



Relationships and Sex Education Policy

The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 - 11. This policy applies solely to Laxton Junior School.

Introduction

At LJS, Relationships and Sex Education (RSE) teaching makes a major contribution to the school's ethos and mission, which is driven by the School Values of, Love of Learning, Care, Opportunity, Community and Quality. Our aim is to prepare all Laxton Junior School pupils for life now and beyond their time at LJS. We want our pupils to be, Confident and Resilient, Kind and Respectful, Open-Minded and Well-Rounded, Collaborative, and Independent. RSE forms an important part of this preparation, which develops a series of essential characteristics for building and maintaining positive, enjoyable, respectful, and non-exploitative relationships that, we believe, enables LJS pupils to thrive in whichever direction they wish their lives to take. RSE equips 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 off-line. RSE enables pupils to explore their own attitudes and those of others respectfully.

Relationships and Health Education is statutory in all primary schools. As such, we must follow the DfE's 2020 statutory guidance. The DfE (Department for Education) guidance clearly sets out the duty of schools to teach children and young people about the law relating to relationships, families, and sex. It also states that the religious background of all pupils must be considered and that schools may teach about faith perspectives relevant to the topics being covered. At LJS, we respect all children's backgrounds, and topics will be taught with sensitivity. Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that pupils clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Sex Education is not compulsory in primary schools; however, primary schools are required to teach the elements of sex education contained in the Science curriculum. If primary schools choose to teach Sex Education, they must have regard to guidance issue in section 403 of the Education Act 1996. At Laxton Junior School, we teach Relationships and Sex Education as set out in this policy.

Aims

The aims of Relationships and Sex Education (RSE) at LJS are to:

- Provide a framework relevant to our pupils in which sensitive discussions can take place
- Help pupils develop knowledge, skills, and attitudes, in ways which are appropriate to their age and stage of development, which enhance their personal development and wellbeing and feelings of self-respect, confidence and empathy

- Enable children to respect themselves and others, their views, backgrounds, cultures, and experiences and to develop respectful, caring relationships based on mutuality, reciprocity, and trust
- Develop communication skills, including how to manage changing relationships and emotions
- Enable children to recognise and avoid coercive and exploitative relationships
- Build confidence in pupils in accessing additional advice and support for themselves and others
- Develop positive, personal values and a moral framework that will guide pupils' decisions and behaviour
- Develop children's ability to keep themselves and others safe, physically, and emotionally, both on and off-line, recognizing and assessing potential risks
- Enable children to value, care for and respect their bodies
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Create a positive culture around issues of sexuality and relationships
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Safeguarding

RSE, falls within the wider PSHE (Personal, Social, Health and Economic) education, and makes a unique contribution to safeguarding. At the heart of these subjects there is a focus on keeping children safe (as per the Relationships and Sex Education Government guidance). Keeping Children Safe in Education (KCSIE) sets out that schools should ensure children are taught about safeguarding, including how to stay safe online. Our RSE and PSHE curriculum enables opportunities for pupils to be taught about safeguarding.

The Designated Safeguarding Lead (DSL) has been involved in the creation of our PSHE and RSE curriculum and both the DSL and Deputy Designated Safeguarding Lead (DDSL) are aware that aspects of our new curriculum are connected to their role. The DSL is aware of the defined curriculum content and knows the details of the timetabling for its delivery, for example:

- Issues related to consent
- Definitions/choices
- Grooming, CSE, domestic abuse and FGM
- Honour based abuse
- Unhealthy family relationships
- Online safety
- Contextualised safeguarding
- Sex education
- Mental Health

During training on the RSE curriculum there will be clear communication between the Assistant Head Pastoral, Deputy Head and DSL and staff in raising awareness of the potential impact of this curriculum for some pupils. We understand the importance of high-quality RSE as we fulfil our statutory safeguarding duties. RSE enables pupils to understand about mutual, consensual, and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching, including Anti-bullying, enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse. RSE also enables us to fulfil our duty to prevent Female Genital Mutilation (FGM).

We recognise that effective teaching may alert children to what is healthy, unhealthy, appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the DSL immediately.

Policy Development

This policy was developed in consultation with staff, pupils, parents and governors between September 2019 and September 2020. The consultation and policy development process involved the following steps:

- Pupil consultation – we investigated what exactly pupils want from their RSE, through age-appropriate activities, in individual forms. The feedback was collated, reviewed and adjustments made to the curriculum.
- Staff consultation – a working group of staff pulled together all relevant information; information was shared with all staff in CPD, and all staff were given the opportunity to make recommendations on the draft policy. Interviews were conducted with those staff responsible for teaching RSE.
- Parent/stakeholder consultation – all parents were invited to be part of a focus group. Those parents who responded met in June 2020. Information was shared, points noted, and adjustments made to the draft policy following discussion around key questions. The draft policy was shared with the parent focus group in July 2020, giving the opportunity to make recommendations.
- Ratification – once amendments were made, the draft policy was shared with governors, and ratified

All views expressed by pupils, staff, governors, and parents/carers about the policy have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community. The school will consult all stakeholders at each significant review point.

This policy is published on the school's website.

Definitions

Relationships and Sex Education (RSE), at LJS, is defined as, an education that enables children to learn about relationships, healthy lifestyles, diversity, equality, personal identity, sexual health, sexuality, puberty, conception, and contraception. RSE involves a combination of sharing information and facts and exploring topics and values. RSE is not about the promotion of sexual activity.

Sex Education, in Year 4 and Year 5, at LJS, is defined as: education which equips children with the knowledge and understanding of what puberty means. This will include learning about the changes that children go through during puberty, understanding why bodies go through puberty and equipping children with coping strategies to help with the various stages of puberty and where to gain support.

Sex Education, in Year 6, at LJS, is defined as education which helps children know and understand about: human reproduction and birth, contraception, the law and consent, and how to gain support.

Curriculum Content

We provide Relationships Education from EYFS to Year 6. It gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach. Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including families and people who care for me, caring relationships, respectful relationships, online relationships and being safe. For further information, the DfE, 'What children should know by the end of Year 6', can be found in Appendix 2.

Primarily, planning for Relationships Education, is taken from the PSHE Association's programme builder, thematic approach. However, the half termly programme is created by form teachers, alongside the Assistant Head Pastoral, to ensure that the curriculum is bespoke and meets our children's needs. We use a variety of resources to support this curriculum, including the interactive and online teaching tools, 1decision and Votes for Schools and the PSHE Association's own resources or those recommended by them.

A Curriculum Map for Relationships and Sex Education, in Appendix 1, shows the progression year on year. We have developed the curriculum in consultation with parents, pupils, and staff, taking account of the age, needs and feelings of pupils, parents, and staff.

If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner so that children are fully informed and do not seek answers online. Teachers may answer questions with an individual, rather than in a whole form situation.

In addition to that taught as part of our science curriculum, the subject content of our Sex Education programme, in Years 4, 5 and 6, is as follows:

- Year 4 – An introduction to puberty, body changes, personal hygiene
- Year 5 – Puberty, preparing children for the changes that adolescence brings
- Year 6 – Contraception, the law, consent and how to gain support.

We will review the age at which puberty is introduced depending on the needs of each cohort. These sessions will be delivered by Form Teachers or other LJS teachers. We may invite trained health professional to assist if appropriate.

RSE in the Early Years Foundation Stage (EYFS)

In the Early Years, RSE is covered within Personal, Social and Emotional Development (PSED) and Physical development (PD) in the EYFS. These are two of the three prime areas of the EYFS curriculum. The prime areas are fundamental building blocks for children to develop and learn.

Birth to 5 Matters, in the EYFS, is non-statutory guidance material, which outlines the developmental stages from birth to five, and supports the delivery of our EYFS curriculum. Within this guidance material, PSED is broken down into Making Relationships, Sense of Self and Understanding Emotions, and Physical Development, which is broken down into Moving and Handling and Health and Self-Care.

In addition to this, a specific area of learning and development in the EYFS is Understanding the World. RSE falls within People and Communities. Children at the expected level of development will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Children will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Within RSE sessions, EYFS children will be learning how to:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show the ability to follow instructions involving several ideas or actions
- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices
- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs
- Use the correct vocabulary for body parts

Children in the EYFS are taught primarily through stories and a through a variety of age-appropriate resources, including the online teaching resource, 1decision.

The outline of the EYFS RSE curriculum can be found in Appendix 1. However, it should be noted that RSE flows through daily life and learning through play within our EYFS setting. Teachers will respond to the immediate needs within the class as and when necessary.

Delivery and Assessment

At Laxton Junior School, RSE, is primarily taught within the PSHE education curriculum. Biological aspects of RSE are taught within the Science curriculum (e.g., labelling a cross section of male and female reproductive organs). Other curriculum areas support the teaching of RSE e.g., Computing (online safety) Religious Education (respect for other people and their choices, anti-bullying), Assembly themes (Care, Community, Resilience, Kindness, Respect, Open Minded and Well Rounded).

At LJS, PSHE is timetabled and in the main the PSHE Association material is used for delivering lessons. In addition, early morning Form Time, once a week, is dedicated to PSHE. In these sessions, KS2 children are taught using material from Votes for Schools. EYFS and KS1 children extend their understanding of relationships and wider PSHE topics or may use Votes for Schools.

In addition to the material from the PSHE Association, 1Decision and Votes for Schools, we use a range of resources, which can include videos, books, presentations, and activities. The materials used are viewed by teachers prior to the delivery of lessons, to ensure that material is age appropriate.

RSE is taught within the context of family life, and care is taken 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). We acknowledge and reflect sensitively that some children may have a different structure of support around them (e.g., looked after children or young carers).

Teachers will be mindful of such sensitivities and will provide a safe, non-judgemental environment where everyone is confident that they will be respected. Ground Rules for RSE lessons will be agreed and shared at the beginning of each academic year, in addition to those already used in the classroom. They will cover the following areas:

- Correct and appropriate use of language

- The asking and answering of personal questions
- Strategies for checking or accessing information

To protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, and videos to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Pupil development in RSE is monitored and assessed by teachers, as part of our internal assessment systems. Ongoing teacher assessment, including opportunities for pupil self-assessment and reflection take place periodically. Assessment in RSE will compare where pupils' understanding is at the end of a unit or individual lesson, against where they were at the beginning. A range of strategies are used for this purpose including, questioning, mind maps or spider diagrams, quizzes, questionnaires, points on a scale, graffiti or working walls, drama, discussion. This is not an exhaustive list. The children have the opportunity to revisit their initial assessment and add information, in a different colour, which helps them to appreciate and reflect their progress and learning.

Accessibility

We consider the needs of all pupils, including those children with Special Educational Needs and Disabilities, promoting equality for all, irrespective of age, gender reassignment, pregnancy, disability, race including colour nationality, ethnic or national origin, religion or belief, sex, or sexual orientation. These are the protected characteristics, as outlined in the Equality Act 2010.

It is essential that Relationships Education and Health Education, as a statutory curriculum area, is accessible by all pupils. We have taken the following steps to ensure accessibility:

- Children will remain in PSHE lessons. Unless essential, they will not be withdrawn for other reasons e.g., peripatetic music lessons, educational support, 1:1 reading.
- The Head of Educational Support was consulted during the formation of this policy to ensure accessibility for all.
- There may be a need to tailor content and teaching, provide differentiation, to meet the specific needs of pupils at different developmental stages. As with all teaching, LJS ensures that teaching is sensitive, age-appropriate, and developmentally appropriate.
- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected in lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender, and violence are explained in age-appropriate ways.
- We will not seek to gain consensus but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected to pupils.
- To ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Roles and Responsibilities

The policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties. The Governing Body, through the LJS subcommittee, will approve the RSE policy and hold the Head to account for its implementation.

The Head is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

Teachers are responsible for:

- Delivering RSE in a sensitive, open, and honest way
- Answering questions factually, in terms which are age appropriate
- Providing materials which are age appropriate and matched to the children's level of understanding
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Monitoring and assessing children's progress in learning

Teaching RSE can be extremely rewarding, but we understand that, to feel confident, staff need opportunities to develop their own knowledge, skills, and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality, and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of RSE. We will encourage the sharing of good practice and may use team teaching to develop confidence.

Those staff responsible for teaching RSE are usually form teachers and science teachers. However, on occasions, other teachers, and our school nurse, may teach RSE lessons.

Pupils are expected to engage in lessons fully and treat others with respect and sensitivity.

Home School Partnership

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore, we seek to work in partnership with parents/carers when planning and delivering Relationships and Sex Education. We will encourage this partnership by:

- Sharing information of our curriculum on our website
- Informing parents/carers by School Post of forthcoming RSE topics, e.g., Anti-bullying, and Sex Education
- Inviting parents to learn more about the approach used in Relationships Education and RSE at our Parent in Partnership event.
- Informing parents/carers about PSHE, Relationships and Sex Education as their child joins the school
- Inviting parents to discuss their views and concerns about RSE on an informal basis through drop ins
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

Parental Choice

Parents have the right to withdraw their children from the non-statutory/non-science components of Sex Education. Requests for withdrawal should be put in writing and addressed to the Head. A copy of withdrawal requests will be placed in the pupil's educational record. The Head will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education. Parents do not have the right to withdraw their children from Relationships Education.

Training

We ask staff for their training needs. Any identified areas are planned into our staff training sessions and CPD. New members of staff are informed about their responsibilities, as part of their induction. When needed, we will invite visitors, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Staff training has included:

- Department for Education's statutory requirements for RSE 2020
- Equality Act 2010 and protected characteristics
- Planning and resources; PSHE Association, 1Decision
- Staff roles and responsibilities
- Home/school partnership and communication

Monitoring and Review

The delivery of RSE is monitored by the Assistant Head Pastoral through:

- Learning walks,
- Lesson Observations
- Work scrutiny
- Interviews with pupils

Information and Appendices

This RSE policy is informed by the school's Safeguarding Policy and should be read in conjunction with the following policies: Safeguarding, PSHE, Anti-Bullying, Equal Opportunities and Disability, Learning Support and EAL, SMSC, Computing, Online Safety, Assessment. This policy is available on our website.

This policy will be reviewed by the Assistant Head Pastoral, annually. At every review, should there be significant change to policy and procedure, the policy will be approved by the LJS Subcommittee of the Governing Body.

Reviewer	Jackie Ormston
Post of Reviewer	Assistant Head Pastoral
Review Date	Michaelmas 2023
Approved by the Governing Body	Michaelmas 2022
Reviewed and filed with both Schools	Michaelmas 2023
Next Review (max 3 years)	Michaelmas 2024

Appendix 1: RSE Curriculum Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Michaelmas Relationships</p> <p>Families and friendships</p> <p>Safe relationships</p> <p>Respecting ourselves and others</p>	<p>Self-confidence and self-awareness</p> <p>Making Relationships</p> <p>New beginnings</p> <p>Adjusting to change in family life</p> <p>Making friends; friendships; missing a friend</p> <p>Sharing</p> <p>Caring for others</p>	<p>Roles of different people; families; feeling cared for</p> <p>Recognising privacy; staying safe; seeking permission</p> <p>How behaviour affects others; being polite and respectful</p>	<p>Making friends; feeling lonely and getting help</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p>What makes a family, features of family life</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<p>Positive friendships, including online</p> <p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>Respecting differences and similarities; discussing difference sensitively</p>	<p>Managing friendships and peer influence</p> <p>Physical contact and feeling safe</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>	<p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>Recognising and managing pressure; consent in different situations</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p>
<p>Lent</p> <p>Health and Wellbeing</p> <p>Physical health and Mental wellbeing</p> <p>Growing and changing</p> <p>Keeping safe</p>	<p>Managing feelings and behaviour;</p> <p>Self-esteem</p> <p>Self-confidence and self-awareness;</p> <p>Health and self-care;</p> <p>Visiting the doctor, dentist, optician;</p> <p>Road Safety and protective clothing;</p> <p>Sun care, hand washing, sleep;</p> <p>Adjusting to change;</p> <p>Overcoming challenge;</p> <p>Healthy eating</p> <p>Basic First Aid</p>	<p>Keeping healthy; food and exercise, hygiene routines;</p> <p>Sun safety.</p> <p>Recognising what makes us unique and special;</p> <p>Feelings; managing when things go wrong.</p> <p>How rules and age restrictions help us, keeping safe online</p> <p>Basic First Aid: Asthma Attack</p>	<p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.</p> <p>Growing older; naming body parts; moving class or year.</p> <p>Safety in different environments; risk and safety at home; emergencies</p> <p>Basic First Aid: Burns</p>	<p>Health choices and habits; what affects feelings; expressing feelings.</p> <p>Personal strengths and achievements; managing and reframing setbacks.</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>Basic First Aid: Bleeding</p>	<p>Maintaining a balanced lifestyle; oral hygiene and dental care.</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.</p> <p>Medicines and household products; drugs common to everyday life</p> <p>Basic First Aid: Head Injury</p>	<p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing.</p> <p>Body Changes/ Puberty.</p> <p>Keeping safe in different situations, including responding in emergencies</p> <p>Basic First Aid: Broken Bones and Bleeding</p>	<p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online;</p> <p>Human reproduction and birth; conception; contraception; FGM.</p> <p>Increasing independence; managing transition.</p> <p>Keeping personal information safe; regulations and choices;</p> <p>Drug use and the law; drug use and the media</p> <p>Basic First Aid: Unresponsive and Breathing, Unresponsive and not breathing</p>

<p>Summer</p> <p>Living in the Wider World</p> <p>Belonging to a community</p> <p>Media literacy and digital resilience</p> <p>Money and work</p>	<p>People and Communities</p> <p>Learning rules and routines</p> <p>Sensory needs; hearing aids</p> <p>Technology; screen time</p> <p>Food journey culture and diversity</p>	<p>What rules are; caring for others' needs; looking after the environment</p> <p>Using the internet and digital devices; communicating online</p> <p>Strengths and interests; jobs in the community</p>	<p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>The internet in everyday life; online content and information</p> <p>What money is; needs and wants; looking after money</p>	<p>The value of rules and laws; rights, freedoms, and responsibilities</p> <p>How the internet is used, assessing information online</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p>	<p>What makes a community, shared responsibilities</p> <p>How data is shared and used</p> <p>Making decisions about money; using and keeping money safe</p>	<p>Protecting the environment; compassion towards others</p> <p>How information online is targeted, different media types, their role and impact</p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes.</p>	<p>Valuing diversity; challenging discrimination and stereotypes</p> <p>Evaluating media sources; sharing things online</p> <p>Influences and attitudes to money, money, and financial risks</p>
--	--	--	--	--	---	---	--

Appendix 2: What Children Should Know by the End of Year 6

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
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

TOPIC	PUPILS SHOULD KNOW
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