



# **Langford Village Academy & Gravenhurst Academy**

## **Relationships and Sex Education Policy**

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### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Improve their knowledge and understanding of the British Values and what these mean.

### 2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not 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 which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are 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](#).

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

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

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1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

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

RSE involves a combination of sharing information, and exploring issues and values.

## 5. 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.

## 6. Delivery of RSE

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers)

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSE policy, and hold the Principal to account for its implementation.  
The governing board will hold the Principal to account for the implementation of this policy.

## 7.2 The Principal

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

## 7.3 Staff

Staff are responsible for:

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

Teachers 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 Principal.

## 7.4 Pupils

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

## 8. Parents' right to withdraw

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

## 9. 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 Principal 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.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Kirsty Burley through:

Learning walks

Lesson observations

Book scrutiny Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Kirsty Burley annually. At every review, the policy will be approved by

**This page shows you all the DfE's topics and core content statements to be covered by the end of primary school. Schools are free to determine how and when to deliver the content.**

## Relationships Education

1. That families are important for children growing up because they can give love, security and stability.

- R** All about me
- R** What makes me special
- R** Me and my special people
- R** [Who can help me?](#)
- R** Same and different families
- R** Safe indoors and outdoors
- R** Getting bigger
- R** Where do babies come from?
- R** Life stages - plants, animals, humans
- R** Looking after my special people
- R** Caring for our world
- Y1** Who are our special people?
- Y2** My special people
- Y3** Family and friends
- Y4** Friend or acquaintance?
- Y4** My feelings are all over the place!
- Y6** Dan's day (OPTIONAL)
- Y6** Advertising friendships!
- Y6** Joe's story (part 2) (OPTIONAL)
- Y6** What's the risk? (2)

2. 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.

- R** People who help to keep me safe
- R** Life Stages: Human life stage - who will I be?
- R** Same and different families
- R** Who can help me?
- R** My feelings
- R** Me and my special people
- R** Looking after my special people
- Y1** Taking care of a baby
- Y1** Who are our special people?
- Y2** My special people
- Y3** Family and friends
- Y3** Looking after our special people
- Y4** Friend or acquaintance?
- Y4** My feelings are all over the place!
- Y5** Help! I'm a teenager - get me out of here!
- Y6** Dan's day (OPTIONAL)
- Y6** Helpful or unhelpful? Managing change

<p>3. 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.</p>	<ul style="list-style-type: none"> <li><b>R</b> Me and my special people</li> <li><b>R</b> What makes me special</li> <li><b>R</b> All about me</li> <li><b>R</b> Same and different families</li> <li><b>R</b> Life Stages: Human life stage - who will I be?</li> <li><b>R</b> Getting bigger</li> <li><b>R</b> Looking after my special people</li> <li><b>R</b> Where do babies come from?</li> <li><b>Y1</b> Same or different?</li> <li><b>Y1</b> Who are our special people?</li> <li><b>Y1</b> Our special people balloons</li> <li><b>Y2</b> My special people</li> <li><b>Y3</b> Family and friends</li> <li><b>Y3</b> Let's celebrate our differences</li> <li><b>Y4</b> My feelings are all over the place!</li> <li><b>Y4</b> The people we share our world with</li> <li><b>Y4</b> What would I do?</li> <li><b>Y4</b> Together</li> <li><b>Y5</b> The land of the Red People</li> <li><b>Y6</b> Don't force me</li> <li><b>Y6</b> Making babies</li> </ul>
<p>4. 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.</p>	<ul style="list-style-type: none"> <li><b>R</b> Getting bigger</li> <li><b>R</b> Life Stages: Human life stage - who will I be?</li> <li><b>R</b> Same and different families</li> <li><b>R</b> Who can help me?</li> <li><b>R</b> Where do babies come from?</li> <li><b>R</b> Looking after my special people</li> <li><b>Y1</b> Same or different?</li> <li><b>Y1</b> Who are our special people?</li> <li><b>Y1</b> Our special people balloons</li> <li><b>Y2</b> My special people</li> <li><b>Y3</b> Family and friends</li> <li><b>Y4</b> My feelings are all over the place!</li> <li><b>Y4</b> Together</li> <li><b>Y5</b> Help! I'm a teenager - get me out of here!</li> <li><b>Y6</b> Don't force me</li> <li><b>Y6</b> Making babies</li> <li><b>Y6</b> Advertising friendships!</li> </ul>

<p>5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>	<ul style="list-style-type: none"> <li><b>R</b> Life Stages: Human life stage - who will I be?</li> <li><b>Y4</b> Together</li> <li><b>Y6</b> Don't force me</li> </ul>
<p>6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<ul style="list-style-type: none"> <li><b>R</b> <a href="#">People who help to keep me safe</a></li> <li><b>R</b> My feelings (2)</li> <li><b>R</b> Who can help me?</li> <li><b>R</b> My feelings</li> <li><b>Y1</b> Who can help? (2)</li> <li><b>Y1</b> Surprises and secrets</li> <li><b>Y1</b> Good or bad touches?</li> <li><b>Y1</b> Who can help? (1)</li> <li><b>Y3</b> Family and friends</li> <li><b>Y5</b> Growing up and changing bodies</li> <li><b>Y6</b> Helpful or unhelpful? Managing change</li> <li><b>Y6</b> Don't force me</li> </ul>
<p><b>Caring friendships</b></p>	
<p>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<ul style="list-style-type: none"> <li><b>R</b> Who can help me?</li> <li><b>R</b> All about me</li> <li><b>R</b> Me and my special people</li> <li><b>R</b> Same and different</li> <li><b>R</b> I am a friend</li> <li><b>R</b> Looking after my friends</li> <li><b>Y1</b> Good friends</li> <li><b>Y2</b> Being a good friend</li> <li><b>Y3</b> Friends are special</li> <li><b>Y3</b> Looking after our special people</li> <li><b>Y3</b> Relationship tree</li> <li><b>Y4</b> Together</li> <li><b>Y4</b> Friend or acquaintance?</li> <li><b>Y4</b> Can you sort it?</li> <li><b>Y5</b> It could happen to anyone (OPTIONAL)</li> <li><b>Y5</b> How good a friend are you?</li> <li><b>Y5</b> Qualities of friendship</li> <li><b>Y6</b> Advertising friendships!</li> <li><b>Y6</b> Dan's day (OPTIONAL)</li> <li><b>Y6</b> Joe's story (part 2) (OPTIONAL)</li> </ul>

2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

- R I am a friend
- R I am caring
- R Same and different
- R My feelings (2)
- R Who can help me?
- R Looking after my friends
- R Bouncing back when things go wrong
- R Yes, I can!
- Y1 How are you listening?
- Y1 Pass on the praise!
- Y1 Good friends
- Y1 Who can help? (1)
- Y1 Unkind, tease or bully?
- Y1 Who can help? (2)
- Y1 Harold has a bad day
- Y1 It's not fair!
- Y2 Being a good friend
- Y3 Friends are special
- Y3 Looking after our special people
- Y3 Relationship tree
- Y4 Together
- Y4 Friend or acquaintance?
- Y4 Ok or not ok? (part 1)
- Y4 Ok or not ok? (part 2)
- Y4 An email from Harold!
- Y4 Can you sort it?
- Y4 Making choices
- Y5 Being assertive
- Y5 Give and take
- Y5 How good a friend are you?
- Y5 It could happen to anyone (OPTIONAL)
- Y5 Qualities of friendship
- Y5 Relationship cake recipe
- Y6 Joe's story (part 2) (OPTIONAL)
- Y6 What's the risk? (1)
- Y6 Joe's story (part 1) (OPTIONAL)
- Y6 Dan's day (OPTIONAL)
- Y6 Solve the friendship problem
- Y6 Advertising friendships!
- Y6 OK to be different

3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- R** Who can help me?
- R** Same and different
- R** I am caring
- R** I am a friend
- R** Looking after my friends
- Y1** Good friends
- Y1** Who can help? (1)
- Y1** It's not fair!
- Y1** Who can help? (2)
- Y1** Unkind, tease or bully?
- Y2** A helping hand
- Y2** When someone is feeling left out
- Y2** Being a good friend
- Y2** An act of kindness
- Y3** How can we solve this problem?
- Y4** Ok or not ok? (part 1)
- Y4** An email from Harold!
- Y4** The people we share our world with
- Y4** Can you sort it?
- Y4** Keeping ourselves safe
- Y5** Being assertive
- Y5** Qualities of friendship
- Y5** Give and take
- Y5** It could happen to anyone (OPTIONAL)
- Y5** How good a friend are you?
- Y5** The land of the Red People
- Y5** Relationship cake recipe
- Y6** Joe's story (part 2) (OPTIONAL)
- Y6** What's the risk? (1)
- Y6** Joe's story (part 1) (OPTIONAL)
- Y6** Advertising friendships!
- Y6** Solve the friendship problem
- Y6** Dan's day (OPTIONAL)

4. 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.

- Y1 How are you listening?
- Y1 Who can help? (1)
- Y1 It's not fair!
- Y1 Harold has a bad day
- Y1 Surprises and secrets
- Y1 Unkind, tease or bully?
- Y1 Who can help? (2)
- Y2 Solve the problem
- Y3 How can we solve this problem?
- Y3 Friends are special
- Y4 Can you sort it?
- Y4 What would I do?
- Y4 Ok or not ok? (part 1)
- Y4 Ok or not ok? (part 2)
- Y4 Together
- Y5 Relationship cake recipe
- Y5 Qualities of friendship
- Y5 How good a friend are you?
- Y6 Solve the friendship problem
- Y6 Advertising friendships!
- Y6 Joe's story (part 2) (OPTIONAL)

5. 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.

- R** My feelings (2)
- R** Who can help me?
- R** My feelings
- Y1** How are you listening?
- Y1** Pass on the praise!
- Y2** Getting on with others
- Y2** Solve the problem
- Y3** Friends are special
- Y3** Relationship tree
- Y4** Together
- Y4** Can you sort it?
- Y4** How dare you!
- Y4** My feelings are all over the place!
- Y4** What would I do?
- Y4** Keeping ourselves safe
- Y4** Ok or not ok? (part 2)
- Y4** Ok or not ok? (part 1)
- Y4** Islands
- Y5** Qualities of friendship
- Y5** It could happen to anyone (OPTIONAL)
- Y5** Ella's diary dilemma
- Y5** Being assertive
- Y5** Relationship cake recipe
- Y5** Decision dilemmas
- Y6** Assertiveness skills (formerly Behave yourself - 2)
- Y6** What's the risk? (1)
- Y6** Joe's story (part 1) (OPTIONAL)
- Y6** Advertising friendships!
- Y6** Solve the friendship problem

## Respectful relationships

1. 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

R Me and my special people  
 R What makes me special  
 R All about me  
 R Same and different  
 R I am a friend  
 R Same and different families  
 R Same and different homes  
 R Getting bigger  
 R I'm special, you're special  
 R Looking after my friends  
 R Where do babies come from?  
 Y1 Pass on the praise!  
 Y1 How are you listening?  
 Y1 Same or different?  
 Y2 What makes us who we are?  
 Y3 How can we solve this problem?  
 Y3 Let's celebrate our differences  
 Y3 Respect and challenge  
 Y3 Zeb  
 Y3 Our friends and neighbours  
 Y3 For or against?  
 Y3 Thunks  
 Y4 Together  
 Y4 Ok or not ok? (part 2)  
 Y4 Ok or not ok? (part 1)  
 Y4 Friend or acquaintance?  
 Y4 The people we share our world with  
 Y4 Under pressure  
 Y4 Can you sort it?  
 Y4 What makes me ME!  
 Y4 Making choices  
 Y4 What would I do?  
 Y5 Spot bullying  
 Y5 Kind conversations  
 Y5 Being assertive  
 Y5 Qualities of friendship  
 Y5 Happy being me  
 Y5 The land of the Red People  
 Y5 Help! I'm a teenager - get me out of here!  
 Y5 Is it true?  
 Y5 Stop, start, stereotypes  
 Y6 We have more in common than not  
 Y6 Tolerance and respect for others  
 Y6 Don't force me  
 Y6 What's the risk? (1)  
 Y6 Behave yourself  
 Y6 Joe's story (part 1) (OPTIONAL)  
 Y6 Media manipulation  
 Y6 I look great!  
 Y6 Is this normal?  
 Y6 OK to be different  
 Y6 Respecting differences  
 Y6 Boys will be boys? - challenging gender stereotypes

2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.

- R I am caring
- R I am a friend
- R Bouncing back when things go wrong
- R Being helpful at home and caring for our classroom
- Y1 Same or different?
- Y1 Why we have classroom rules
- Y1 Harold has a bad day
- Y1 It's not fair!
- Y2 How do we make others feel?
- Y2 Our ideal classroom (1)
- Y2 What makes us who we are?
- Y2 An act of kindness
- Y3 Let's celebrate our differences
- Y3 Zeb
- Y3 Thunks
- Y3 For or against?
- Y3 Our friends and neighbours
- Y4 Ok or not ok? (part 1)
- Y4 Human machines
- Y4 The people we share our world with
- Y4 My feelings are all over the place!
- Y4 What makes me ME!
- Y4 Can you sort it?
- Y4 What would I do?
- Y5 Ella's diary dilemma
- Y5 Kind conversations
- Y5 Qualities of friendship
- Y5 Happy being me
- Y5 Help! I'm a teenager - get me out of here!
- Y5 The land of the Red People
- Y5 Is it true?
- Y6 Tolerance and respect for others
- Y6 Assertiveness skills (formerly Behave yourself - 2)
- Y6 Respecting differences
- Y6 Boys will be boys? - challenging gender stereotypes
- Y6 Behave yourself
- Y6 I look great!

### 3. The conventions of courtesy and manners.

- R** I am a friend
- R** I am caring
- R** Same and different homes
- R** What makes me special
- R** Being helpful at home and caring for our classroom
- R** Caring for our world
- Y1** Harold's school rules
- Y1** Pass on the praise!
- Y1** It's not fair!
- Y1** Harold has a bad day
- Y1** Why we have classroom rules
- Y2** Our ideal classroom (2) (OPTIONAL)
- Y2** An act of kindness
- Y2** Getting on with others
- Y3** Friends are special
- Y3** Respect and challenge
- Y3** Zeb
- Y3** Thunks
- Y3** For or against?
- Y4** Ok or not ok? (part 1)
- Y4** How do we make a difference?
- Y4** Can you sort it?
- Y4** In the news!
- Y4** What would I do?
- Y5** Qualities of friendship
- Y5** Happy being me
- Y5** Help! I'm a teenager - get me out of here!
- Y5** Relationship cake recipe
- Y6** Respecting differences

4. The importance of self-respect and how this links to their own happiness.

- R What makes me special
- R All about me
- R Same and different
- R I'm special, you're special
- Y4 Keeping ourselves safe
- Y4 What makes me ME!
- Y4 How dare you!
- Y4 Ok or not ok? (part 2)
- Y5 Happy being me
- Y5 Qualities of friendship
- Y5 Ella's diary dilemma
- Y5 Kind conversations
- Y5 Relationship cake recipe
- Y5 Help! I'm a teenager - get me out of here!
- Y5 The land of the Red People
- Y6 Assertiveness skills (formerly Behave yourself - 2)
- Y6 I look great!
- Y6 Media manipulation
- Y6 Behave yourself
- Y6 Joe's story (part 1) (OPTIONAL)
- Y6 What's the risk? (1)

5. 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.

- R Same and different
- R All about me
- Y1 Pass on the praise!
- Y1 Harold's school rules
- Y1 Who can help? (1)
- Y1 Taking care of something
- Y1 Who can help? (2)
- Y1 Unkind, tease or bully?
- Y1 Harold has a bad day
- Y2 Don't do that!
- Y2 Bullying or teasing? (OPTIONAL)
- Y2 Types of bullying
- Y2 Getting on with others
- Y3 Zeb
- Y4 Safety in numbers
- Y4 The people we share our world with
- Y4 Can you sort it?
- Y4 What would I do?
- Y4 Ok or not ok? (part 2)
- Y4 Ok or not ok? (part 1)
- Y4 How do we make a difference?
- Y5 Qualities of friendship
- Y5 Happy being me
- Y5 Taking notice of our feelings
- Y5 Kind conversations
- Y5 Ella's diary dilemma
- Y5 The land of the Red People
- Y5 Relationship cake recipe
- Y6 Don't force me
- Y6 Assertiveness skills (formerly Behave yourself - 2)
- Y6 We have more in common than not
- Y6 Tolerance and respect for others
- Y6 Acting appropriately
- Y6 Joe's story (part 2) (OPTIONAL)
- Y6 Respecting differences
- Y6 Behave yourself

<p>6. 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.</p>	<ul style="list-style-type: none"> <li>Y1 Who can help? (1)</li> <li>Y1 Unkind, tease or bully?</li> <li>Y1 Who can help? (2)</li> <li>Y2 Bullying or teasing? (OPTIONAL)</li> <li>Y2 Don't do that!</li> <li>Y2 Getting on with others</li> <li>Y2 Types of bullying</li> <li>Y3 Let's celebrate our differences</li> <li>Y3 Zeb</li> <li>Y4 Safety in numbers</li> <li>Y4 What would I do?</li> <li>Y4 Keeping ourselves safe</li> <li>Y4 How dare you!</li> <li>Y4 Under pressure</li> <li>Y5 Spot bullying</li> <li>Y5 Happy being me</li> <li>Y5 Is it true?</li> <li>Y5 Stop, start, stereotypes</li> <li>Y6 Acting appropriately</li> <li>Y6 We have more in common than not</li> <li>Y6 Boys will be boys? - challenging gender stereotypes</li> <li>Y6 OK to be different</li> <li>Y6 I look great!</li> <li>Y6 Behave yourself</li> <li>Y6 What's the risk? (1)</li> </ul>
<p>7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<ul style="list-style-type: none"> <li>R Me and my body - girls and boys</li> <li>Y3 Zeb</li> <li>Y3 Family and friends</li> <li>Y4 That is such a stereotype!</li> <li>Y5 Is it true?</li> <li>Y5 Stop, start, stereotypes</li> <li>Y5 Happy being me</li> <li>Y6 Media manipulation</li> <li>Y6 Two sides to every story</li> <li>Y6 Boys will be boys? - challenging gender stereotypes</li> </ul>

<p>8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<ul style="list-style-type: none"> <li>R Listening to my feelings</li> <li>R Me and my body - girls and boys</li> <li>R Looking after my friends</li> <li>Y1 Sharing pictures</li> <li>Y1 Surprises and secrets</li> <li>Y1 Good or bad touches?</li> <li>Y2 I don't like that!</li> <li>Y3 None of your business!</li> <li>Y4 Islands</li> <li>Y4 Secret or surprise?</li> <li>Y5 Growing up and changing bodies</li> <li>Y5 Ella's diary dilemma</li> <li>Y6 Think before you click!</li> <li>Y6 It's a puzzle (OPTIONAL)</li> <li>Y6 Assertiveness skills (formerly Behave yourself - 2)</li> <li>Y6 Don't force me</li> <li>Y6 Fakebook friends</li> </ul>
<b>Online relationships</b>	
<p>1. That people sometimes behave differently online, including by pretending to be someone they are not.</p>	<ul style="list-style-type: none"> <li>Y1 Sharing pictures</li> <li>Y2 Playing games</li> <li>Y3 None of your business!</li> <li>Y3 I am fantastic!</li> <li>Y4 Ok or not ok? (part 2)</li> <li>Y5 Spot bullying</li> <li>Y5 Play, like, share</li> <li>Y6 Fakebook friends</li> <li>Y6 Joe's story (part 2) (OPTIONAL)</li> <li>Y6 What's the risk? (2)</li> <li>Y6 To share or not to share?</li> <li>Y6 Pressure online</li> <li>Y6 Media manipulation</li> </ul>

2. 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.

- Y1 Sharing pictures
- Y2 Playing games
- Y3 Relationship tree
- Y3 None of your business!
- Y3 Zeb
- Y3 Let's celebrate our differences
- Y4 Ok or not ok? (part 2)
- Y4 How do we make a difference?
- Y4 How dare you!
- Y4 Can you sort it?
- Y5 Spot bullying
- Y5 Communication (OPTIONAL)
- Y5 Play, like, share
- Y5 Is it true?
- Y6 We have more in common than not
- Y6 Think before you click!
- Y6 I look great!
- Y6 It's a puzzle (OPTIONAL)

3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

- R Keeping safe online
- Y1 Sharing pictures
- Y2 Playing games
- Y3 Super Searcher
- Y3 None of your business!
- Y4 How do we make a difference?
- Y4 Traffic lights (OPTIONAL)
- Y4 Picture wise
- Y4 Keeping ourselves safe
- Y5 Communication (OPTIONAL)
- Y5 Spot bullying
- Y5 Play, like, share
- Y5 Is it true?
- Y6 What's the risk? (2)
- Y6 To share or not to share?
- Y6 Pressure online
- Y6 Think before you click!
- Y6 It's a puzzle (OPTIONAL)

<p>4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p>	<ul style="list-style-type: none"> <li>Y1 Sharing pictures</li> <li>Y2 Playing games</li> <li>Y3 Super Searcher</li> <li>Y3 Recount task</li> <li>Y3 None of your business!</li> <li>Y4 Danger, risk or hazard?</li> <li>Y4 In the news!</li> <li>Y4 Can you sort it?</li> <li>Y4 Making choices</li> <li>Y5 Fact or opinion?</li> <li>Y5 Play, like, share</li> <li>Y5 Is it true?</li> <li>Y6 Pressure online</li> <li>Y6 Think before you click!</li> <li>Y6 It's a puzzle (OPTIONAL)</li> </ul>
<p>5. How information and data is shared and used online.</p>	<ul style="list-style-type: none"> <li>Y1 Sharing pictures</li> <li>Y2 Playing games</li> <li>Y3 Super Searcher</li> <li>Y3 None of your business!</li> <li>Y3 Raisin challenge (1) (OPTIONAL)</li> <li>Y4 Raisin challenge (2)</li> <li>Y4 That is such a stereotype!</li> <li>Y4 In the news!</li> <li>Y4 Traffic lights (OPTIONAL)</li> <li>Y4 Picture wise</li> <li>Y5 Spot bullying</li> <li>Y5 Is it true?</li> <li>Y5 Play, like, share</li> <li>Y6 To share or not to share?</li> <li>Y6 Pressure online</li> <li>Y6 It's a puzzle (OPTIONAL)</li> </ul>

## Being safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

- Y1 Good or bad touches?
- Y1 Surprises and secrets
- Y1 Harold's school rules
- Y1 Sharing pictures
- Y2 Playing games
- Y2 Some secrets should never be kept
- Y2 Fun or not?
- Y2 What should Harold say?
- Y2 Should I tell?
- Y2 How safe would you feel?
- Y3 Safe or unsafe?
- Y3 Dan's dare
- Y3 None of your business!
- Y3 Raisin challenge (1) (OPTIONAL)
- Y4 Raisin challenge (2)
- Y4 What would I do?
- Y4 How dare you!
- Y4 Secret or surprise?
- Y4 Islands
- Y5 Taking notice of our feelings
- Y5 Would you risk it?
- Y5 Independence and responsibility
- Y5 Ella's diary dilemma
- Y5 Play, like, share
- Y5 Is it true?
- Y6 Acting appropriately
- Y6 What's the risk? (2)
- Y6 Pressure online
- Y6 To share or not to share?
- Y6 OK to be different
- Y6 Think before you click!
- Y6 What's the risk? (1)
- Y6 It's a puzzle (OPTIONAL)

2. 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.

- R** Keeping safe online
- R** Me and my body - girls and boys
- Y1** Sharing pictures
- Y1** Surprises and secrets
- Y1** Good or bad touches?
- Y2** Should I tell?
- Y2** Playing games
- Y2** Some secrets should never be kept
- Y2** My body, your body
- Y2** Respecting privacy
- Y3** Secret or surprise?
- Y3** The Risk robot
- Y4** Secret or surprise?
- Y4** How do we make a difference?
- Y5** Dear Ash
- Y5** Growing up and changing bodies
- Y5** Ella's diary dilemma
- Y6** It's a puzzle (OPTIONAL)
- Y6** To share or not to share?
- Y6** What's the risk? (2)
- Y6** Acting appropriately

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- R** Listening to my feelings
- R** Life Stages: Human life stage - who will I be?
- R** Me and my body - girls and boys
- Y1** Keeping privates private
- Y2** Should I tell?
- Y2** What should Harold say?
- Y2** I don't like that!
- Y2** How safe would you feel?
- Y2** Some secrets should never be kept
- Y2** Fun or not?
- Y3** Body space
- Y4** Secret or surprise?
- Y4** Islands
- Y5** Taking notice of our feelings
- Y5** Growing up and changing bodies
- Y6** Making babies
- Y6** Acting appropriately
- Y6** Don't force me
- Y6** Pressure online
- Y6** To share or not to share?

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

- R** People who help to keep me safe
- Y1** Surprises and secrets
- Y2** I don't like that!
- Y2** What should Harold say?
- Y2** Some secrets should never be kept
- Y3** None of your business!
- Y3** Danger or risk?
- Y3** Safe or unsafe?
- Y4** Secret or surprise?
- Y4** Danger, risk or hazard?
- Y5** Taking notice of our feelings
- Y5** Dear Ash
- Y5** Play, like, share
- Y6** Don't force me
- Y6** Acting appropriately
- Y6** What's the risk? (2)
- Y6** Pressure online
- Y6** It's a puzzle (OPTIONAL)
- Y6** Joe's story (part 1) (OPTIONAL)

5. How to recognise and report feelings of being unsafe or feeling bad about any adult.

- R Who can help me?
- R People who help to keep me safe
- R Listening to my feelings
- R Keeping safe online
- R Safe indoors and outdoors
- R What's safe to go onto my body
- Y1 Who can help? (2)
- Y1 Good or bad touches?
- Y1 Surprises and secrets
- Y1 Thinking about feelings
- Y1 Our feelings
- Y1 Who can help? (1)
- Y2 How safe would you feel?
- Y2 Should I tell?
- Y2 Fun or not?
- Y3 None of your business!
- Y3 Safe or unsafe?
- Y3 The Risk robot
- Y4 Secret or surprise?
- Y4 Islands
- Y4 Danger, risk or hazard?
- Y5 Dear Ash
- Y5 Taking notice of our feelings
- Y6 What's the risk? (1)
- Y6 Don't force me
- Y6 Acting appropriately
- Y6 Pressure online
- Y6 To share or not to share?

<p>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>	<ul style="list-style-type: none"> <li><b>R</b> Same and different</li> <li><b>R</b> Keeping safe online</li> <li><b>R</b> Listening to my feelings</li> <li><b>R</b> People who help to keep me safe</li> <li><b>R</b> Looking after my friends</li> <li><b>Y1</b> Sharing pictures</li> <li><b>Y1</b> Surprises and secrets</li> <li><b>Y2</b> Playing games</li> <li><b>Y2</b> Feeling safe</li> <li><b>Y3</b> Raisin challenge (1) (OPTIONAL)</li> <li><b>Y3</b> Safe or unsafe?</li> <li><b>Y4</b> Who helps us stay healthy and safe?</li> <li><b>Y4</b> How dare you!</li> <li><b>Y5</b> Dear Ash</li> <li><b>Y6</b> Making babies</li> <li><b>Y6</b> Joe's story (part 1) (OPTIONAL)</li> <li><b>Y6</b> Behave yourself</li> <li><b>Y6</b> Acting appropriately</li> </ul>
<p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<ul style="list-style-type: none"> <li><b>R</b> Listening to my feelings</li> <li><b>R</b> Me and my body - girls and boys</li> <li><b>Y1</b> Keeping privates private</li> <li><b>Y1</b> Surprises and secrets</li> <li><b>Y1</b> Good or bad touches?</li> <li><b>Y2</b> Feeling safe</li> <li><b>Y3</b> My changing body</li> <li><b>Y3</b> Safe or unsafe?</li> <li><b>Y3</b> Body space</li> <li><b>Y4</b> Who helps us stay healthy and safe?</li> <li><b>Y4</b> Secret or surprise?</li> <li><b>Y4</b> Safety in numbers</li> <li><b>Y4</b> All change!</li> <li><b>Y5</b> Changing bodies and feelings</li> <li><b>Y5</b> Dear Ash</li> <li><b>Y5</b> Taking notice of our feelings</li> <li><b>Y6</b> Making babies</li> <li><b>Y6</b> Joe's story (part 1) (OPTIONAL)</li> <li><b>Y6</b> Is this normal?</li> <li><b>Y6</b> Acting appropriately</li> <li><b>Y6</b> Don't force me</li> <li><b>Y6</b> To share or not to share?</li> </ul>

8. Where to get advice e.g. family, school and/or other sources.

- R** [Who can help me?](#)
- R** [People who help to keep me safe](#)
- Y1** [Good or bad touches?](#)
- Y1** [Surprises and secrets](#)
- Y2** [Feeling safe](#)
- Y3** [Safe or unsafe?](#)
- Y3** [Helping each other to stay safe](#)
- Y4** [Who helps us stay healthy and safe?](#)
- Y5** [Taking notice of our feelings](#)
- Y5** [Dear Ash](#)
- Y6** [Making babies](#)
- Y6** [Acting appropriately](#)

## 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"> <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>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

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

<b>Approved by:</b>	Debbie Randall	<b>Date:</b> November 2021
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