a life-long skill and will ultimately make our pupils a more caring and understanding citizen.

Does my child have to attend all lessons?

We have found that if children miss lessons or some content within sessions, they will become confused because they overhear conversations between peers at a later stage. In the sessions, children are given guidance not to have playground conversations which will avoid alarming younger children. However, there are different scenarios whereby children will talk to one another about RSE lesson content; outside of school, play dates, etc. We have found that children who have things explained to them by other children become anxious and/or confused.

How can I support my child?

During the second half of the Autumn term, our RSE lead / Principal will deliver an RSE parental workshop outlining the content for each Year group. Some parents of children with SEND (special education needs and disabilities) have found it useful to pre-teach and follow up the lessons. Other parents have found the workshops useful when children have asked them questions after the lessons. On the whole, we urge parents to attend the workshop so they are prepared for when their child wants to discuss something further. All RSE lessons are taught in the summer term, so preparing your child for this will also help.



Appendix 1 Relationships and sex education curriculum map

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	<ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour 	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	<ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	<ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures 	<ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	<ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules 	<ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	<ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> · That families are important for children growing up because they can give love, security and stability · The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives · That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care · That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up · That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong · How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> · How important friendships are in making us feel happy and secure, and how people choose and make friends · The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties · That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded · That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right · How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> · The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs · Practical steps they can take in a range of different contexts to improve or support respectful relationships · The conventions of courtesy and manners · The importance of self-respect and how this links to their own happiness · That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority · About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help · What a stereotype is, and how stereotypes can be unfair, negative or destructive · The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> · That people sometimes behave differently online, including by pretending to be someone they are not · That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous · The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them · How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met · How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> · What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) · About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe · That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact · How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know · How to recognise and report feelings of being unsafe or feeling bad about any adult · How to ask for advice or help for themselves or others, and to keep trying until they are heard · How to report concerns or abuse, and the vocabulary and confidence needed to do so · Where to get advice e.g., family, school and/or other sources