



Relationships and sex education policy
Sep 2025
Nettlesworth Primary School

Approved by:	Donna Lee	Date: Sep 2025
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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
- Contribute to our existing Rights Respecting Ethos and values

See Appendix 1 for our ethos and values

2. Statutory requirements

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

However, 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 Nettlesworth Primary School 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. Governor Consultation - the school has identified a link governor to support us in this area.
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE/SEAL) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), through our UNCRC/Rights Respecting Schools Ethos and Safeguarding Workshops.

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 safety and awareness
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived (we do not cover sexual intercourse through consultation) and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

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).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

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

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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

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
 - Share all external materials with parents and carers

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
- Work with agencies who don't allow their material to be shared with parents and carers

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 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 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) Mrs Donna Lee

All staff at Nettlesworth Primary School will teach, or support in the teaching of, RSE. Nettlesworth Primary School has an identified RSE lead who supports and monitors RSE provision, including regular professional dialogues with the link governor when appropriate.

RSE Leader/Head Teacher/SENCO (also leads PSHE, SEAL, UNCRC and Wellbeing): Donna Lee
Safeguarding Governor: Diana Barclay

RSE Governor: Claire Boden

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

Parents have the right to withdraw their children from the components of sex education within RSE

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

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 Head Teacher-Mrs Donna Lee through:

Monitoring arrangements, such as planning scrutinies, learning walks, etc.

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

This policy will be reviewed by Donna Lee- Head Teacher annually. At every review, the policy will be approved by the Governing Body

Appendix 1

Nettlesworth Primary School is a place where **inclusion**, **pupil voice** and **respect** are valued.

Our school aims to provide all children with a well planned and balanced education taking full account of National Curriculum Statutory requirements. Within the bounds of this we also provide for individual children's special needs which may require more challenging work or additional help. We are an **Inclusion Quality Mark** School, who focuses on the pursuit of outstanding teaching and learning and creating an environment in which every student, including those who do not have disabilities, has the opportunity to flourish.

We are a **NACE** accredited school (an award in recognition of school-wide high-quality provision for more able learners within a context of challenge for all) and ensure there is a whole school commitment and a clear focus to providing for More Able Gifted and Talented pupils. We provide pupils with a wide range of experiences and opportunities individualised to their personal needs and interests. Parents are closely involved in the education of their child and are consulted about their provision.

As a Rights Respecting **Gold** School, we place the **UNCRC** (United Conventions of the Rights of a Child) at the heart of its planning, policies and practice. The school has a Rights Respecting Ethos, where children are empowered to become active citizens and learners.

Nettlesworth Primary School is like a family, where everyone is cared for. We provide a secure and happy environment in which children, as members of the school family, acquire the basic skills needed in order to make progress in all aspects of their life. We work together where all members of the community feel safe, achieve and make a positive contribution to the school and the wider community.

Children are given opportunities to broaden experience, listen and talk about what they explore and investigate, develop skills and practice them

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS/Year 1	Autumn	<p>Getting on and Falling Out Animals including Humans New Beginnings Articles 27, 15, 31 Getting on and Falling Out Articles 15, 31, 2, 14, 30, 29 Say no to Bullying Week</p> <p>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</p> <p>Includes understanding my place in the class, school and global community as well as devising Learning Charters.</p>	
	Spring	<p>Belonging to a Family Good to be me Relationships Going for Goals Articles 5, 12 Good to be Me Article 1, 2 Relationships Articles 7, 8, 9, 10, 12, 16</p> <p>Includes goal-setting, aspirations for yourself and the world and working together.</p> <p>Includes understanding friendship, family and other relationships, conflict resolution and communication skills.</p> <p>Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</p>	
	Summer	<p>Changes Changes Article 31</p> <p>Includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)</p> <p>EYFS RSE specific content: Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene</p> <p>Year 1 RSE specific content: Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn	<p>Getting on and Falling Out Animals including Humans New Beginnings Articles 27, 15, 31 Getting on and Falling Out Articles 15, 31, 2, 14, 30, 29 Say no to Bullying Week</p> <p>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</p> <p>Includes understanding my place in the class, school and global community as well as devising Learning Charters.</p>	
	Spring	<p>Having Friends Good to be me Relationships Going for Goals Articles 5, 12 Good to be Me Article 1, 2 Relationships Articles 7, 8, 9, 10, 12, 16</p> <p>Includes goal-setting, aspirations for yourself and the world and working together.</p> <p>Includes understanding friendship, family and other relationships, conflict resolution and communication skills.</p> <p>Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</p>	
	Summer	<p>Changes Changes Article 31</p> <p>Includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)</p> <p>RSE specific context: Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn	<p>Feeling Good</p> <p>Getting on and Falling Out</p> <p>Animals including Humans</p> <p>New Beginnings Articles 27, 15, 31 Getting on and Falling Out Articles 15, 31, 2, 14, 30, 29 Say no to Bullying Week</p> <p>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</p> <p>Includes understanding my place in the class, school and global community as well as devising Learning Charters.</p>	
	Spring	<p>Having Friends</p> <p>Good to be me</p> <p>Relationships</p> <p>Going for Goals Articles 5, 12 Good to be Me Article 1, 2 Relationships Articles 7, 8, 9, 10, 12, 16</p> <p>Includes goal-setting, aspirations for yourself and the world and working together.</p> <p>Includes understanding friendship, family and other relationships, conflict resolution and communication skills.</p> <p>Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</p>	
	Summer	<p>Changes</p> <p>Animals including Humans</p> <p>Changes Article 31</p> <p>Includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)</p> <p>RSE specific content:</p> <p>Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn	<p>Getting on and Falling Out</p> <p>Animals including Humans</p> <p>New Beginnings Articles 27, 15, 31 Getting on and Falling Out Articles 15, 31, 2, 14, 30, 29 Say no to Bullying Week</p> <p>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</p> <p>Includes understanding my place in the class, school and global community as well as devising Learning Charters.</p>	
	Spring	<p>Good to be me</p> <p>Relationships</p> <p>Making Choices</p> <p>Going for Goals Articles 5, 12 Good to be Me Article 1, 2 Relationships Articles 7, 8, 9, 10, 12, 16</p> <p>Includes goal-setting, aspirations for yourself and the world and working together.</p> <p>Includes understanding friendship, family and other relationships, conflict resolution and communication skills.</p> <p>Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</p>	
	Summer	<p>Changes</p> <p>Friendship</p> <p>Beating Bullies</p> <p>Animals including Humans</p> <p>Changes Article 31</p> <p>Includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)</p> <p>RSE specific content: Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception)*; girls and puberty; boys and puberty; confidence in change; accepting change.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn	<p>Getting on and Falling Out Conflict Animals including Humans New Beginnings Articles 27, 15, 31 Getting on and Falling Out Articles 15, 31, 2, 14, 30, 29 Say no to Bullying Week</p> <p>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</p> <p>Includes understanding my place in the class, school and global community as well as devising Learning Charters.</p>	
	Spring	<p>Good to be me Relationships Living Things Going for Goals Articles 5, 12 Good to be Me Article 1, 2 Relationships Articles 7, 8, 9, 10, 12, 16</p> <p>Includes goal-setting, aspirations for yourself and the world and working together.</p> <p>Includes understanding friendship, family and other relationships, conflict resolution and communication skills.</p> <p>Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</p>	
	Summer	<p>Changes Self Esteem and Awareness Changes Article 31</p> <p>Includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)</p> <p>RSE specific content: Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMART internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF)*; growing responsibility; coping with change</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Autumn	<p>Getting on and Falling Out Conflict</p> <p>Living Things, Evolution and inheritance, Animals inc humans</p> <p>New Beginnings Articles 27, 15, 31 Getting on and Falling Out Articles 15, 31, 2, 14, 30, 29 Say no to Bullying Week</p> <p>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</p> <p>Includes understanding my place in the class, school and global community as well as devising Learning Charters.</p>	
	Spring	<p>Good to be me Relationships Citizenship</p> <p>Going for Goals Articles 5, 12 Good to be Me Article 1, 2 Relationships Articles 7, 8, 9, 10, 12, 16</p> <p>Includes goal-setting, aspirations for yourself and the world and working together.</p> <p>Includes understanding friendship, family and other relationships, conflict resolution and communication skills.</p> <p>Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</p>	
	Summer	<p>Changes Self Esteem and Awareness Evolution and inheritance Animals inc humans Changes Article 31</p> <p>Includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)</p> <p>RSE specific content Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth*; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Appendix 1: Safeguarding Workshops

Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies

	R/Year 1	Year2	Year 3	Year 4	Year 5	Year 6
13th September	E-Safety E-Awareness <ul style="list-style-type: none"> ☑ Know that some information (full name, address, birthday etc...) is 'special' as it applies to them. ☑ Children know that personal information is as valuable online as offline and that it should not be shared without a parent, carer or teacher's permission. ☑ Children discuss, understand and abide by the school's e-Safety SMART Rules. ☑ For children to understand the importance of talking to a trusted adult about their online experiences. 	E-Safety E-Awareness <ul style="list-style-type: none"> ☑ Children are aware that not everyone they meet online is automatically trustworthy. ☑ Children understand that personal information is unique to them and should not be shared without a teacher or parent's permission. ☑ Children identify characteristics of people who are worthy of their trust. 	E-Safety E-Awareness <ul style="list-style-type: none"> ☑ Develop awareness of relevant e-Safety issues, such as cyber bullying. ☑ Children understand and abide by the school's 'Being SMART Online' Rules and know that it contains rules that exist in order to keep children safe online. ☑ Understand what personal information should be kept private. ☑ Know that passwords keep information secure and that they should be kept private 	E-Safety E-Awareness <ul style="list-style-type: none"> ☑ Children understand and abide by the school's 'Being SMART Online' rules and aware of the implications of not following the rules. ☑ Children understand that a password can keep information secure and the need to keep it a secret. <p>Childnet –What is reliable? Smart Rules</p>	E-Safety E-Awareness <ul style="list-style-type: none"> ☑ Children understand and abide by the school's 'Being SMART Online' rules and aware of the implications of not following the rules. ☑ Children understand that a password can keep information secure and the need to keep it a secret. <p>Play Like Share Think U KnoW Kids Quiz - Cybersmart kids quiz</p>	E-Safety E-Awareness <ul style="list-style-type: none"> ☑ Children understand and abide by the school's 'Being SMART Online' rules and aware of the implications of not following the rules. ☑ Children understand that a password can keep information secure and the need to keep it a secret. ☑ To know why they need a password.
20th September	Keeping Safe Anti – Bullying <ul style="list-style-type: none"> ☑ At appropriate age related level, discuss how children can be affected by bullying. ☑ Discuss examples of bullying. ☑ Discuss how to report this to adults and the importance of this. 	Keeping Safe Anti – Bullying <ul style="list-style-type: none"> ☑ At appropriate age related level, discuss how children can be affected by bullying. ☑ Discuss examples of bullying. ☑ Discuss how to report this to adults and the importance of this. 	Keeping Safe Anti – Bullying <ul style="list-style-type: none"> ☑ At appropriate age related level, discuss how children can be affected by bullying. ☑ Discuss examples of bullying. ☑ Discuss how to report this to adults and the importance of this. 	Keeping Safe Anti – Bullying <ul style="list-style-type: none"> ☑ At appropriate age related level, discuss how children can be affected by bullying. ☑ Discuss examples of bullying. ☑ Discuss how to report this to adults and the importance of this. 	Keeping Safe Anti – Bullying <ul style="list-style-type: none"> ☑ At appropriate age related level, discuss how children can be affected by bullying. ☑ Discuss examples of bullying. ☑ Discuss how to report this to adults and the importance of this. 	Keeping Safe Anti – Bullying <ul style="list-style-type: none"> ☑ At appropriate age related level, discuss how children can be affected by bullying. ☑ Discuss examples of bullying. ☑ Discuss how to report this to adults and the importance of this. ☑ Discuss why people bully? <p>Cyber Bullying</p>

Digizen Video and or What's Cyberbullying?
Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises

Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies

27th September

E-Safety - Online Exploration

- ☑ Children need help from their teacher or trusted adult before they go online.
- ☑ Children explore onscreen activities that mimic real life.
- ☑ Children talk about the differences between real and online experiences.

Searching

Pupils search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet
Researching ladybirds / Minibeasts
Swiggle – safe search engine
Ask Jeeves for Kids
Zippeps Astro Circus - cyberbullying

E-Safety

Online Research

Children explore a range of age-appropriate digital resources.
Children to know that not everything they find online is accurate.
Know that some websites contain advertisements (often embedded) and learn how to ignore them.
Children to know what to do if they find something inappropriate online.
Children discuss, understand and abide by the school's e-Safety SMART Rules
SWGfL- Swiggle **Google** – Safesearchkids
Common Sense Media - Choosing a Search Site

E-Safety

Online Research

Use child-friendly search engines independently to find information through key words.
Understand that the Internet contains fact, fiction and opinions and begin to distinguish between them.
Websites and Adverts
Common Sense Media Lesson

E-Safety Online Research

Be aware of different search engines and discuss their various features (e.g. Google image & video search).
Show children how to change the 'Search Settings' to Strict in Google.
Understand the importance of framing questions into search criteria when conducting web searches.
Be aware that not everything they find online is accurate and that information needs to be checked and evaluated.
Rings of Responsibility RRS
Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens
Kidsmart – Safe Searching

E-Safety

Online Research

☑ Children use a range of sources to check the validity of a website.
☑ Children recognise that different viewpoints can be found on the web. They critically evaluate the information they use, and understand some of the potential dangers of not doing so.

Children are aware of the issues of plagiarism, copyright and data protection in relation to their work.
Google Search Lessons (First)
Google Inside Search
LGfL Trust Me
NW Pacific Tree Octopus...(Fake news)
<http://zapatopi.net/treeoctopus/>

E-Safety

Online Research

☑ Children use a range of sources to check the validity of a website.
☑ Children recognise that different viewpoints can be found on the web. They critically evaluate the information they use, and understand some of the potential dangers of not doing so.
☑ Children are aware of the issues of plagiarism, copyright and data protection in relation to their work.
Searching
Google search lessons
Search Lesson
lgfl trust me
Trust Me

4th October

Celebrating Ourselves Disabled People

- ☑ At appropriate age related level, discuss how children may encounter people with different disabilities and how we should treat these people.
- ☑ Discuss examples of disabilities and how these can affect people.

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Celebrating Ourselves Disabled People

- ☑ At appropriate age related level, discuss how children may encounter people with different disabilities and how we should treat these people.
- ☑ Discuss examples of disabilities and how these can affect people.

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Discuss how we can support these people without causing upset.

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Discuss how we can support these people without causing upset.
 ☑ Discuss who they know in the media with disabilities.

Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies

11th October

Keeping Safe Stranger Danger

- ☑ At appropriate age related level, discuss how children should be aware of strangers.
- ☑ Children should be made aware of what to do if lost and who they can ask for help.
- ☑ Children should understand what to do if approached by a stranger.

Keeping Safe Stranger Danger

- ☑ At appropriate age related level, discuss how children should be aware of strangers.
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See SWGFL Schemes
Going Places Safely Common sense media Going Places

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Staying Safe
Smart Crew Videos and lesson resources. Covering a range of areas)
 Video :- Video
 Create posters to demonstrate understanding of key issues. (Publisher or Pages)
 Lesson Plan

Keeping Safe Stranger Danger

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18th October

E-Safety - Online Communication and E-Awareness

- ☑ Children understand that they can share information online, e.g. via email or the school learning platform.
- ☑ Children understand that there is a right and wrong way to communicate and this may be different depending on who you are communicating with.

E-Safety Communication & Collaboration

- ☑ Children are able to send suitable and purposeful emails, developing awareness of appropriate language to use.
- ☑ Children know that passwords help to keep information safe and secure and that they should not be shared
- ☑ Children contribute to a class discussion forum.

E-Safety Communication & Collaboration

- Use a range of online communication tools, such as email, forums and polls.
- Know how to deal with unpleasant forms of electronic communication (save the message and screenshot and speak to a trusted adult)
- Be able to discern when an email should or should not be opened.
- Respect Online**
Link

E-Safety Communication & Collaboration

- Children use online communication tools to exchange and develop their ideas in a range of curriculum opportunities.
- Use sensitive and appropriate language when using online communication tools.
- Develop understanding of when it is unsafe to open an email or an email attachment.

E-Safety Communication & Collaboration

- ☑ Decide which online communication tool is the most appropriate to use for a particular purpose, e.g. email, discussion forums, podcast, or multi-user documents on Fronter.
- ☑ Discuss issues to do with Social Networking. E.g. giving too much information, people using information online, not knowing who is at the other end of the conversation

E-Safety Communication & Collaboration

- ☑ Decide which online communication tool is the most appropriate to use for a particular purpose, e.g. email, discussion forums, podcast, or multi-user documents on Fronter.
- ☑ Discuss issues to do with Social Networking. E.g. giving too much information, people using information online, not knowing who is at the other end of the conversation.

☒ Discuss what info can be shared and why?

Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies

1st November

**Our Community
Behaviour, Litter and graffiti**

- ☒ At appropriate age related level, discuss how children support and be a credit within their own community.
- ☒ Discuss examples of issues that affect our local community.
- ☒ Discuss how to report this to trusted adults.

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- ☒ Discuss how to report this to trusted adults.

8th November

**Keeping Safe
Sexual Exploitation, trafficking & Missing**

- ☒ At appropriate age related level, discuss how children can be affected by sexual exploitation, trafficking & missing.
- ☒ Discuss examples of this.
- ☒ Discuss how to report this to trusted adults.

**Keeping Safe
Sexual Exploitation, trafficking & Missing**

- ☒ At appropriate age related level, discuss how children can be affected by sexual exploitation, trafficking & missing.
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**Keeping Safe
Sexual Exploitation, trafficking & Missing**

- ☒ At appropriate age related level, discuss how children can be affected by sexual exploitation, trafficking & missing.
- ☒ Discuss examples of this.
- ☒ Discuss how to report this to trusted adults.

☒ Link to media discussions.

15th November

E-Safety - Online research

- ☒ Use simple navigation skills to open a teacher selected website from a favourites link or shortcut.
- ☒ Know how to minimise a screen or turn off a monitor if they see something inappropriate on a website

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- ☒ Know how to minimise a screen or turn off a monitor if they see something inappropriate on a website

E-Safety Communication & Collaboration

- ☒ Discuss issues to do with Social Networking. E.g. giving too much information, people using information online, not knowing who is at the other end of the conversation

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E-Safety Communication & Collaboration

- ☒ Discuss issues to do with Social Networking. E.g. giving too much information, people using information online, not knowing who is at the other end of the conversation
- ☒ Discuss which sites they use

and tell a trusted adult.

and tell a trusted adult.

22nd November

Keeping Safe Anti – Bullying

At appropriate age related level, discuss how children can be affected by bullying.

Discuss examples of bullying.

Discuss how to report this to adults and the importance of this.

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Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies

29th November

E-Safety - Online Research

Know that email is a method of sending and receiving messages through the Internet.

Participate in the sending of class emails.

Understand the need to keep passwords private.

E-Safety - Online Research

Know that email is a method of sending and receiving messages through the Internet.

Participate in the sending of class emails.

Understand the need to keep passwords private.

E-Safety Communication & Collaboration

Discuss issues to do with the safe use of mobile phones.

Understand the safe use of text messaging and Apps.

Understand how to screenshot mobile phone screens and report to adult.

Use of Snapchat, Instagram, Twitter, Facebook etc.

E-Safety Communication & Collaboration

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Understand the safe use of text messaging and Apps.

Understand how to screenshot mobile phone screens and report to adult.

Use of Snapchat, Instagram, Twitter, Facebook etc.

Discuss images can be on the internet forever.

6th December

Keeping Safe Substance Misuse

At appropriate age related level, discuss the topic of substance misuse.

Discuss what substance misuse looks like and examples of these.

Express importance of keeping health and the effects substance misuse can have on us.

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10th January

E-Safety E-Awareness

☑ Be aware of the issues surrounding cyberbullying and understanding the impact on an individual of sending or uploading unkind or inappropriate content.
☑ Know that malicious adults use the Internet and attempt to make contact with children and know how to report abuse.

Going Places Safely

Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe
Smartie the Penguin

E-Safety E-Awareness

☑ Be aware of the issues surrounding cyberbullying and understanding the impact on an individual of sending or uploading unkind or inappropriate content.
☑ Know that malicious adults use the Internet and attempt to make contact with children and know how to report abuse.

CEOP - Hector's World

<https://www.thinkuknow.co.uk/Teachers/Resources/>

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☑ Know that malicious adults use the Internet and attempt to make contact with children and know how to report abuse.

Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies

17th January

Keeping Safe

Dangers Around the home

☑ At appropriate age related level, discuss how children should be aware of dangers around the home.
☑ Children should be made aware of what to do if they stop something unsafe in the home.
☑ Children should understand how to keep themselves safe in the home.

Keeping Safe

Dangers Around the home

☑ At appropriate age related level, discuss how children should be aware of dangers around the home.
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24th January

E-Safety E-Awareness Extremism

☑ Use current news stories and media to explain and discuss extremism and radicalisation at appropriate age related level.

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31st January

**Keeping Safe
Smoking**

- ☑ At appropriate age related level, discuss the topic of smoking.
- ☑ Discuss what smoking looks like and examples of these.
- ☑ Express importance of keeping health and the effects smoking can have on us.

**Keeping Safe
Smoking**

- ☑ At appropriate age related level, discuss the topic of smoking.
- ☑ Discuss what smoking looks like and examples of these.
- ☑ Express importance of keeping health and the effects smoking can have on us.

**Keeping Safe
Smoking**

- ☑ At appropriate age related level, discuss the topic of smoking.
- ☑ Discuss what smoking looks like and examples of these.
- ☑ Express importance of keeping health and the effects smoking can have on us.

**Keeping Safe
Smoking**

- ☑ At appropriate age related level, discuss the topic of smoking.
- ☑ Discuss what smoking looks like and examples of these.
- ☑ Express importance of keeping health and the effects smoking can have on us.

**Keeping Safe
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- ☑ At appropriate age related level, discuss the topic of smoking.
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- ☑ Discuss what smoking looks like and examples of these.
- ☑ Express importance of keeping health and the effects smoking can have on us.

7th February

**E-Safety E-Awareness
Online Reputation**

- ☑ At appropriate age related level, discuss how your reputation can be affected by what others say online.
- ☑ Express importance of having a good online presence.

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Online Reputation**

- ☑ At appropriate age related level, discuss how your reputation can be affected by what others say online.
- ☑ Express importance of having a good online presence.
- ☑ Discuss how to conduct oneself online.

The Power of Words
<https://www.commonssensemedia.org/educators/lesson/power-words-4-5>

Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies

7th March

**Keeping Safe
Anti – Bullying**

- ☑ At appropriate age related level, discuss how children can be affected by bullying.
- ☑ Discuss examples of bullying.
- ☑ Discuss how to report this to adults and the importance of this.

**Keeping Safe
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- ☑ Discuss examples of bullying.
- ☑ Discuss how to report this to adults and the importance of this.

14th March

**Keeping Safe
Road Safety**

- ☑ At appropriate age related level, discuss how children should be aware of the dangers of crossing roads.
- ☑ Children should be made aware of what to do if they are playing near roads or crossing.
- ☑ Children should understand

**Keeping Safe
Road Safety**

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21st March	E-Safety E-Awareness Normalising Extreme Violence ☑ At appropriate age related level, discuss how children can be affected by viewing extreme violence in films and games.	E-Safety E-Awareness Normalising Extreme Violence ☑ At appropriate age related level, discuss how children can be affected by viewing extreme violence in films and games.	E-Safety E-Awareness Normalising Extreme Violence ☑ At appropriate age related level, discuss how children can be affected by viewing extreme violence in films and games.	E-Safety E-Awareness Normalising Extreme Violence ☑ At appropriate age related level, discuss how children can be affected by viewing extreme violence in films and games.	-Safety E-Awareness Normalising Extreme Violence • At appropriate age related level, discuss how children can be affected by viewing extreme violence in films and games.	E-Safety E-Awareness Normalising Extreme Violence ☑ At appropriate age related level, discuss how children can be affected by viewing extreme violence in films and games.
25th April	Keeping Safe Fire Safety ☑ At appropriate age related level, discuss how children should be aware of the dangers of fire. ☑ Children should be made aware of what to do if they encounter a fire. ☑ Children should understand how to keep themselves safe in the home and how to get out of the home in a fire.	Keeping Safe Fire Safety ☑ At appropriate age related level, discuss how children should be aware of the dangers of fire. ☑ Children should be made aware of what to do if they encounter a fire. ☑ Children should understand how to keep themselves safe in the home and how to get out of the home in a fire.	Keeping Safe Fire Safety ☑ At appropriate age related level, discuss how children should be aware of the dangers of fire. ☑ Children should be made aware of what to do if they encounter a fire. ☑ Children should understand how to keep themselves safe in the home and how to get out of the home in a fire.	Keeping Safe Fire Safety ☑ At appropriate age related level, discuss how children should be aware of the dangers of fire. ☑ Children should be made aware of what to do if they encounter a fire. ☑ Children should understand how to keep themselves safe in the home and how to get out of the home in a fire.	Keeping Safe Fire Safety ☑ At appropriate age related level, discuss how children should be aware of the dangers of fire. ☑ Children should be made aware of what to do if they encounter a fire. Children should understand how to keep themselves safe in the home and how to get out of the home in a fire.	Keeping Safe Fire Safety ☑ At appropriate age related level, discuss how children should be aware of the dangers of fire. ☑ Children should be made aware of what to do if they encounter a fire. ☑ Children should understand how to keep themselves safe in the home and how to get out of the home in a fire. ☑ Discuss a suitable route out of their house.

Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies

2nd May	E-Safety Cyber-Bullying ☑ At appropriate age related level, discuss how children can be affected by cyber-bullying. ☑ Discuss examples of this. ☑ Discuss how to report this to adults and the importance of saving & screenshot taking of evidence.	E-Safety Cyber-Bullying ☑ At appropriate age related level, discuss how children can be affected by cyber-bullying. ☑ Discuss examples of this. ☑ Discuss how to report this to adults and the importance of saving & screenshot taking of evidence.	E-Safety Cyber-Bullying ☑ At appropriate age related level, discuss how children can be affected by cyber-bullying. ☑ Discuss examples of this. ☑ Discuss how to report this to adults and the importance of saving & screenshot taking of evidence.	E-Safety Cyber-Bullying ☑ At appropriate age related level, discuss how children can be affected by cyber-bullying. ☑ Discuss examples of this. ☑ Discuss how to report this to adults and the importance of saving & screenshot taking of evidence.	E-Safety Cyber-Bullying ☑ At appropriate age related level, discuss how children can be affected by cyber-bullying. ☑ Discuss examples of this. ☑ Discuss how to report this to adults and the importance of saving & screenshot taking of evidence.	E-Safety Cyber-Bullying ☑ At appropriate age related level, discuss how children can be affected by cyber-bullying. ☑ Discuss examples of this. ☑ Discuss how to report this to adults and the importance of saving & screenshot taking of evidence. Game On (Office of the Australian e-safety)
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Game On

Super Digital Citizen

Pupils explore Spider-Man's motto, "with great power comes great responsibility" through the lens of digital citizenship. They create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it.

Keeping Safe Water Safety

At appropriate age related level, discuss how children should be aware of the dangers of being around water.
Children should be made aware of what to do if they are playing near water.
Children should understand how to keep themselves safe when playing near water.

Keeping Safe Anti – Bullying

At appropriate age related level, discuss how children can be affected by bullying.
Discuss examples of bullying.
Discuss how to report this to adults and the importance of this.

Keeping Safe Water Safety

At appropriate age related level, discuss how children should be aware of the dangers of being around water.
Children should be made aware of what to do if they are playing near water.

Children should understand how to keep themselves safe when playing near water.

Keeping Safe Anti – Bullying

At appropriate age related level, discuss how children can be affected by bullying.
Discuss examples of bullying.
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At appropriate age related level, discuss how children can be affected by bullying.
Discuss examples of bullying.
Discuss how to report this to adults and the importance of this.

Keeping Safe Water Safety

At appropriate age related level, discuss how children should be aware of the dangers of being around water.
Children should be made aware of what to do if they are playing near water.
Children should understand how to keep themselves safe when playing near water.

Keeping Safe Anti – Bullying

At appropriate age related level, discuss how children can be affected by bullying.
Discuss examples of bullying.
Discuss how to report this to adults and the importance of this.

9th May

16th May

Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies

Childnet – Who should you tell?

Skills School – Safety features explained

Cybersmart - Cyberbullying

BBC - CBBC – What is cyberbullying?

Play Like Share Think U Know

<https://www.esafety.gov.au/kids-quiz/> - Cybersmart kids quiz

6th June

**Keeping Safe
Substance Misuse**

- At appropriate age related level, discuss the topic of substance misuse.
- Discuss what substance misuse looks like and examples of these.
- Express importance of keeping health and the effects substance misuse can have on us.

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20th June

**Our Community
Behaviour, Litter and graffiti**

- At appropriate age related level, discuss how children support and be a credit within their own community.
- Discuss examples of issues that affect our local community.
- Discuss how to report this to trusted adults.

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25th June

**Safety online
Keep it Private**

Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests
Smartie the Penguin

**General safety online.
Lee & Kim**

www.thinkuknow.co.uk

Passwords

Passwords Setting Network Passwords.
Powerful Passwords Common Sense Media
<https://www.commonsemmedia.org/educators/lesson/powerful-passwords-k-2>

Personal Safety

Digizen – Digital Values Lesson plans and activity.
Cyber-Detectives – Teacher led lesson where children solve a mystery.
<https://esafety.gov.au/education-resources/classroom-resources/cybersmart-detectives>

Spam e-mails and texts.

Common Sense Media
<https://www.commonsemmedia.org/educators/lesson/youve-won-prize-4-5>

Privacy Rules

<https://www.commonsemmedia.org/educators/lesson/privacy-rules-3-5>
Pupils learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.

Nettlesworth Primary School Safeguarding/Theme Workshop/Assemblies

Extra Sessions

General safety online.
Lee & Kim
www.thinkuknow.co.uk

Key word searches
The Key to Keywords [Link](#)
Pupils learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.

Making Strong Passwords Passwords
Other Password tools / lessons Microsoft
Password checker

Selling Stereotypes
Pupils explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for children.
Dove – Self Esteem [Link](#)

Whose is it, Anyway?

Pupils learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others.

[Link](#)

[Link](#)

Private and Personal Information

<https://www.common sense media.org/educators/lesson/private-and-personal-information-3-5>

How can you protect yourself from online identity theft? Pupils think critically about the information they share online **ICO** – Personal information and information rights

You've Won a Prize

Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it.

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"> • 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 <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Appendix 3: Parent/carers form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carers signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	