



Relationships and Sex Education Policy

March 2026

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1. Aims

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

- Provide a happy, safe and supportive environment for our pupils, staff and parents where sensitive discussions can take place.
- Provide a broad, balanced curriculum through a range of learning styles, for all our pupils irrespective of gender, race, religion, ability or disability.
- Develop personal and social skills and a positive attitude to growing up'.
- Prepare pupils for puberty, and give them an understanding of the differences between the genders and the importance of good health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- To value and respect themselves and others, for who they are, not for what they have or what they can do.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

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

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

We must also have regard to our legal duties set out in:

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

At Chawson First School we teach RSE as set out in this policy.

3. Policy development

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

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 provided with the proposed policy and curriculum information and were invited to share their thoughts and opinions and ask questions.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

According to the Relationships and Sex Education Guidance from the DfE, RSE is *‘teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.’*

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

The school aims to provide a graduated, age-appropriate RSE programme emphasising the social and emotional aspects of relationships. The Relationships Education RSE and Health Education Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and our curriculum therefore focuses on Relationships Education.

Our curriculum objectives are set out into a key stage 1 and 2 long term plan. These objectives are then broken down into year group medium term plans which staff use to create short term lesson plans. Long and medium term plans can be seen in appendix 1. **Appendix 3 shows the end of primary school expectations which take effect from September 2026.**

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).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships
- Online relationships, safety and awareness
- Being safe

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure 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 and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

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

The [guidance](#) recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth in the science curriculum, but it is not compulsory. Sex education is therefore not covered in our curriculum.

Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them and provide opportunities for active learning; for example through:
 - A whole-class setting
 - Consideration to the level of adaptation needed
 - Small groups or targeted sessions
 - Discussions
 - Circle time activities
 - Role play to explore emotions within relationship situations;
 - Project work;
 - Reflection and evaluation of their learning;
 - Imaginative writing or art;

- The use of video and computer technology.

Use of resources

Staff plan lessons in line with year group medium term plans. They have access to a range of PSHE resources and utilize appropriate resources online or in school. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

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

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

Ground Rules for RSE lessons

A set of ground rules will help teachers create a safe environment in which children and adults are not vulnerable to feeling pressured, embarrassed or anxious about unintended or unexpected questions or comments. Ground rules might be developed with each class or year group. Examples could include:

- No one (teacher or pupil) will have to answer a personal question if they don't want to.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.

Dealing with difficult topics / questions which arise in discussions

All teachers are aware of the ground rules which provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but, if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- **'Silly questions'**: Children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate.
- **'Concerning questions'**: These could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
- **'Genuine questions'**: The child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

Where relevant any questions giving rise to concern should be reported following school safeguarding procedures.

7. Roles and responsibilities

The governing board

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

The headteacher

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

PHSE&C Coordinator

There is a designated PHSE&C coordinator who oversees the delivery of RSE in the school. The coordinator will be responsible for informing the rest of staff about new developments, and the Headteacher of the need of training. The Coordinator will advise colleagues on resources to aid planning and to use in the classrooms.

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 components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher/ PHSE&C coordinator.

All staff employed by the school on a teaching contract have responsibility for teaching RSE at Chawson 1st school.

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 made aware of the delivery of RSE through this policy, year group meetings and continuing professional development. Staff are aware who the RSE Coordinator is and questions can be asked of this person. Staff are encouraged to invite visitors from outside the school such as school nurses, dentists, doctors, to provide support and training to staff teaching RSE. The Senior Leadership Team will be made aware of any outside agencies/professionals used.

10. Monitoring:

The delivery of RSE is monitored by the RSE Coordinator through pupil interviews, learning walks and planning/book scrutinies. Pupils' development in PSHE/RSE is monitored by class teachers as part of our internal term assessment systems.

11. Links with other policies

As well as being linked to the PSHE & Citizenship policy, this policy is linked with the following policies:

- Equal Opportunities
- Safeguarding and Child Protection
- Confidentiality
- Behaviour
- Anti-Bullying
- Science

Policy Review:

This policy is reviewed by the PSHE/RSE Coordinator annually. At every review, the policy will be approved by the Governing board. Next review April 2027

APPENDIX 1

PSHE and RSE long term plan		
	Key stage 1 Children will learn about-	Lower key stage 2 Children will learn about-
Core theme- Health and Wellbeing 1 Keeping Sage Growing and changing	• Internet safety- keeping information safe, identifying inappropriate content and how to report concerns. • Changes to our body • Difference between males and females • Keeping ourselves safe including unwanted touch (PANTS rule) • People who can help us keep safe • Fire safety	• Internet safety- keeping information safe, identifying inappropriate content and how to report concerns, understanding the consequences of sending and posting information, age restrictions • Difference between males and female bodies • Keeping ourselves safe including personal likes and dislikes • Who to talk to if worried or scared • Gender stereotypes • How to call emergency services • Risks of water
Core theme- Health and Wellbeing 2 Healthy lifestyle Keeping our bodies healthy	• Keeping clean • The main body parts • Using medicine safely • Healthy and unhealthy food • Healthy teeth • The risks of smoking • Having an active lifestyle and the risks associates with an inactive lifestyle.	• Personal hygiene including bacteria and viruses • Food groups • What a drug is • The effects of caffeine • Healthy teeth • Risks of smoking and alcohol • Having an active lifestyle
Core theme- Relationships	• Positive and negative emotions • Different types of families • Special people • What makes a good friend • What conflict is and how to resolve it • Recognising achievements and being proud • Bullying and what to do if they are being or see bullying	• Different families and a healthy family • Friendship and healthy/respectful relationships • Positive thoughts • The difference between unkindness and bullying • Beginning to judge their own feelings and behaviours
Core theme- Living in the Wider World 1 Rights and responsibilities	• Contributing to classroom life • The use of rules and how they help them • The needs of people and other living things and their responsibilities to meet them • Belonging to groups and communities	• Rules and laws that protect people • Why rules are needed and may differ in different situations • The rights of children including the ability to say No to keep themselves safe • The consequences of bad behaviour • Responsibilities, rights and duties in a variety of environments • Resolving differences • The media and how it presents information
Core theme- Living in the Wider World 2 Taking care of the environment Money Matters	• Parliament and voting • Sources and uses of money in peoples' lives • Charity • Ways to look after the environment	• Democracy and its importance • The role money plays in peoples' lives including borrowing/debt and saving • Enterprise being enterprising • Charity • Life in different countries • Being part of as community • The allocation of resources around the world

	Year R Learning objectives
Core theme- Health and Wellbeing 1 Keeping Sage Growing and changing	INTERNET SAFETY To begin to understand about internet safety and how to get help. To learn about change as we grow. Explain who to tell if you are worried or scared.
Core theme- Health and Wellbeing 2 Healthy lifestyle Keeping our bodies healthy	To understand how we can keep ourselves clean. To explain how to use medicine safely. To understand the importance of different foods.
Core theme- Relationships	To identify different emotions. To explore different types of families. To identify and explain why people are special. To identify the qualities of a good friend. To describe how to make friends and play with others. To recognise our achievements and achievements of others. To explain how we are similar and different. To identify and respond to bullying.
Core theme- Living in the Wider World 1 Rights and responsibilities	Learn how to contribute to the life of the classroom. To help construct, and agree to follow, rules and the importance of these rules. To understand the needs of other people and leaving things. To learn about belonging to groups and a community.
Core theme- Living in the Wider World 2 Taking care of the environment Money Matters	To learn about charity.

	Year 1 Learning objectives
Core theme- Health and Wellbeing 1 Keeping Sage Growing and changing	INTERNET SAFETY- To learn about the uses of the internet. To learn how to use the internet safely and how to get help. To explain changes as we grow. To identify and explain places and people who make me feel safe when worried or scared. To explain the difference between good and bad secrets. To explain how you can keep yourself safe at home.
Core theme- Health and Wellbeing 2 Healthy lifestyle Keeping our bodies healthy	To explain how to keep ourselves clean. To identify parts of our bodies. To explain how to use medicine safely. To understand the importance of a healthy diet. To understand and explain how to keep teeth healthy.
Core theme- Relationships	To identify and explain different emotions. To explore different types of families and recognise what makes them special. To identify the qualities of a good friend To explain what a compliment is and why it is important. To recognise our achievements and achievements of others. To explain why good friends are important and explore how to make new friends. To identify different types of bullying and explain what to do if they are being/witness bullying.
Core theme- Living in the Wider World 1 Rights and responsibilities	Learn how to contribute to the life of the classroom. To help construct, and agree to follow, rules and the importance of these rules. To understand the needs of other people and leaving things. To learn about belonging to groups and a community.
Core theme- Living in the Wider World 2 Taking care of the environment Money Matters	To learn about voting. To learn about having money. To learn about Charity. To learn about different environments and how to look after them.

	Year 2 Learning objectives
Core theme- Health and Wellbeing 1 Keeping Sage Growing and changing	<u>INTERNET SAFETY-</u> To learn how to use the internet safely. To identify who to talk to if you are worried or scared about something. To identify and explore differences between males and females including body parts. To explain how to keep our bodies safe -PANTS Rule. To understand the dangers of fire and how to keep safe.
Core theme- Health and Wellbeing 2 Healthy lifestyle Keeping our bodies healthy	To explain why it is important to keep ourselves clean. To understand the importance of a healthy diet. To identify the risks associated with smoking. To understand what is an active lifestyle.
Core theme- Relationships	To recognise and talk about emotions. To understand that families can be different. To identify the qualities of a good friend and how we can be a good friend to others. To understand pride. To identify different types of bullying and explain what to do if they are being/witness bullying.
Core theme- Living in the Wider World 1 Rights and responsibilities	Learn how to contribute to the life of the classroom. To help construct, and agree to follow, rules and the importance of these rules. To understand the needs of other people and leaving things. To learn about belonging to groups and a community.
Core theme- Living in the Wider World 2 Taking care of the environment Money Matters	To learn about parliament. To learn about sources and uses of money. To understand what charity is. To explain the difference between wants and needs. To learn what improves and harms our environment.

	Year 3 Learning objectives
Core theme- Health and Wellbeing 1 Keeping Sage Growing and changing	INTERNET SAFETY To learn how to use the internet safely. To identify who to talk to if you are worried or scared about something. To understand concepts of basic first aid. To explore gender stereotypes.
Core theme- Health and Wellbeing 2 Healthy lifestyle Keeping our bodies healthy	To understand the importance of personal hygiene. To understand the different food groups. To learn about the difference between legal and illegal drugs. To understand the effects of caffeine. To understand the benefits of an active lifestyle.
Core theme- Relationships	To explore different types of families and healthy family life. To identify the qualities of a good friend and healthy friendships. To identify positive thoughts and how positive thoughts can affect us. To begin to understand the importance of our own mental wellbeing. To explain the difference between unkindness and bullying.
Core theme- Living in the Wider World 1 Rights and responsibilities	To learn about the importance of different rules and laws. To know that children have rights. To recognise the consequences of anti-social and aggressive behaviours. To identify the different kinds of responsibilities, rights and duties we have. To understand how differences can be resolved. To explore and critique how the media present information.
Core theme- Living in the Wider World 2 Taking care of the environment Money Matters	To begin to understand democracy. To learn about the role money plays in their own and others' lives including charity. To explain the difference between wants and needs. To explain how their life is different to the lives of children in other countries. To research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations to appropriate people. To learn what being part of a community means.

	Year 4 Learning objectives
Core theme- Health and Wellbeing 1 Keeping Sage Growing and changing	INTERNET SAFETY: To understand the need for respectful online behaviour. To understand key rules when using the internet and where to report concerns. To explore the differences between males and females. To understand the meaning of and rights to personal space. To understand there are people available to help us. To understand how to make a clear and efficient call to emergency services. To identify the risks associated with water and how to keep safe. To begin to understand what a stereotype is and our role in breaking gender stereotypes.
Core theme- Health and Wellbeing 2 Healthy lifestyle Keeping our bodies healthy	To begin to understand about hygiene and germs. To understand the importance of a healthy diet. To identify the impact of a poor diet on our teeth. To understand the impact of smoking and passive smoking. To explain the risks associated with alcohol. To understand the importance of regular exercise and how to achieve this.
Core theme- Relationships	To understand why families are important for children. To understand that families can look different and that these differences should be respected. To identify the importance of different types of friendships. To understand that friendships have ups and downs but these can be worked through. To understand rights and responsibilities within a friendship and to explain why it is important to understand/know these things. To begin to judge whether what people are feeling and how people behave is appropriate. To understand the role of the bully, bystander and victim in a bullying scenario.
Core theme- Living in the Wider World 1 Rights and responsibilities	To learn about the importance of different rules and laws. To know that children have rights. To recognise the consequences of anti-social and aggressive behaviours. To identify the different kinds of responsibilities, rights and duties we have. To understand how differences can be resolved. To explore and critique how the media present information.
Core theme- Living in the Wider World 2 Taking care of the environment Money Matters	To understand democracy. To develop an initial understanding of money. To learn about enterprise. To understand what charity is. To recognise the role of different groups. To explore the water crisis around the world.

APPENDIX 2

By the end of primary, pupils will need to know:

Families and people who care for the pupil

- 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 (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

- The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive

- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults, including that it's 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're 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)

APPENDIX 3: By the end of primary school pupils should know from September 2026

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources