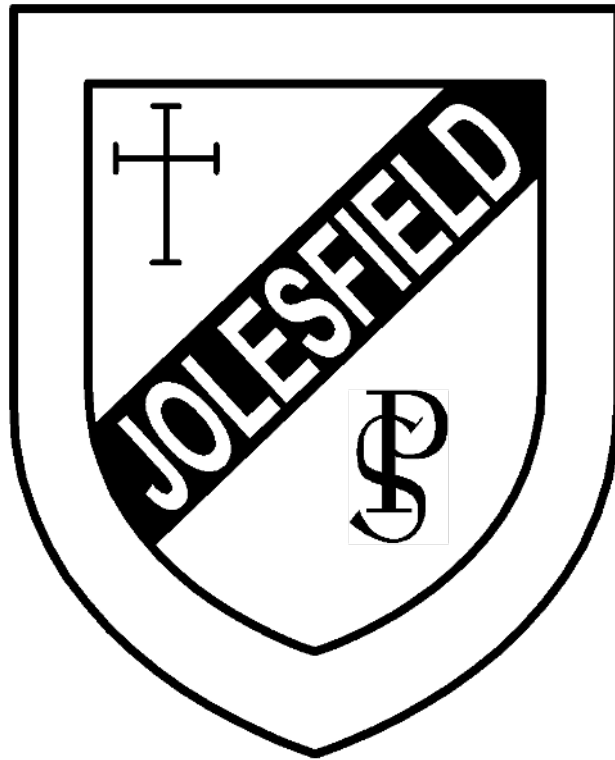


**JOLESFIELD CHURCH OF ENGLAND  
PRIMARY SCHOOL**



***Relationships, Sex and Health  
Education Policy (RSHE)***

## Our Vision

To create an inclusive Christian community where children develop a love of learning, grow in confidence and flourish.

*Jesus said: "I have come that they may have life, and have it to the full."*

**John 10:10**

We are proud to be a Church of England primary school and our vision is firmly based upon the Christian principle of '**life in all its fullness**'. At Jolesfield, we believe that as children of God we are all valued and that a happy child is a learning child. We pursue academic rigour and excellence in all we do to enable the whole school community to flourish.

We ensure that we celebrate achievement in all of its forms, as well as the effort that goes into making progress. We work hard to cultivate a **love of learning** and self-belief that enables everyone to take risks and 'have a go', **growing in confidence** without fear of failure so that they can **flourish**.

## Introduction

At Jolesfield Church of England school, we want young people to flourish and to gain every opportunity to live fulfilled lives. RSHE is about the emotional, social and physical aspects of growing up, healthy relationships, human sexuality and physical health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

Our Christian distinctiveness is reflected through our delivery of the RSHE curriculum. Pupils are encouraged to treat themselves and others, at all times and in all contexts, with dignity and respect. This expectation is underpinned by Biblical scripture: "Love your neighbour as yourself" (Mark 12:31) and "So whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets." (Matthew 7:12) Our approach recognises we are all unique but made in the image of God. Therefore, we are all much-loved children of God.

At Jolesfield Church of England Primary School, we believe that Relationships, Sex and Health Education (RSHE) is integral to our pupils' education. We are committed to providing high-quality RSHE education to promote our pupils' spiritual, moral, social and cultural development. Our curriculum and teaching is underpinned by our school and Christian values of: respect, kindness, thankfulness, positivity and teamwork.

## Aims and Objectives

The objectives of this policy are to ensure that our RSHE education meets the needs of our pupils, whilst reflecting the values and beliefs of our school community. This policy applies to all pupils in our school, regardless of gender, background, religion or belief. Our RSHE education is an integral part of our pupils' preparation for adult life, and we are committed to providing high-quality RSHE education that equips our pupils with the knowledge, skills and understanding they need to make informed decisions in order to stay safe and healthy.

**Respect:** We promote respect for individuals and their differences and ensure that our RSHE education is inclusive and accessible to all pupils. This respect is underpinned by the Christian principle of treating others as we would like to be treated and promoted through our school value of kindness.

**Openness:** We encourage open and honest communication about RSHE issues and create a safe and supportive learning environment where pupils feel comfortable asking questions and sharing their thoughts and feelings.

**Safeguarding:** We prioritise the safety and well-being of our pupils. We ensure that our RSHE education includes clear messages about consent, healthy relationships and online security. In addition, we have incorporated key safety messages shaped by our local context such as safety in the countryside. In order to equip our pupils with appropriate knowledge, we shape our curriculum proactively in order to respond to the ever changing trends and influences impacting our school community.

**Age-appropriateness:** We recognise that pupils have different levels of maturity and understanding, and we tailor our RSHE education to each year group's needs and developmental stage.

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
- Equip pupils to make informed decisions about their body, language and conduct

## Statutory Requirements

This policy has been written with an awareness of the following:

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools.”

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“ These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

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](#).

In addition, the principles of openness, dignity and respect reflected by the Diocese of Chichester’s document [Valuing All God's Children](#) underpin this policy.

## Curriculum and Policy Development

This policy has been developed in consultation with staff, governors, pupils and parents. Our current RSHE curriculum has been shaped by two consultations that took place with all stakeholders in 2020 and 2022. The consultation and policy development process involved the following steps:

**Parents/carers:** We involved parents/carers in developing our RSHE programme through consultation and feedback. We recognise that parents/carers are their children's primary educators in relationships, sex and health. We aim to support them in this role by providing accurate and timely information and resources.

**Staff:** Through consultation, staff were invited to contribute their ideas on fundamental aspects of our curriculum and policy. In addition, we provide regular training and development opportunities to ensure staff are equipped to deliver high-quality RSHE education.

Governors: Through the consultation process, our governors contributed to the development of this policy and our curriculum. Our governors are also responsible for monitoring our RSHE curriculum and its contribution to our safeguarding culture. We recognise their role in ensuring that our RSHE education is delivered safely, effectively and appropriately in-line with our school values.

Pupils: As a part of the consultation process, pupils were consulted about what they wanted from RSHE. However, as issues and questions arise from pupils, teachers also shape the curriculum on an on-going basis to meet the needs of their particular class.

## Definition

RSHE is about the health, emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, peer pressure, diversity and personal identity.

## Curriculum

To ensure progression and a spiral curriculum, our curriculum is based on the scheme, Jigsaw. The mapping document: [Jigsaw and Statutory Relationships and Health Education](#) shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. In addition, to this our curriculum has been strengthened by the addition of elements relevant to our local area and the lived experiences of our pupils.

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 may respond in an appropriate manner so they are fully informed and don't seek answers online. This may be by letting parents know of their child's questions so they can answer as they see fit.

More detail about the curriculum overview can be found here [Curriculum Overview](#)

The sex education aspects of our RSHE curriculum, link to the Science curriculum and focuses on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born

For more information about our curriculum, please see our appendices.

## Delivery of RSHE

Jigsaw is a spiral, progressive and fully planned scheme of work that all teachers have access to. Each unit of work provides six lessons with two learning intentions, one specific to Relationship and Health Education (RHE), highlighted in purple in the planning, and the other designed to develop emotional literacy, highlighted in green, in the planning.

Each lesson is built around a charter that teachers repeat at the beginning of each lesson. This is glued into the inside cover of the pupil RSHE books and displayed in the classroom.

All lessons are split into 6 parts which are essential to optimise progression. These are:

**Connect us:** a game or activity that is fun and inclusive and builds on social skills.

**Calm me:** the aim is to help children gain an awareness of the coming learning using mindfulness and relaxation techniques.

**Open my mind:** this is aimed at helping children focus on the learning and filtering out external stimuli improving concentration and learning.

**Tell me or show me:** introduction of new information, concepts and skills.

**Let me learn:** an opportunity for children to think, discuss, manipulate and play with new information in order for them to make sense of it.

**Help me reflect:** an opportunity for children to become aware of their thoughts and feelings to enable them to process what they have learned.

**Closure:** Teachers have the opportunity to praise children in their learning, answer questions and summarise learning points.

Teachers at Jolesfield tailor these lessons to the needs of their individual children. Teachers scaffold lessons for individual children, where needed, and support children where necessary. Greater depth children can be challenged to ensure that they are being given opportunities to enrich their learning.

RSHE is primarily a discrete subject which is taught weekly from EYFS to Year 6. Where appropriate, elements are also incorporated into computing, science and RE lessons. In addition, elements of RSHE are revisited through events such as Internet safety day and anti-bullying week.

## Roles and responsibilities

### The governing board

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

### The Head Teacher

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

### Staff

Staff are responsible for delivering RSHE in a sensitive way and modelling positive attitudes. Staff are expected to act professionally at all times and do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Head Teacher.

### Pupils

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

### Parents

Parents are encouraged to share any concerns with teachers at an early stage. Parents also have a responsibility to share their own values with their children regarding relationships and sex and encourage open, factual dialogue.

## **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education or the aspects of sex education covered by the National Curriculum. However, parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE. In order to help support parents with these decisions, we encourage parents to let us know if they would like to review resources and learning intentions, plus to share any concerns with teachers.

Requests for withdrawal should be put in writing and addressed to the headteacher.

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

## **Training**

Staff are trained on the delivery of RSHE 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 to provide support and training to staff teaching RSHE.

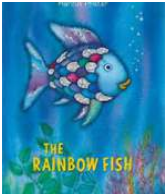
## **Monitoring arrangements**

RSHE is monitored in the same way all other subjects are. More information is set out in the school's monitoring policy.

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

This policy will be reviewed by the Head Teacher and governors annually. At every review, the policy will be approved by the governing body.

## RSHE Curriculum Overview 2022-2023

	Autumn		Spring		Summer	
<b>EYF S</b>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p> <p>Manage their own needs</p>	<p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>Understand gradually how others might be feeling</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others</p>	<p>Manage their own needs</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>  <p>Transition - Changes</p>
<b>Year 1</b>	<p><b>BEING ME IN MY WORLD</b></p> <ul style="list-style-type: none"> <li>Feeling special and safe</li> <li>Being part of a class</li> <li>Rights and responsibilities</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the Learning Charter (linked to our school values) <u>Our Locality</u></li> <li>Water Safety - ponds and rivers (RoSPA)</li> </ul>	<p><b>CELEBRATING DIFFERENCE</b></p> <ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating differences <u>Our Locality</u></li> <li>Safe walking in the countryside - cows</li> </ul>	<p><b>DREAMS AND GOALS</b></p> <ul style="list-style-type: none"> <li>Setting goals and steps to success</li> <li>Working well with others</li> <li>Have a positive attitude</li> <li>Overcoming Obstacles</li> <li>Feelings of Success</li> </ul> <p><u>Our Locality</u></p> <p>Staying safe around dogs (Dogs Trust)</p>	<p><b>HEALTHY ME</b></p> <ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Medicine safety/safety with household items</li> <li>Road safety</li> <li>Linking health and happiness <u>Our Locality</u></li> </ul> <p>Road Safety - crossing a road with a scooter or bike</p>	<p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<p><b>CHANGING ME</b></p> <ul style="list-style-type: none"> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> <li>Linking growing and learning</li> <li>Learning to Cope with change</li> </ul>
<b>Year</b>	<b>BEING ME IN MY WORLD</b>	<b>CELEBRATING DIFFERENCE</b>	<b>DREAMS AND GOALS</b>	<b>HEALTHY ME</b>	<b>RELATIONSHIPS</b>	<b>CHANGING ME</b>
				<ul style="list-style-type: none"> <li>Being healthy</li> </ul>	<ul style="list-style-type: none"> <li>Families</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles in</li> </ul>



r 2	<ul style="list-style-type: none"> <li>• Hopes and fears</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• Learning charter (linked to our school values) <u>Our Locality</u></li> <li>• Water Safety - ponds and rivers (RoSPA)</li> </ul>	<ul style="list-style-type: none"> <li>• Boys and girls</li> <li>• Challenging Bullying</li> <li>• Standing up for myself and others</li> <li>• It's ok to be different</li> <li>• Celebrating Difference <u>Our Locality</u></li> <li>• Safe walking in the countryside - cows</li> </ul>	<ul style="list-style-type: none"> <li>• Goals to success</li> <li>• Learning strengths</li> <li>• Learning with others</li> <li>• Group challenge</li> <li>• Celebrating Achievement <u>Our Locality</u></li> </ul> <p>Staying safe around dogs (Dogs Trust)</p>	<ul style="list-style-type: none"> <li>• Being relaxed</li> <li>• Medicine safety</li> <li>• Healthy eating <u>Our Locality</u></li> </ul> <p>Road Safety - crossing a road with a scooter or bike</p>	<ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Friends and conflict</li> <li>• Keeping Secrets</li> <li>• Exploring Trust</li> <li>• Celebrating special relationships</li> </ul>	<p>nature</p> <ul style="list-style-type: none"> <li>• Growing up</li> <li>• Changing me</li> <li>• Difference between female and male bodies (correct terminology)</li> <li>• Being Assertive</li> <li>• Looking ahead</li> </ul>
Year 3	<p><b>BEING ME IN MY WORLD</b></p> <ul style="list-style-type: none"> <li>• Getting to know each other</li> <li>• Making responsible choices</li> <li>• Understand why rules are needed</li> <li>• Rewards and consequences</li> <li>• Learning charter (linked to our school values) <u>Our Locality</u></li> <li>• Water Safety - swimming pools, lakes and reservoirs (RoSPA)</li> </ul>	<p><b>CELEBRATING DIFFERENCE</b></p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Family conflict</li> <li>• Witness and feelings</li> <li>• Words that harm</li> <li>• Compliments <u>Our Locality</u></li> <li>• Safe walking in the countryside - cows and roads</li> </ul>	<p><b>DREAMS AND GOALS</b></p> <ul style="list-style-type: none"> <li>• My dreams and ambitions</li> <li>• A new challenge</li> <li>• Our new challenge</li> <li>• Overcoming obstacles <u>Our Locality</u></li> </ul> <p>Staying safe around dogs (Dogs Trust)</p>	<p><b>HEALTHY ME</b></p> <ul style="list-style-type: none"> <li>• Being fit and healthy</li> <li>• What do I know about drugs</li> <li>• Being safe</li> <li>• Being safe at home</li> <li>• My amazing body <u>Our Locality</u></li> </ul> <p>Road Safety - crossing a road with a scooter or bike</p>	<p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• Family roles and responsibilities</li> <li>• Friendship</li> <li>• Keeping myself safe</li> <li>• Global citizenship</li> </ul>	<p><b>CHANGING ME</b></p> <ul style="list-style-type: none"> <li>• How babies grow</li> <li>• Babies</li> <li>• Body changes</li> <li>• Family stereotypes</li> <li>• Looking ahead</li> </ul>
Year 4 & 5  Jigsaw Year 4. Separate into year groups for Changing Me.	<p><b>BEING ME IN MY WORLD</b></p> <ul style="list-style-type: none"> <li>• My year ahead</li> <li>• Being me in Britain</li> <li>• Responsibilities</li> <li>• Rewards and consequences</li> <li>• Our learning charter (linked to our school values) <u>Our Locality</u></li> <li>• Water Safety - all open bodies of water including the sea and riptides (RoSPA)</li> </ul>	<p><b>CELEBRATING DIFFERENCE</b></p> <ul style="list-style-type: none"> <li>• Different cultures</li> <li>• Racism</li> <li>• Rumours and name</li> <li>• calling</li> <li>• Types of bullying</li> <li>• Does money matter? <u>Our Locality</u></li> <li>• Safe walking in the countryside: cows, roads and farm</li> </ul>	<p><b>DREAMS AND GOALS</b></p> <ul style="list-style-type: none"> <li>• When I grow up</li> <li>• Jobs and careers</li> <li>• My dream job</li> <li>• Other cultures</li> <li>• Supporting each other</li> <li>• Rallying support <u>Our Locality</u></li> </ul> <p>Staying safe around dogs (Dogs Trust)</p>	<p><b>HEALTHY ME</b></p> <ul style="list-style-type: none"> <li>• Smoking</li> <li>• Alcohol</li> <li>• Emergency aid</li> <li>• Body image</li> <li>• Food <u>Our Locality</u></li> </ul> <p>Road Safety - crossing a road independently inc. Partridge Green High Street</p>	<p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• Recognising me</li> <li>• Getting on and falling out</li> <li>• Relationships</li> <li>• Technology</li> <li>• Social media</li> </ul>	<p><b>CHANGING ME</b></p> <ul style="list-style-type: none"> <li>• Self &amp; body image</li> <li>• Puberty</li> <li>• Conception</li> <li>• Looking ahead to Year 6</li> </ul>

		equipment				
Year 6	<p><b>BEING ME IN MY WORLD</b></p> <ul style="list-style-type: none"> <li>Know about children's universal rights (United Nations Convention on the Rights of the Child)</li> <li>Know about the lives of children in other parts of the world</li> <li>Know that personal choices can affect others locally and globally</li> <li>Know how to set goals for the year ahead</li> <li>Understand what fears and worries are</li> <li>Understand that their own choices result in different consequences and rewards</li> <li>Understand how democracy and having a voice benefits the school community</li> <li>Understand how to contribute towards the democratic process <u>Our Locality</u></li> <li>Water Safety - all open bodies of water include risks related to 'tombstoning' (RoSPA)</li> </ul>	<p><b>CELEBRATING DIFFERENCE</b></p> <ul style="list-style-type: none"> <li>Know that people can hold power over others individually or in a group</li> <li>Know that power can play a part in a bullying or conflict situation</li> <li>Know that there are different perceptions of 'being normal' and where these might come from</li> <li>Know that difference can be a source of celebration as well as conflict</li> <li>Know that being different could affect someone's life</li> <li>Know why some people choose to bully others</li> <li>Know that people with disabilities can lead amazing lives <u>Our Locality</u></li> <li>Safe walking in the countryside: cows, roads and farm equipment</li> <li>Laws relating to trespassing</li> </ul>	<p><b>DREAMS AND GOALS</b></p> <ul style="list-style-type: none"> <li>Know their own learning strengths</li> <li>Know what their classmates like and admire about them</li> <li>Know a variety of problems that the world is facing</li> <li>Know some ways in which they could work with others to make the world a better place</li> <li>Know what the learning steps are they need to take to achieve their goal</li> <li>Know how to set realistic and challenging goals <u>Our Locality</u></li> </ul> <p>Staying safe around dogs (Dogs Trust)</p>	<p><b>HEALTHY ME</b></p> <ul style="list-style-type: none"> <li>Know how to take responsibility for their own health</li> <li>Know what it means to be emotionally well</li> <li>Know how to make choices that benefit their own health and well-being</li> <li>Know about different types of drugs and their uses</li> <li>Know how these different types of drugs can affect people's bodies, especially their liver and heart</li> <li>Know that stress can be triggered by a range of things</li> <li>Know that being stressed can cause drug and alcohol misuse</li> <li>Know that some people can be exploited and made to do things that are against the law</li> <li>Know why some people join gangs and the risk that this can involve <u>Our Locality</u></li> </ul> <p>Road Safety - crossing a road independently inc. Partridge Green High Street</p>	<p><b>CHANGING ME</b></p> <ul style="list-style-type: none"> <li>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>Know how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>Know how being physically attracted to someone changes the nature of the relationship</li> <li>Know the importance of self-esteem and what they can do to develop it</li> <li>Know what they are looking forward to and what they are</li> </ul>	<p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>Know that it is important to take care of their own mental health</li> <li>Know ways that they can take care of their own mental health</li> <li>Know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>Know that sometimes people can try to gain power or control them</li> <li>Know some of the dangers of being 'online'</li> <li>Know how to use technology safely and positively to communicate with their friends and family</li> </ul>

					worried about when thinking about transition to secondary school/moving to their next class	
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## Appendix 2: Statutory Content To be Taught by the End of Primary School

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

	<ul style="list-style-type: none"> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>● Where to get advice e.g. family, school and/or other sources</li> </ul>