

# **Court Lane Infant Academy:**

## **Relationships and Health Education Policy**

### **(RHE)**

**2026-2027**



Review Cycle: September 2027

Approved by: LGB



## Contents

|    |                                              |    |
|----|----------------------------------------------|----|
| 1  | Introduction .....                           | 2  |
| 2  | Purpose .....                                | 2  |
| 3  | Legislation.....                             | 3  |
| 4  | Policy Development .....                     | 3  |
| 5  | Definition .....                             | 3  |
| 6  | Curriculum .....                             | 4  |
| 7  | Delivery of RHE .....                        | 4  |
| 8  | Inclusivity .....                            | 6  |
| 9  | Use of Resources .....                       | 6  |
| 10 | Use of external agencies and materials ..... | 6  |
| 11 | Roles and Responsibilities .....             | 8  |
| 12 | Parents' right to withdraw .....             | 8  |
| 13 | Training.....                                | 8  |
| 14 | Monitoring arrangements.....                 | 9  |
| 15 | Policy Approval .....                        | 9  |
| 16 | Appendices .....                             | 10 |

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## 1 Introduction

- 1.1 This policy will outline the nature of relationships and health education, the provision in place and an outline of the curriculum that will be taught to the pupils.
- 1.2 It also includes the review and consultation process.
- 1.3 Sex education within EYFS and Key Stage 1 is not a statutory requirement and at Court Lane Infant Academy it is not part of the curriculum, therefore the right to withdraw is not applicable to this policy.

## 2 Purpose

- 2.1 The purpose of relationships and health education (RHE) at our academy is to:
  - Provide a framework in which sensitive discussions can take place
  - Provide pupils with the skills to build and maintain good, healthy relationships, manage emotions, understand the importance of health and hygiene and communicate effectively
  - Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
  - Create a positive culture around issues of sexuality and relationships
  - Teach pupils the correct vocabulary to describe themselves and their bodies
  - Our school values of Believe, Inspire and Achieve run through the core of all education at Court Lane Infant Academy where we cultivate a growth mindset ethos with positive attitudes to learning and child development. We want children to feel good about themselves and develop a



thirst for learning more and to achieve as individuals maintaining positive relationships within the school and local community.

### 3 Legislation

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

3.2 We don't have to follow the National Curriculum, but we are expected to offer all pupils a broad and balanced curriculum that is similar to the National Curriculum, including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

3.3 In teaching RHE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (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

3.4 As an infant academy we are not required to teach sex education, therefore it does not form part of our curriculum.

### 4 Policy Development

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

1. Review – a member of the UNICAT Education Team pulled together all relevant information including relevant national and local guidance
2. Staff and governor consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – Parent/ carers were sent a draft copy of the policy to comment on and provide feedback by completing an online Microsoft form
4. Pupil consultation – we investigated what exactly pupils want from their RHE through discussion
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 5 Definition

At Court Lane Infant Academy we believe that Relationships Education covers the physical, moral and emotional development of our children. It forms an integral part of our Personal Social and Emotional Health curriculum. We believe that Relationships and Health Education (RHE) support children's understanding in the importance of stable and loving relationships and friendships, both in reality and online. It also teaches the building blocks of developing positive personal attributes, allowing our children to form positive relationships and cultivate positive emotional and mental wellbeing both at school and into their adult lives.

For the purpose of this policy:



- RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.
- RHE involves a combination of sharing information and exploring issues and values.
- RHE is not about the promotion of sexual activity.

## 6 Curriculum

At Court Lane Infant Academy our curriculum is taught through the use of resources and materials from the PSHE Association Framework (Personal, Social, Health and Economic Association) and the NSPCC (National Society for the Prevention of Cruelty to Children).

- 6.1 Our RHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary to respond to the needs of our pupils or the community we reside in.
- 6.2 All resources and materials are age appropriate and the PSHE Lead has access to the PSHE Association framework. All planning and assessment materials are shared with teachers to sensitively teach children the content in accordance with the PSHE Framework and the government's statutory guidance.
- 6.3 If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.
- 6.3 We will share all curriculum materials with parents and carers on request.

## 7 Delivery of RHE

- 7.1 At Court Lane Infant Academy RHE is taught sensitively through weekly PSHE lessons. Some biological aspects through our Science Curriculum and other aspects are included in our religious education (RE).
- 7.2 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
- 7.3 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

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



- Diagrams
- Dolls
- 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).

- Resources and materials will be resources from reputable companies, for example, PSHE Association, NSPCC, TTS® (RM Educational Resources Ltd), or other reputable education suppliers.
- At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. A copy of the PSHE Curriculum Overview will be readily available to parents on the school website.
- Although formal examinations are not required at primary level, at Court Lane Infant Academy assessment is central to effective teaching and learning. As per the 'Guide to Assessment in PSHE Primary Education' (PSHE Association) assessment is Ipsative. Ipsative assessment compares where a pupil is at the end of the lesson or series of lessons against where a pupil was at the beginning of the lesson. An example of Ipsative assessment is as follows;
  - Baseline Assessment - this is carried out before starting a new piece of learning
  - Assessment FOR learning - build into lessons to gauge understanding
  - Assessment OF Learning – At the end of the learning to evidence progress and inform future teaching.

For more information about our RHE 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.



## 8 Inclusivity

9.1 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

9.2 During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

9.3 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
- Consider the level of differentiation needed

## 9 Use of Resources

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

- Are aligned with the teaching requirements set out in the statutory RHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the 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

9.2 We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

## 10 Use of external agencies and materials

At Court Lane Infant Academy we use planning, resources and Materials for the PSHE Association and the NSPCC.

10.1 We will make sure that the materials and resources used from the PSHE Association and NSPCC used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

10.2 We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RHE 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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers on request

#### 10.3 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



## **11 Roles and Responsibilities**

### **11.1 The governing board**

11.1 1 The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.

### **11.2 The headteacher**

11.2 1 The headteacher is responsible for making sure that RHE is taught consistently across the school, for sharing all resources and materials with parents and carers.

### **11.3 Staff**

11.3 1 Staff are responsible for:

- Delivering RHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- 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) Jackie Sandy

11.3 2 Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

- All teachers are responsible for teacher RHE (RSHE) in school. The subject lead for PSHE is MRS Mary-Lynne Thomas who is responsible for the overall planning, resourcing and monitoring of the subject.

### **11.4 Pupils**

11.4 1 Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

## **12 Parents' right to withdraw**

12.1 Parents/carers do not have the right to withdraw their child from relationships education

12.2 Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE. Sex education within EYFS and Key Stage 1 is not a statutory requirement and at Court Lane Infant Academy it is not part of the curriculum, therefore the right to withdraw is not applicable to this policy.

## **13 Training**

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

13.2 The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RHE.



## 14 Monitoring arrangements

14.1 The delivery of RHE is monitored by Mrs Mary-Lynne Thomas (PSHE Subject Lead), Laura Flitton (Head Teacher) and Simon Ford (Well-Being Governor) through:

- Tapestry Observations
- Lesson Observations
- Lesson Drop-ins
- Book scrutinise (where appropriate)

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

14.3 As part of the University of Chichester Academy Trust, further monitoring will take place by the Trust through the internal quality assurance processes in place to support the academy.

14.4 This policy will be reviewed by Mrs Mary-Lynne Thomas (PSHE Subject Leader), - annually. At every review, the policy will be approved by the governing board of Court Lane Infant Academy (Simon Ford – Well-Being Governor) and Mrs Laura Flitton (Headteacher).

## 15 Policy Approval

- 15.1 The governing body is responsible for approving the policy. If there are any future statutory changes directed by the DFE it is the headteachers responsibility to update the policy and share with the governing body for further approval.
- 15.2 The headteacher may wish to delegate this responsibility to another designated member of staff for example the RHE Lead but remains overall accountable for the contents of the policy.
- 15.3 If the headteacher wishes to considerably amend the policy after it has been approved, for example due to a change in process or curriculum, they will need to consult the governing body for approval of changes made.

## 16 Appendices

### Appendix 1: Relationships and sex education curriculum map

At Court Lane Academy we follow the PSHE Association Framework and accompanying planning materials and resources unless otherwise stated.

| YEAR GROUP | TERM     | TOPIC/THEME DETAILS                                                                                                                                                                                                                                                                                                                                                                 | RESOURCES                                                                                                                                                                       |
|------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS       | Autumn   | <ul style="list-style-type: none"> <li>Building Relationships:</li> <li>Friendship and Bullying</li> </ul>                                                                                                                                                                                                                                                                          | Circle time activities<br>Story Books – e.g fairy tales to discuss character feelings/ right and wrong/ difficult situations/ following the rules<br>Class Rules/ Charter       |
|            | Spring   | <ul style="list-style-type: none"> <li>Managing Self and Self-Regulation</li> <li>Foundations for Wellbeing                             <ul style="list-style-type: none"> <li>Finding out about feelings</li> <li>Finding focus</li> <li>Feeling goof thoughts and feelings</li> <li>From Worrysaurus to Bettersaurus</li> <li>2Feeling tense, Feeling Calm</li> </ul> </li> </ul> | Books:<br>Worrysaurus<br>Worry Monster and Characters<br>Emotions Images and puppets                                                                                            |
|            | Summer   | <ul style="list-style-type: none"> <li>Building Relationships and Managing Self</li> <li>NSPCC – Talk PANTS (The Pants Rule)</li> </ul>                                                                                                                                                                                                                                             | PowerPoint<br>PANTS song<br><a href="https://www.nspcc.org.uk/advice-for-families/pants-underwear-rule/">https://www.nspcc.org.uk/advice-for-families/pants-underwear-rule/</a> |
|            |          | <ul style="list-style-type: none"> <li>Managing Self</li> <li>Health and Wellbeing                             <ul style="list-style-type: none"> <li>Dental Health</li> </ul> </li> </ul>                                                                                                                                                                                          | Dental supplies<br>Pictures<br>Videos                                                                                                                                           |
| Year 1     | Autumn 1 | <ul style="list-style-type: none"> <li>Making friends: Playing together and learning together                             <ul style="list-style-type: none"> <li>Ground Rules</li> <li>Learning and playing together</li> <li>Friendships and Bullying</li> <li>Consent</li> </ul> </li> </ul>                                                                                      | Class Rules/ Charter                                                                                                                                                            |
|            | Autumn 2 | <ul style="list-style-type: none"> <li>Foundations for wellbeing                             <ul style="list-style-type: none"> <li>Noticing Feelings</li> <li>Distraction</li> <li>Paying attention to pleasant feelings</li> <li>Helpful and unhelpful thoughts</li> </ul> </li> </ul>                                                                                            | Emotions Images                                                                                                                                                                 |



|        |          |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                            |
|--------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
|        |          | <ul style="list-style-type: none"> <li>• Reacting</li> </ul>                                                                                                                                                                                                                                                                                                          |                                                                                                                                            |
|        | Spring 1 | <ul style="list-style-type: none"> <li>• Celebrating me, you and our families               <ul style="list-style-type: none"> <li>• Personal Identity</li> <li>• Belonging and community</li> <li>• Families</li> </ul> </li> </ul>                                                                                                                                  |                                                                                                                                            |
|        | Spring 2 | <ul style="list-style-type: none"> <li>• Keeping Safe at home               <ul style="list-style-type: none"> <li>• Keeping safe at home</li> <li>• Drug education (medicines and household products)</li> </ul> </li> </ul>                                                                                                                                         | Image Materials through PowerPoints                                                                                                        |
|        | Summer 1 | <ul style="list-style-type: none"> <li>• Being Healthy               <ul style="list-style-type: none"> <li>• Keeping safe: Sun Safety</li> <li>• The Sleep Factor</li> <li>• Food for Thought</li> <li>• Dental Health</li> <li>• The Importance of Handwashing</li> </ul> </li> </ul>                                                                               |                                                                                                                                            |
|        | Summer 2 | <ul style="list-style-type: none"> <li>• Showing kindness to ourselves and others               <ul style="list-style-type: none"> <li>• Every Mind Matters – recapping feelings                   <ul style="list-style-type: none"> <li>• Emotions</li> <li>• Kindness</li> <li>• Self-Care</li> </ul> </li> </ul> </li> </ul>                                      |                                                                                                                                            |
|        | Autumn 1 | <ul style="list-style-type: none"> <li>• Foundations for wellbeing               <ul style="list-style-type: none"> <li>• Noticing and naming feelings</li> <li>• Different distractions</li> <li>• Changing thoughts and feelings</li> <li>• Managing unhelpful feelings</li> <li>• Reactions and responses</li> <li>• Change, loss and grief</li> </ul> </li> </ul> |                                                                                                                                            |
| Year 2 | Autumn 2 | <ul style="list-style-type: none"> <li>• Keeping safe online and online relationships               <ul style="list-style-type: none"> <li>• Watching videos</li> <li>• Sharing pictures</li> <li>• Playing games</li> <li>• Helping make good choices</li> <li>• Keeping viewing choices safe</li> </ul> </li> </ul>                                                 | PSHE – Jessie and Friends videos – age appropriated and fun learning opportunities to support and equip 4 to 7 years olds safe online PSHE |
|        | Spring 1 | <ul style="list-style-type: none"> <li>• Me, My body and staying safe</li> </ul>                                                                                                                                                                                                                                                                                      | Anatomically correct baby boy and girl dolls                                                                                               |



|  |          |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                     |
|--|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
|  |          | <ul style="list-style-type: none"> <li>• Changing and growing up</li> <li>• Sexual differences and naming body parts</li> <li>• NSPCC – Talk PANTS (The Pants Rule)</li> <li>• Different distractions</li> <li>• Changing thoughts and feelings</li> <li>• Managing unhelpful feelings</li> <li>• Reactions and responses</li> <li>• Change, loss and grief</li> </ul> | <a href="https://www.nspcc.org.uk/advice-for-families/pants-underwear-rule/">https://www.nspcc.org.uk/advice-for-families/pants-underwear-rule/</a> |
|  | Spring 2 | <ul style="list-style-type: none"> <li>• Money and Work               <ul style="list-style-type: none"> <li>• Career Explorer</li> <li>• Money and Wellbeing</li> </ul> </li> </ul>                                                                                                                                                                                   |                                                                                                                                                     |
|  | Summer 1 | <ul style="list-style-type: none"> <li>• Keeping safe outside the home               <ul style="list-style-type: none"> <li>• Road and rail safety</li> <li>• Emergencies</li> <li>• Caring for the environment</li> </ul> </li> </ul>                                                                                                                                 |                                                                                                                                                     |
|  | Summer 2 | <ul style="list-style-type: none"> <li>• Looking back and moving on</li> <li>• Embracing change and new challenges</li> </ul>                                                                                                                                                                                                                                          |                                                                                                                                                     |

## Appendix 2: By the end of primary school pupils should know

| TOPIC                               | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Families and people who care for me | <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of 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</li> <li>• That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care</li> <li>• That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up</li> <li>• That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong</li> </ul> |



|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Caring friendships             | <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships 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</li> <li>• 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</li> <li>• 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</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened</li> <li>• About managing conflict with kindness and respect, and that violence is never right</li> <li>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Respectful, kind relationships | <ul style="list-style-type: none"> <li>• 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</li> <li>• The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults</li> <li>• How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration</li> <li>• 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</li> <li>• The practical steps they can take in a range of different contexts to improve or support their relationships</li> <li>• The conventions of courtesy and manners</li> <li>• 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</li> <li>• 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.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust</li> </ul> |



|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | <ul style="list-style-type: none"> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Online safety and awareness | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• 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</li> <li>• 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</li> <li>• How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online, including where pictures or words might be circulated</li> <li>• 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</li> <li>• 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</li> </ul> |
| Being safe                  | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know</li> <li>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust</li> <li>• 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</li> <li>• Where to get advice, for example from their family, school and/or other sources</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |