



Relationships Education Policy Whole school including EYFS

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Dr Pamela Edmonds (Head)

Date reviewed: July 2026

Date of next review: July 2027

Context

This policy responds to the Department for Education's (DfE's) statutory guidance updated September 2026. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>. The main changes to the curriculum revolve around what it is like to grow up as a child in 2026 and the new challenges and influences young people face as a result. While some of the topics are more sensitive, the guidance recommends taking a positive approach to learning. The latest statutory guidance places an emphasis on schools supporting pupils to build positive attitudes and skills and the promotion of healthy norms about relationships. For primary pupils specifically, the updated guidance places a stronger focus on online safety and wellbeing, the use of accurate terminology for body parts, including genitalia, and the introduction of personal safety around water, roads, and railways. There is also greater emphasis on helping children understand change and loss, including bereavement, and on developing communication skills, assertiveness, and the confidence to express personal needs and boundaries.

The key changes to the Relationships Education curriculum in primary schools for implementation from 1 September 2026 include:

New Personal Safety Topics

Public & Travel Safety: Introduces personal safety lessons for public spaces, including identifying and managing risks around roads, railways (such as level crossings), and water.

Correct Anatomical Terminology: Explicitly mandates the use of accurate terminology for body parts, including genitalia, to reduce stigma and help children identify and report abuse.

Enhanced Digital and Social Safeguarding

Online Risks: Expands significantly on digital dangers, moving beyond basic internet safety to teach children about toxic online influencers, AI-generated content (like deepfakes), and subcultures.

Violence & Misogyny: Places a new emphasis on the negative impacts of pornography and highlights topics like preventing misogyny and violence against women and girls from an early age.

Mental and Emotional Wellbeing

Grief & Loss: Adds a greater emphasis on understanding change, loss, bereavement, and loneliness to help pupils develop emotional resilience.

Vaping & Nicotine: Updates health education by explicitly adding vaping and nicotine addiction into drug and alcohol awareness lessons.



Curriculum Structure and Gender Guidance

Removal of Hard Age Limits: Removes the rigid proposed age limits for certain topics, instead giving schools the flexibility to ensure content is age and stage-appropriate.

Gender Identity Teaching: Unlike the previous guidance, the 2026 framework explicitly notes that schools "should not teach as fact that all people have a gender identity". Schools must teach the facts and the law about biological sex and gender reassignment without endorsing any specific views.

Sex Education Recommendations

Timing: While sex education remains non-compulsory in primary schools, the updated guidance recommends that any sex education taught takes place in Year 5 and/or Year 6.

Parental Rights: Parents continue to retain the legal right to withdraw their children from sex education lessons.

A key part of the development of this policy is consultation and collaboration with the school community including ensuring that the involvement of pupils. Pupils' involvement should ensure that the curriculum is inclusive, relevant and engaging. For parents, consultation should ensure transparency regarding the content being taught and the materials being used are communicated and shared. The school works with local partnerships and external agencies to understand and respond to specific local issues. Teachers who deliver the curriculum are supported to ensure that they have the knowledge, skills, and confidence to create a safe and supportive classroom environment. The Governance Team are kept informed of the progress of pupils and how the Relationships Education curriculum is shaped.

Relationships Education plays a vital role in preparing pupils for life, supporting pupils' moral, social and mental development. Crucially, it is also a key safeguarding tool, helping young people recognise when something is wrong and understand how to seek help.

This policy should be read in conjunction with the school's Safeguarding, Behaviour, Anti-bullying, Equality, Diversity and Inclusion Policy, e-safety, PSHCE, wellbeing policies and the school's curriculum for science.

The policy is reviewed at least annually to identified any gaps or areas for development identified by pupils, and to ensure full alignment with the latest statutory guidance. Staff training is planned accordingly.

Assessment of Relationships Education

Schools should have the same high expectations of the quality of pupils' work in Relationship Education as for other curriculum areas. Lessons are planned to ensure that pupils of differing abilities, including for higher attainer, pupils who have special educational needs and/or disabilities (SEND) and those for whom English is an Additional Language (EAL) are suitably challenged. As a consequence, teaching is assessed, progress is tracked and used to identify where pupils need extra support or intervention. Assessment is achieved through end of unit checks, formative assessment in lessons, differentiated questioning, written work, self-evaluations and objectives that are tracked. In the autumn and spring end-of-term reports the children are given grades for attainment and effort. The attainment grade is awarded in line with the teachers' formative assessment aligned with all statutory curriculum objectives for Relationships Education. In the end-of-year report, the teacher writes a comment for overall progress and attainment.

Relationships Education – DfE Guidance

Relationships Education is compulsory in primary education. DfE guidance on health education does not apply to independent schools which must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. However, the school finds the DfE guidance sections on



health education most helpful in planning the school's wellbeing and PSHE curriculum. Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. It emphasises the relationship between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.

In primary schools, relationships education should provide the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Engagement with the community

The schools proactively engages and consults parents in developing and reviewing this policy, ensuring parents understand that an effective Relationships Education curriculum is important for promoting and protecting the wellbeing of all children. This is achieved through:

- questions on the annual parent survey requesting feedback on the relevance of the content of the curriculum;
- requests for feedback on the relevance of updates to the curriculum via the weekly 'Bookbag'
- responses from the school to parental queries in relation to the Relationships Education curriculum at the termly Parent Representatives meetings
- publication of the Relationships Education curriculum on the school website and on the parent portal;
- publications of subject Curriculum Maps for Theology, Philosophy and Religion (TPR);
- Publication of the Relationships Education provider resources links, SCARF (Coram Education);
- coverage of the content of the curriculum at information events and presentations for parents;
- letters detailing the content to be taught ahead of topic coverage;
- individual meetings with parents, as required.

The school listens and responds to the views of pupils to ensure that the Relationships Education curriculum meets pupils' needs and that topics are taught at the right time to support children to build positive relationships and avoid harms before they occur. This is achieved through:

- listening to pupils' views in lessons;
- acting on anonymous feedback from pupils from, for example, from 'worry boxes' in classrooms;
- pupil surveys;
- PSHE debates;
- discussions in assemblies
- School Council feedback
- Relationships Education progress monitoring and assessment.

The schools may include new content in the Relationships Education curriculum to respond to emerging needs or issues in the school but will be careful to inform parents of any shifts away from the policy and continue to share relevant materials on request.



Right to withdraw a child from sex education in a primary school

Sex education is not compulsory in primary schools. The DfE recommend that primaries teach sex education in years 5 and/or Year 6 in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum. Consequently, the school may introduce aspects of sex education in Year 5 and Year 6. The school consults and signposts any content that will be taught within sex education ahead of teaching the content in a letter to parents. This process includes offering parents support in talking to their children about sex education and how to link this with what is going to be taught in school as well as advice about parents' right to request withdrawal from sex education. Please note that where a primary school provides sex education, a parent has the right to withdraw their child from sex education. The Head of the primary school must automatically grant a request to withdraw a pupil from sex education, other than content that is taught as part of the science curriculum. The school will ensure a record of this decision is kept.

There is no right to withdraw children from Relationships Education.

Teaching

The teaching of Relationships Education is taught by the Classroom Teacher within the PSHE curriculum supplemented by specialist external providers from Coram Education and the NSPCC for the teaching of some topics in Years 5 and Year 6. The school uses SCARF, Coram Education, to deliver the Relationships Education. Parents are informed by letter which topics, with the detail of the content to be taught by an external provider (with the name and organisation of the external provider) prior to the teaching of the topic. Where possible (in line with copyright law), resources that will be used are shared with parents prior to the teaching of topics by an external provider. The school will ensure resources and teaching materials are appropriate for the age and maturity of pupils, are accessible for all pupils, including those with SEND, and fit with the planned programme and policy, and are sensitive to pupils' needs. The school's visiting speaker policy is always followed for external speakers. The school ensures that visitors understand how safeguarding is dealt with in line with the school's Safeguarding Policy.

The spiral curriculum provided by SCARF, Coram Education, covers the essential building blocks needed to meet the DfE's new Relationships requirements for children including those aged 4-11 years.

<https://www.coramscarf.org.uk/primary>.

Our approach

Schools have the freedom to implement this guidance in the context of a broad and balanced curriculum. The curriculum should be in line with the needs of pupils. Effective, high quality teaching will break down core knowledge and skills into manageable and well sequenced units, including opportunities for pupils to practise skills so that they will be confident to use them in real-life situations. The curriculum will build knowledge and skills sequentially, with regular feedback provided on pupil progress. Lessons will ensure that all pupils are challenged with assessments identifying where pupils need extra support or intervention. Cross curriculum opportunities will be coordinated for consolidation of content and continuity of topic delivery.

The focus will be on 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. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and



respect, the importance of honesty and truthfulness, permission seeking and giving and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent. Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books and resources. From Reception, teachers talk explicitly about the features of healthy friendships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

For example, in primary, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary.

Schools should be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.

Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

Pupils should know how to report concerns and seek advice. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child.

Primary children should be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used. For example, in late primary, schools may decide to discuss the pressure to share naked images if this is affecting pupils in the school. There may also be cases, such as when they know that pupils have seen pornography, in which schools may feel the need to discuss online sexual content. Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion.



Curriculum coverage by the end of primary school

General wellbeing:

- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- The importance of promoting general wellbeing and physical health.
- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- Where and how to seek support (including recognising the triggers for seeking support), including who 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).
- That it is common to experience mental health problems, and early support can help.

Wellbeing online:

- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
- Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting 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.
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.



- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

Physical health and fitness:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular physical activity 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, moderate and/or vigorous physical activity.

The risks associated with an inactive lifestyle, including obesity.

- How and when to seek support including which adults to speak to in school if they are worried about their health. Healthy eating Curriculum content:
- What constitutes a healthy diet (including understanding calories and other nutritional content).
- Understanding the importance of a healthy relationship with food.
- The principles of planning and preparing a range of healthy meals.
- 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).

Drugs, alcohol, tobacco and vaping:

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention:

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.



- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety:

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
- Basic first aid Curriculum content:
- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies:

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Governance

The Governance Team ensure that:

- all pupils make progress in achieving the expected educational outcomes
- teaching is accessible to all pupils who have SEND
- curriculum content and teaching materials are aligned with statutory guidance
- clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

The DfE strongly encourage primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families.



Relationships Education should be sensitive to the religious background of pupils, and schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. All schools may teach about faith perspectives on these topics and balanced debate may take place about issues that are contentious.

Schools can support young children to behave with respect and to understand and identify prejudice. Preventing sexual violence and abusive behaviour starts from this support for children in primary school. Supporting young people to develop the skills they need to build healthy relationships is part of a whole school approach and underpinned by an ethos of kindness and respect throughout the school. Staff have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes. Pupils should have opportunities to develop positive conceptions of masculinity and femininity. Pupils may be exposed to online content which normalises harmful or violent sexual behaviours, which might include sexist and misogynistic influencers who normalise sexual harassment and abuse. Young people may be more vulnerable to this content when they have low self-esteem, are being bullied, or have other challenges in their lives. Teachers should encourage pupils to consider how this content may be harmful.

Safeguarding

Discussions about sensitive topics in Relationships Education can lead to increased safeguarding reports. All staff should know what to do if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse. The Department publishes statutory safeguarding guidance Keeping children safe in education (KCSIE); this guidance provides a strong safeguarding framework and is clear on the actions a school should take if there are any concerns about a child or young person's wellbeing and/or safety. Staff should also be aware of mandatory reporting duties, including relating to FGM and the introduction of a new law for anyone in regulated activity relating to children in England, including teachers, to report if they are made aware a child is being sexually abused.

If staff have any concerns about a child's welfare, they should act on them immediately. The school's Safeguarding Policy and Part 1 of KCSIE sets out the process staff should follow when they have concerns about a child. Staff should handle personal information with due care and know how to manage the requirement to maintain an appropriate level of confidentiality.

If staff have a concern about a risk of pupils experiencing or perpetrating harms, they follow the school's Safeguarding Policy and speak to the designated safeguarding lead (or a deputy). The designated safeguarding lead should have knowledge of trusted, high-quality local support that could be engaged, links to the police and other agencies and awareness of local issues which may be appropriate to address in lessons.

Managing difficult questions

Pupils may ask questions about topics which go beyond any content covered by the school or relate to sex education from which they have been withdrawn. The school's policy is to handle such questions with an emphasis on supporting the child. In the first instance the school would ask a pupil to speak to their parents or a trusted adult. There is the option to signpost to support services where needed. It is recognised that children whose questions go unanswered might instead turn to inappropriate sources of information, including online. Teachers may require support and training in handling questions that are better not dealt with in the classroom.

What can parents do to support their child's learning at home?

The statutory guidance is clear in recognising that a parent/carer is a child's primary educator in these matters. There are many things parents can do to support their child's understanding and encourage them to ask questions. Here are some:



If you feel it is time to talk to your child about growing up and the changes they are likely to experience it is best to offer it in small chunks, rather than do it in one go, often known as 'The Talk'. This gives children time to digest the new information and ask you further questions as they develop more understanding.

If your child asks you questions try to stay calm and not worry if you don't know the answer. There are plenty of websites that you can use together to help you find the answers to their questions in a factual, honest, age-appropriate way. Use everyday opportunities to bring up the topic. Reading books with your child is also a great way of introducing topics and helping children to understand themselves, their bodies and the world around them. If you do have family names for genitals, ensure your child also knows their scientific names too. Nobody likes to think their child is at risk of abuse but knowing the correct words for their genitals will help them report abuse if it did ever happen. By showing your child that you are comfortable with them asking you questions now, you are helping to develop a relationship with them where they can seek your advice and support in their adolescent years.

The guidance should be read in conjunction with:

- Keeping children safe in education 2026 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Early years foundation stage (EYFS) statutory framework - GOV.UK <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- Working Together to Safeguard Children <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Behaviour in schools <https://www.gov.uk/government/publications/behaviour-in-schools--2>



Relationships Education Curriculum Content

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
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.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy 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.
3. 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.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.



5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. 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.
6. 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

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.



5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns 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.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Sex Education (Primary)

Sex education is not compulsory in primary schools, but we may teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. If taught in Year 6, human reproduction in the science curriculum is presented in terms of a factual description of conception.

Parents receive support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.