



# Relationship and sex education policy

Peel Park Primary School



Approved by: Governing Body

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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

## 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 Peel Park, 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:

1. Review – a member of staff or working group 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

- Sex education beyond that of which is covered within the science curriculum is NOT taught at Peel Park. At Key stages 1 and 2, the national curriculum for science includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. It also requires children to be taught about the reproduction of mammals, which we have opted only to teach within our science curriculum, not within PSHE, as we believe this is most appropriate for our children. Current regulations and guidance from the Department for Education (DfE) state that parents do not have the right to withdraw their child from the teaching of 'Health and Relationships Education' or the Science curriculum. We are, of course happy to further discuss the curriculum and its content with parents and invite you to contact our school office regarding this. Parents will be notified when pupils are taught about 'the changing adolescent body'.

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

RSE is not about the promotion of sexual activity.

### 5. Curriculum

Our RSE 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, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- For more information about our curriculum, see our curriculum map in Appendix 1.

### 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).

### **SEND, Inclusion, Equality and Diversity**

In line with the Equality Act 2010, we promote the needs and interests of all pupils, regardless of gender, sexual orientation, culture, faith, race, disability or personal circumstance by teaching our children to respect and celebrate difference and recognise the importance of equality. The delivery and approach to the teaching of PSHE is adapted and differentiated wherever needed in order to meet the needs of all children, including those with special educational needs. All children will be given a voice in which to express their thoughts and feelings, share their concerns or ask questions. Teaching will always take into account ability, age, development, cultural background and those with English as an additional language to ensure that the provision is fully accessible to all of our children, providing equal opportunities. We are respectful of our pupils' unique starting points and ensure our planning and teaching reflect this in order to build on prior learning. We offer challenge to our more able pupils through questioning and expected outcomes, ensuring they are well practised in the skill of reflection. Whilst ensuring we promote and celebrate diversity through all aspects of school life, we will also use PSHE and HRE as a vehicle to address this.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

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.

### **6.1 Inclusivity**

We will teach about these topics in a manner that:

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

We will also:

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

## 6.2 Use of resources

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

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

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

- Review any case study materials and look for feedback from other people the agency has worked with
  - Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
  - Ask to see in advance any materials that the agency may use
  - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
  - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
  - Check the agency's protocol for taking pictures or using any personal data they might get from a session
  - Remind teachers that they can say "no" or, in extreme cases, stop a session
  - Make sure that the teacher is in the room during any sessions with external speakers
- We **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The governing board

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

### 8.2 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/non-science] components of RSE (see section 9).

### 8.3 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/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

### 8.4 Pupils

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

## 9. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. We do not currently teach any content which would fall within this category.

## **10. Training**

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

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

## **11. Monitoring arrangements**

The delivery of RSE is monitored by Sarah Flynn (PSHE lead) through:

Book scrutinies, learning walks and pupil voice.

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

This policy will be reviewed by Jo Airey (PSHE Lead) annually. At every review, the policy will be approved by David Waites (headteacher).

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
<p>R1. That families are important for children growing up because they can give love, security and stability.</p>	<p>Y1 lesson 1 (Summer 1)                      Y2 lesson 1 (Summer 1)                      Y3 lesson 1 (Autumn 2), lesson 1 (Spring 1), lesson 5 (Summer 2)                      Y4 Lesson 1 &amp; 2 (Summer 2)                      Y6 Lesson 3 (Summer 2)</p>
<p>R2. 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.</p>	<p>Y1 Lesson 1 (Summer 1)                      Y2 Lesson 1 (Summer 1)                      Y3 Lesson 1 (Autumn 2), Lesson 1 (Summer 1), Lesson 5 (Summer 2)                      Y4 Lesson 6 (Summer 1), Lesson 1 &amp; 2 (Summer 2)</p>
<p>R3. 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>	<p>Y1 Lesson 1 (Summer 1)                      Y2 Lesson 1 (Summer 1)                      Y3 Lesson 1 (Autumn 2), Lesson 1 (Summer 1), Lesson 5 (Summer 2)                      Y4 Lesson 1 &amp; 2 (Summer 2)                      Y6 Lesson 2 (Autumn 2)</p>
<p>R4. 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>	<p>Y1 Lesson 1 (Summer 1)                      Y2 Lesson 1 (Summer 1)                      Y3 Lesson 2 (Autumn 2), Lesson 1 (Summer 1), Lesson 5 (Summer 2)                      Y4 Lesson 6 (Summer 1), Lesson 1 &amp; 2 (Summer 2)                      Y6 Lesson 3 &amp; 4 (Summer 2)</p>



Statutory requirement	JIGSAW lessons that support the teaching and learning of this
R5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Y2 Lesson 1 (Summer 1) Y3 Lesson 1 (Autumn 2)
R6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Y1 Lesson 6 (Summer 2) Y2 Lesson 1 & 4 (Summer 1) Y3 Lesson 2 (Autumn 2) Y4 Lesson 1 & 2 (Autumn 1) Y6 Lesson 5 (Autumn 1), Lesson 3 & 4 (Spring 2), Lesson 4 (Summer 2)
R7. How important friendships are in making us feel happy and secure, and how people choose and make friends.	Y1 Lesson 2 (Autumn 1), Lesson 5 (Autumn 2), Lesson 2 (Summer 1) Y2 Lesson 6 (Autumn 2), Lesson 3 (Summer 1) Y3 Lesson 1 (Autumn 1), Lesson 6 (Autumn 2), Lesson 2 (Summer 1) Y4 Lesson 1 (Autumn 1), Lesson 1 (Spring 2), Lesson 4 (Summer 1) Y6 Lesson 5 (Autumn 1), Lesson 3 & 4 (Spring 2), Lesson 4 (Summer 2)
R8. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Y1 Lesson 5 (Autumn 2), Lesson 2 (Summer 1) Y2 Lesson 6 (Autumn 2), Lesson 6 (Summer 1) Y3 Lesson 1 (Autumn 1), Lesson 2 (Summer 1) Y4 Lesson 1 (Autumn 1), Lesson 1, 2 & 5 (Spring 2), Lesson 4 & 5 (Summer 1) Y6 Lesson 4 (Summer 1), Lesson 4 (Summer 2)
R9. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Y1 Lesson 3 (Autumn 1), Lesson 5 (Autumn 2), Lesson 2 & 5 (Summer 1) Y2 Lesson 5 (Autumn 2), Lesson 3 (Summer 1) Y3 Lesson 1 (Autumn 1), Lesson 5 (Autumn 2), Lesson 2 (Summer 1) Y4 Lesson 1 (Autumn 1), Lesson 5 (Spring 2), Lesson 4-6 (Summer 1) Y5 Lesson 3 & 4 (Autumn 2) Y6 Lesson 4 (Summer 1), Lesson 4 (Summer 2)

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
<p>R10. 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.</p>	<p>Y1 Lesson 5 (Autumn 2), Lesson 2 &amp; 5 (Summer 1)  Y2 Lesson 6 (Autumn 2), Lesson 3 (Summer 1)  Y3 Lesson 5 (Autumn 2), Lesson 2 (Summer 1)  Y4 Lesson 2 &amp; 5 (Spring 2), Lesson 4 (Summer 1)  Y5 Lesson 3 &amp; 4 (Autumn 2)  Y6 Lesson 4 (Summer 1)</p>
<p>R11. 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.</p>	<p>Y1 Lesson 5 (Autumn 2), Lesson 2, 4 &amp; 5 (Summer 1)  Y2 Lesson 4 (Autumn 2), Lesson 5 (Summer 1)  2), Lesson 2, 4 &amp; 5 (Summer 1)  Y2 Lesson 4 (Autumn 2), Lesson 5 (Summer 1)  Y3 Lesson 3 &amp; 4 (Autumn 2), Lesson 3 (Summer 1)  Y4 Lesson 2 (Autumn 1), Lesson 2 &amp; 3 (Autumn 2), Lesson 1, 2, 5 &amp; 6 (Spring 2), Lesson 4 (Summer 1)  Y5 Lesson 2 &amp; 6 (Summer 1)  Y6 Lesson 3 &amp; 4 (Autumn 2), Lesson 3 &amp; 4 (Spring 2), Lesson 5 (Summer 1)</p>
<p>R12. 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</p>	<p>Y1 Lesson 3 &amp; 6 (Autumn 1), Lesson 1, 2 &amp; 6 (Autumn 2), Lesson 3 (Spring 1), Lesson 2 &amp; 6 (Summer 1)  Y2 Lesson 2-6 (Autumn 1), Lesson 5 &amp; 6 (Autumn 2), Lesson 3 (Spring 1), Lesson 3 &amp; 5 (Summer 1)  Y3 Lesson 2 (Autumn 1), Lesson 5 &amp; 6 (Autumn 2), Lesson 1 (Spring 1), Lesson 2 (Summer 1)  Y4 Lesson 2 &amp; 3 (Autumn 1), Lesson 2 (Autumn 2), Lesson 3 (Spring 1), Lesson 5 &amp; 6 (Spring 2), Lesson 4-6 (Summer 1)  Y5 Lesson 3 &amp; 4 (Autumn 1), Lesson 1 &amp; 2 (Autumn 2), Lesson 5 &amp; 6 (Spring</p>

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
	1), Lesson 4 (Spring 2), Lesson 2-6 (Summer 1) Y6 Lesson 2-6 (Autumn 1), Lesson 2 & 5 (Autumn 2), Lesson 4 (Spring 1)
R13. Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Y1 Lesson 5 (Autumn 2), Lesson 6 (Summer 1) Y2 Lesson 5 & 6 (Autumn 1), Lesson 4 & 5 (Autumn 2), Lesson 3 & 4 (Spring 1), Lesson 5 (Summer 1) Y3 Lesson 3 (Autumn 1), Lesson 5 (Autumn 2), Lesson 6 (Spring 1), Lesson 6 (Summer 1) Y4 Lesson 5 (Autumn 1) Lesson 1 & 2 (Autumn 2), Lesson 1, 2 & 5 (Spring 2), Lesson 4 & 5 (Summer 1) Y5 Lesson 4 (Autumn 1), Lesson 6 (Autumn 2), Lesson 1-6 (Summer 1) Y6 Lesson 4-6 (Autumn 1), Lesson 5 & 6 (Autumn 2), Lesson 4 (Spring 1), Lesson 4-6 (Summer 1), Lesson 4 & 5 (Summer 2)
R14. The conventions of courtesy and manners.	Y1 Lesson 2 & 3 (Autumn 1), Lesson 3 (Summer 1) Y2 Lesson 2-6 (Autumn 1), Lesson 4 & 5 (Autumn 2), Lesson 3-6 (Spring 1) Y3 Lesson 5 & 6 (Autumn 1), Lesson 5 (Autumn 2), Lesson 5 (Spring 1) Y4 Lesson 2 & 4 (Autumn 1), Lesson 5 (Spring 1), Lesson 6 (Spring 2), Lesson 4 & 5 (Summer 1) Y5 Lesson 3-6 (Autumn), Lesson 2-6 (Summer 1) Y6 Lesson 4 (Autumn 1)
R15. The importance of self-respect and how this links to their own happiness.	Y1 Lesson 6 (Spring 2), Lesson 5 (Summer 1), Lesson 5 (Summer 2) Y2 Lesson 3 & 4 (Autumn 1), Lesson 2 (Spring 1), Lesson 5 (Summer 2) Y3 Lesson 6 (Autumn 6), Lesson 5 (Spring 1), Lesson 6 (Spring 2) Y4 Lesson 5 & 6 (Autumn 2), Lesson 6 (Spring 2) Y5 Lesson 3 (Autumn 1), Lesson 6 (Autumn 2), Lesson 3 (Spring 1) Lesson 4 & 5 (Spring 2), Lesson 1 (Summer 1), Lesson (Summer 2)

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
	Y6 Lesson 1 (Autumn 2), Lesson 1 (Spring 1), Lesson 1 & 6 (Spring 2), Lesson 2 (Summer 1), Lesson 1 & 5 (Summer 2)
R16. 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.	<p>Y1 Lesson 3 &amp; 6 (Autumn 1), Lesson 1 &amp; 2 (Autumn 2), Lesson 3 (Spring 1), Lesson 4 &amp; 6 (Summer 1)</p> <p>Y2 Lesson 2-4 (Autumn 1), Lesson 4-6 (Autumn 2), Lesson 3-6 (Spring 1), Lesson 2-5 (Summer 1)</p> <p>Y3 lesson 3 (Autumn 1), Lesson 5 &amp; 6 (Autumn 2), Lesson 6 (Summer 1)</p> <p>Y4 Lesson 3 (Autumn 1), Lesson 5 &amp; 6 (Autumn 2), Lesson 6 (Spring 1), Lesson 5 &amp; 6 (Spring 2), Lesson 4-6 (Summer 1)</p> <p>Y5 Lesson 2 (Autumn 1), Lesson 1 (Autumn 2), Lesson 4 (Spring 1), Lesson 4 (Spring 2), Lesson 2 &amp; 3 (Summer 1)</p> <p>Y6 Lesson 5 &amp; 6 (Autumn 2), Lesson 6 (Spring 1), Lesson 5 &amp; 6 (Spring 1), Lesson 5 (Summer 2)</p>
R17. 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>Y1 Lesson 3 &amp; 4 (Autumn 2),</p> <p>Y2 Lesson 3 (Autumn 2)</p> <p>Y3 Lesson 3-5 (Autumn 2), Lesson 3 (Summer 1)</p> <p>Y4 Lesson 3 (Autumn 2)</p> <p>Y5 Lesson 4 (Autumn 2), Lesson 2 (Summer 1)</p> <p>Y6 Lesson 4 (Autumn 2), Lesson 4 (Summer 1)</p>
R18. What a stereotype is, and how stereotypes can be unfair, negative or destructive.	<p>Y2 Lesson 1 &amp; 2 (Autumn 2)</p> <p>Y3 Lesson 5 (Autumn 2), Lesson 1 (Summer 1), Lesson 5 (Summer 2)</p> <p>Y5 Lesson 1 (Autumn 2), Lesson 4 (Spring 2)</p> <p>Y6 Lesson 2 (Autumn 2)</p>
R19. The importance of permission-seeking and giving in relationships with friends, peers and adults.	<p>Y1 Lesson 5 (Autumn 2), Lesson 3 &amp; 4 (Summer 1), Lesson 4 (Summer 2)</p> <p>Y2 Lesson 2 (Autumn 1), Lesson 4 &amp; 5 (Autumn 2), Lesson 4-6 (Spring 1), Lesson 2 &amp; 4 (Summer 1), Lesson 5 (Summer 2)</p>

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
	Y3 Lesson 5 & 6 (Autumn 1), Lesson 2 (Summer 1) Y4 Lesson 4 (Autumn 1), Lesson 2 & 6 (Spring 2), Lesson 4 & 6 (Summer 2) Y5 Lesson 2 & 3 (Summer 1) Y6 Lesson 3 (Autumn 2), Lesson 6 (Spring 2), Lesson 4 (Summer 1), Lesson 4 & 5 (Summer 2)
R20. That people sometimes behave differently online, including by pretending to be someone they are not.	Y1 Additional lesson (Summer 1) Y2 Lesson 4 (Autumn 2), Lesson 4 (Summer 1) Y3 lesson 5 (Autumn 2), Lesson 5 (Spring 2), Lesson 3 (Summer 1) Y4 Lesson 2 (Autumn 2), Lesson 2 & 5 (Spring 2) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 5 (Summer 1)
R21. 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 Additional lesson (Spring 2) Y2 Lesson 3 (Autumn 2) Y3 Lesson 4 (Autumn 1), Lesson 5 (Autumn 2), Lesson 5 (Spring 2), Lesson 3 (Summer 1) Y4 Lesson 2 (Autumn 2), Lesson 2 (Spring 2) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 3 (Autumn 2), lesson 5 & 6 (Summer 1)
R22. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Y1 Addition lesson (Spring 2) Y2 Lesson 3 (Autumn 2), Lesson 4 (Summer 1) Y3 Lesson 4 & 5 (Spring 2), Lesson 3 (Summer 1) Y4 Lesson 2 & 3 (Autumn 2), Lesson 2 & 6 (Spring 2) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 5 & 6 (Summer 1)

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
R23. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Y1 Additional lesson (Spring 2) Y3 Lesson 5 (Autumn 2), Lesson 4 & 5 (Spring 2), Lesson 3 (Summer 1) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 5 & 6 (Summer 1)
R24. How information and data is shared and used online.	Y3 Lesson 4 & 5 (Spring 2), Lesson 3 (Summer 1) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 5 & 6 (Summer 1)
R25. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Y1 Lesson 5 (Autumn 2), Lesson 3 & 5 (Summer 1), Lesson 4 (Summer 2) Y2 Lesson 2 (Autumn 1), Lesson 4 & 5 (Autumn 2), Lesson 2 (Summer 1), Lesson 5 (Summer 2) Y3 Lesson 6 (Autumn 1), Lesson 5 (Autumn 2), lesson 4 & 5 (Spring 2), Lesson 3 (Summer 1) Y4 Lesson 5 (Autumn 1), Lesson 2 (Autumn 2), Lesson 2, 5 & 6 (Spring 2), lesson 4 & 5 (Summer 1) Y5 Lesson 4 (Spring 2), Lesson 2 & 3 (Summer 1), Lesson 1 (Summer 2) Y6 Lesson 4 (Autumn 1), Lesson 3 (Autumn 2), Lesson 3 & 4 (Spring 2). Lesson 4-6 (Summer 1)
R26. 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.	Y1 Lesson 3 (Summer 1), Lesson 4 (Summer 2) Y2 Lesson 4 (Summer 1), Lesson 4 & 5 (Summer 2) Y2 Lesson 4 (Summer 1), Lesson 4 & 5 (Summer 2) Y3 Lesson 4 & 5 (Spring 2), Lesson 3 (Summer 1) Y4 Lesson 2 & 3 (Summer 2) Y5 Lesson 2 & 3 (Summer 1), Lesson 1 (Summer 2) Y6 Lesson 6 (Spring 2), Lesson 4-6 (Summer 1)

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
R27. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Y1 Lesson 3 (Summer 1), Lesson 4 (Summer 2) Y2 Lesson 2 (Summer 1), Lesson 4 (Summer 2) Y3 Lesson 4 (Summer 2) Y4 Lesson 1 (Summer 2) Y5 Lesson 4 (Spring 2), Lesson 1 (Summer 1) Y6 Lesson 1 & 6 (Spring 2), Lesson 1 & 2 (Summer 1), Lesson 1 & 5 (Summer 2)
R28. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Y1 Lesson 3 & 4 (Summer 1) Y2 Lesson 2 (Summer 1) Y3 Lesson 4 & 5 (Spring 2) Y6 Lesson 4-6 (Summer 1)
R29. How to recognise and report feelings of being unsafe or feeling bad about any adult.	Y1 Lesson 3 & 4 (Autumn 2), Lesson 4 (Summer 2) Y2 Lesson 2 (Summer 1), Lesson 4 & 5 (Summer 2) Y3 Lesson 4 & 5 (Spring 2) Y4 Lesson 5 (Spring 2) Y5 Lesson 3 (Autumn 2), Lesson 2 & 3 (Summer 1) Y6 Lesson 5 (Summer 1)
R30. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	Y1 Lesson 5 (Spring 1), Lesson 5 (Summer 1) Y2 Lesson 4 (Autumn 2), Lesson 2 (Spring 1), Lesson 2 (Summer 1), Lesson 5 (Summer 2) Y3 Lesson 4 (Autumn 2), Lesson 4 & 5 (Spring 2) Y4 Lesson 4 (Autumn 2), Lesson 3 & 4 (Spring 2) Y5 Lesson 3 (Autumn 2), Lesson 3 (Spring 2), Lesson 2 (Summer 1) Y6 Lesson 4 (Autumn 2), Lesson 5 & 6 (Spring 2), Lesson 4 (Summer 1), Lesson 2 (Summer 2)

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
R31. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	Y1 Lesson 4 (Autumn 2) Y2 Lesson 4 (Autumn 2), Lesson 4 & 5 (Summer 1), Lesson 5 (Summer 2) Y3 Lesson 3 & 4 (Autumn 2), Lesson 4 & 5 (Spring 2) Y4 Lesson 3 (Autumn 2), Lesson 3 & 4 (Spring 2) Y4 Lesson 3 (Autumn 2), Lesson 3 & 4 (Spring 2) Y5 Lesson 2 (Autumn 2), Lesson 3 (Spring 2), Lesson 2 (Summer 1) Y6 Lesson 3 & 4 (Autumn 2), Lesson 1-6 (Spring 2), Lesson 4 (Summer 1)
R32. Where to get advice e.g. family, school and/or other sources.	Y1 Lesson 4 (Autumn 1), Lesson 4 (Summer 1), Lesson 6 (Summer 2) Y2 Lesson 2 (Autumn 1), Lesson 4 (Autumn 2), Lesson 2 & 4 (Summer 1), Lesson 5 (Summer 2) Y3 Lesson 2 (Autumn 1), Lesson 4 (Autumn 2), Lesson 4 & 5 (Spring 2), Lesson 3 (Summer 1) Y4 Lesson 3 (Autumn 2), Lesson 3-5 (Spring 2), Lesson 4 (Summer 1) Y5 Lesson 3 & 4 (Autumn 2), Lesson 3 (Spring 2), Lesson 2 (Summer 1) Y6 Lesson 3 (Autumn 2), Lesson 1-6 (Spring 2), Lesson 1-6 (Summer 1), Lesson 2 & 3 (Summer 2)
H1. That mental wellbeing is a normal part of daily life, in the same way as physical health.	Y1 Lesson 1 & 2 (Spring 2) Y2 Lesson 2 (Spring 2) Y3 Lesson 6 (Spring 2) Y4 Lesson 6 (Spring 2) Y5 Lesson 6 (Spring 1), Lesson 6 (Summer 1), Lesson 6 (Summer 2) Y6 Lesson 1, 5 & 6 (Spring 2), Lesson 1 & 2 (Summer 1), Lesson 1 & 5 (Summer 2)
H2. That there is a normal range of emotions (e.g. happiness, sadness, anger,	Y1 Lesson 4 (Autumn 1), Lesson 6 (Autumn 2) Lesson 1 (Spring 1), Lesson 1



Statutory requirement	JIGSAW lessons that support the teaching and learning of this
fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	<p>(Spring 2), Lesson 6 (Summer 1), Lesson 6 (Summer 2)</p> <p>Y2 Lesson 1 (Autumn 1), Lesson 1, 5 &amp; 6 (Autumn 2), Lesson 1 &amp; 5 (Spring 1), Lesson 2 (Spring 2), Lesson 4-6 (Summer 1), Lesson 6 (Summer 2)</p> <p>Y3 Lesson 2 &amp; 3 (Autumn 1), Lesson 6 (Autumn 2), Lesson 5 &amp; 6 (Spring 1), Lesson 4 (Spring 2), Lesson 2 (Summer 1), Lesson 1-6 (Summer 2)</p> <p>Y4 Lesson 1 (Autumn 1), Lesson 6 (Autumn 2), Lesson 6 (Spring 1), Lesson 1 (Spring 2), Lesson 2 (Summer 1), Lesson 5 (Summer 2)</p> <p>Y5 Lesson 2 (Autumn), Lesson 3 (Autumn 2), Lesson 1 (Spring 1), Lesson 6 (Spring 1), Lesson 1 (Summer 1), Lesson 3 (Summer 2)</p> <p>Y6 Lesson 2 &amp; 3 (Autumn 1), Lesson 6 (Autumn 2), Lesson 3 (Spring 1), Lesson 2 (Spring 2), Lesson 3 (Summer 1), Lesson 6 (Summer 2)</p>
H3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	<p>Y1 Lesson 4 (Autumn 1), Lesson 6 (Autumn 2), Lesson 6 (Spring 1), Lesson 2 (Spring 2), Lesson 5 (Summer 1), Lesson 6 (Summer 2)</p> <p>Y2 Lesson 1 (Autumn 1), Lesson 1, 5 &amp; 6 (Autumn 2), Lesson 1 &amp; 5 (Spring 1), Lesson 2 (Spring 2), Lesson 4-6 (Summer 1), Lesson 6 (Summer)</p> <p>Y3 Lesson 2 &amp; 3 (Autumn 1), Lesson 6 (Autumn 2), Lesson 5 &amp; 6 (Spring 1), Lesson 4 (Spring 2), Lesson 2 (Summer 1), Lesson 1-6 (Summer 2)</p> <p>Y4 Lesson 1 (Autumn 1), Lesson 6 (Autumn 2), Lesson 6 (Spring 1), Lesson 1 (Spring 2), Lesson 2 (Summer 1), Lesson 5 (Summer 2)</p> <p>Y5 Lesson 2 (Autumn 1), Lesson 3 (Autumn 2), Lesson 1 (Spring 1), Lesson 6 (Spring 2), Lesson 1 (Summer 1), Lesson 3 (Summer 2)</p> <p>Y6 Lesson 2 &amp; 3 (Autumn 1), Lesson 6 (Autumn 2), Lesson 3 (Spring 1), Lesson 2 (Spring 2), Lesson 3 (Summer 1), Lesson 6 (Summer 2)</p>
H4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	<p>Y1 Lesson 5 (Autumn 1), Lesson 5 (Spring 2), Lesson 2 (Summer 2)</p> <p>Y2 Lesson 4 (Autumn 2), Lesson 6 (Spring 1)</p> <p>Y3 Lesson 2 (Autumn 2), Lesson 2 (Spring 1)</p> <p>Y4 Lesson 5 (Autumn 2), Lesson 5 (Spring 2), Lesson 3 (Summer 1), Lesson 4 (Summer 2)</p>

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
	<p>Y5 Lesson 2 (Autumn 2), Lesson 5 &amp; 6 (Spring 2), Lesson 1 (Summer 1), Lesson 5 &amp; 6 (Summer 2)</p> <p>Y6 Lesson 4 (Autumn 1), Lesson 1 (Autumn 2), Lesson 5 (Spring 1), Lesson 5 &amp; 6 Spring 2). Lesson 1-3 (Summer 1), Lesson 1, 5 &amp; 6 (Summer 2)</p>
<p>H5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>	<p>Y1 Lesson 1, 2 &amp; 6 (Spring 2)</p> <p>Y2 Lesson 1, 2, 4, 5 &amp; 6 (Spring 2)</p> <p>Y3 Lesson 1 &amp; 2 (Spring 2)</p> <p>Y5 Lesson 6 (Spring 2), Lesson 5 (Summer 1), Lesson 1 (Summer 2)</p> <p>Y6 Lesson 1, 5 &amp; 6 (Spring 2), Lesson 1 &amp; 2 (Summer 1)</p>
<p>H6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>Y1 Lesson 1-6 (Spring 2), Lesson 5 &amp; 6 (Summer 1)</p> <p>Y2 Lesson 1-6 (Spring 2)</p> <p>Y3 Lesson 1, 2 &amp; 6 (Spring 2)</p> <p>Y5 Lesson 6 (Spring 2), Lesson 1 (Summer 2)</p> <p>Y6 Lesson 1, 5 &amp; 6 (Spring 2), Lesson 1 &amp; 2 (Summer 1), Lesson 1, 5 &amp; 6 (Summer 2)</p>
<p>H7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p>Y1 Lesson 1 (Autumn 1), Lesson 3 &amp; 4 (Autumn 2)</p> <p>Y2 Lesson 5 (Autumn 2)</p> <p>Y3 Lesson 5 (Autumn 2)</p> <p>Y4 Lesson 2 &amp; 3 (Autumn 2), Lesson 2 &amp; 4 (Summer 1)</p> <p>Y5 Lesson 5 (Autumn 1), Lesson 3 &amp; 4 (Autumn 2), Lesson 1 (Summer 1)</p> <p>Y6 Lesson 1-3 (Autumn 2), Lesson 4 (Spring 1), Lesson 1, 5 &amp; 6 (Spring 2), Lesson 1-3 (Summer 1), Lesson 1 (Summer 2)</p>
<p>H8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>Y1 Lesson 3 &amp; 4 (Autumn 2)</p> <p>Y2 Lesson 5 Autumn 2)</p> <p>Y3 Lesson 3-5 (Autumn 2)</p>

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
	Y4 Lesson 2 & 3 (Autumn 2) Y5 Lesson 4 (Autumn 2), Lesson 2 & 3 (Summer 1) Y6 Lesson 4 (Autumn 2), Lesson 2-4 (Spring 2), Lesson 4 (Summer 1)
H9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Y1 Lesson 4 (Autumn 2), Lesson 4 (Summer 1) Y2 Lesson 4 (Autumn 2) Y3 Lesson 2-4 (Autumn 2), Lesson 4 & 5 (Spring 2), Lesson 3 (Summer 1) Y4 Lesson 4 (Autumn 2), Lesson 2 (Summer 1) Y5 Lesson 3 & 4 (Autumn 2), Lesson 3 (Spring 2), Lesson 2 & 3 (Summer 1) Y6 Lesson 1-6 (Spring 2), Lesson 1-4 (Summer 1), Lesson 1-6 (Summer 2)
H10. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	Y4 Lesson 4 (Summer 1) Y5 Lesson 4-6 (Spring 2), Lesson 2 & 3 (Summer 1), Lesson 1 (Summer 2) Y6 Lesson 1 & 2 (Autumn 2), Lesson 1-6 (Spring 2), Lesson 1-3 (Summer 1), Lesson 1, 5 & 6 (Summer 2)
H11. That for most people the internet is an integral part of life and has many benefits.	Y3 Lesson 4 & 5 (Spring 2), Lesson 3 (Summer 1) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 5 & 6 (Summer 1)
H12. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	Y2 Lesson 2 (Spring 2) Y3 Lesson 3 (Summer 1) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 5 & 6 (Spring 2), Lesson 5 & 6 (Summer 1)
H13. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Y2 Lesson 3 (Autumn 2) Y3 Lesson 5 (Autumn 2), Lesson 3 (Summer 1) Y4 Lesson 3 (Autumn 2) Y5 Lesson 2-6 (Summer 1)

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
	Y6 Lesson 3 & 4 (Autumn 2), Lesson 5 & 6 (Summer 1)
H14. Why social media, some computer games and online gaming, for example, are age restricted.	Y3 Lesson 3 (Summer 1) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 5 & 6 (Summer 1)
H15. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	Y2 Lesson 3 (Autumn 2), Lesson 3 (Summer 1) Y3 Lesson 5 (Autumn 2), Lesson 3 (Summer 1) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 5 & 6 (Summer 1)
H16. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Y3 Lesson 3 (Summer 1) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 5 & 6 (Summer 1)
H17. Where and how to report concerns and get support with issues online.	Y2 Lesson 4 (Autumn 2) Y3 Lesson 3 & 4 (Spring 2), Lesson 3 (Summer 1) Y5 Lesson 2-6 (Summer 1) Y6 Lesson 3 & 4 (Autumn 2), Lesson 1-6 (Spring 2), Lesson 1-6 (Summer 1)
H18. The characteristics and mental and physical benefits of an active lifestyle.	Y1 Lesson 1-6 (Spring 2) Y2 Lesson 1,2,3,5 & 6 (Spring 2) Y3 Lesson 1, 2 & 6 (Spring 2) Y5 Lesson 6 (Spring 2), Lesson 1 (Summer 2) Y6 Lesson 1, 5 & 6 (Spring 2), Lesson 1 & 2 (Summer 2)
H19. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	Y1 Lesson 1 & 2 (Spring 2) Y2 Lesson 1 & 2 (Spring 2) Y3 Lesson 1, 2 & 6 (Spring 2) Y5 Lesson 6 (Spring 2)

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
	Y6 Lesson 1, 5 & 6 (Spring 2)
H20. The risks associated with an inactive lifestyle (including obesity).	Y2 Lesson 1 & 6 (Spring 2) Y3 Lesson 1 & 2 (Spring 2) Y5 Lesson 6 (Spring 2) Y6 Lesson 6 (Spring 2)
H21. How and when to seek support including which adults to speak to in school if they are worried about their health.	Y1 Lesson 5 (Spring 2) Y2 Lesson 3 (Spring 2) Y3 Lesson 3-5 (Spring 2) Y4 Lesson 3 & 4 (Spring 2) Y5 Lesson 1-6 (Spring 2) Y6 Lesson 1 & 6 (Spring 2), Lesson 1 & 2 (Summer 1)
H22. What constitutes a healthy diet (including understanding calories and other nutritional content).	Y1 Lesson 2 (Spring 2) Y2 Lesson 4 & 5 (Spring 2) Y3 Lesson 1 & 2 (Spring 2)
H23. The principles of planning and preparing a range of healthy meals.	Y1 Lesson 2 (Spring 2) Y2 Lesson 4 & 5 (Spring 2) Y3 Lesson 1 & 2 (Spring 2)
H24. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Y1 Lesson 1, 2 & 6 (Spring 2) Y2 Lesson 1, 4 & 5 (Spring 2) Y3 Lesson 1 & 2 (Spring 2) Y4 Lesson 4 (Spring 2) Y5 Lesson 1 & 2 (Spring 2) Y6 Lesson 1 & 2 (Spring 2)
H25. The facts about legal and illegal harmful substances and associated risks,	Y1 Lesson 4 (Spring 2)

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
including smoking, alcohol use and drug-taking.	Y2 Lesson 3 (Spring 2) Y3 Lesson 3 (Spring 2) Y4 Lesson 3 & 4 (Spring 2) Y5 Lesson 1 & 2 (Spring 2) Y 6 Lesson 2 (Spring)
H26. How to recognize early signs of physical illness, such as weight loss, or unexplained changes to the body.	Y4 Lesson 3 & 4 (Spring 2)
H27. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Additional lessons for all year groups
H28. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Y1 Lesson 1 & 2 (Spring 2) Y2 Lesson 2 (Spring 2) Y3 Lesson 2 (Spring 2) Y5 Lesson 5 (Summer 1) Y6 Lesson 5 & 6 (Spring 2)
H29. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Y1 Lesson 1 & b 2 (Spring 2) Y2 Lesson 2 (Spring 2) Y5 additional lesson (Spring 2) Y6 Lesson 1 (Spring 2)
H30. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Y1 Lesson 3 & 6 (Spring 2)
H31. The facts and science relating to allergies, immunisation and vaccination.	Y6 Lesson 1 (Spring 2)
H32. How to make a clear and efficient call to emergency services if necessary.	Y3 Lesson 4 (Spring 2) Y5 Lesson 3 (Spring 2)
H33. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Y5 Lesson 3 (Spring 2)

Statutory requirement	JIGSAW lessons that support the teaching and learning of this
H34. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Y1 Lesson 4 (Summer 2) Y2 Lesson 3 & 4 (Summer 2) Y3 Lesson 3 & 4 (Summer 2) Y4 Lesson 2 & 3 (Summer 2) Y5 Lesson 2-4 (Summer 2) Y6 Lesson 2 (Summer 2)
H35. About menstrual wellbeing including the key facts about the menstrual cycle.	Y3 Lesson 3 & 4 (Summer 2) Y4 Lesson 3 (Summer 2) Y5 Lesson 2 (Summer 2) Y6 Lesson 2 & 3 (Summer 2)

## 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><input type="checkbox"/> That families are important for children growing up because they can give love, security and stability</li> <li><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li><input type="checkbox"/> 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>
Caring friendships	<ul style="list-style-type: none"> <li><input type="checkbox"/> How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li><input type="checkbox"/> 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><input type="checkbox"/> That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li><input type="checkbox"/> 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><input type="checkbox"/> 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>



TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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><input type="checkbox"/> Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li><input type="checkbox"/> The conventions of courtesy and manners</li> <li><input type="checkbox"/> The importance of self-respect and how this links to their own happiness</li> <li><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li><input type="checkbox"/> 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><input type="checkbox"/> That people sometimes behave differently online, including by pretending to be someone they are not</li> <li><input type="checkbox"/> 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><input type="checkbox"/> The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li><input type="checkbox"/> 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><input type="checkbox"/> How information and data is shared and used online</li> </ul>

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