



East Bierley CE (VC) Primary School

Relationship and sex education policy



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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, 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

2. Statutory requirements

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

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

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

We 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

At East Bierley Primary we teach RSE as set out in this policy.

3. Policy development

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 pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to give their views about the policy via e-mail or could book a meeting with the head or deputy to discuss their thoughts.
4. The school council were asked about relationship education in school.

5. After this the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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 RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. We use resources from the PSHE association. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

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

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

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- Human Reproduction (through statutory science content)

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).

The school shares the RSE/ PSHE overview grid on the school website and this is available for parents to view.

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 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

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

7. Use of external organisations and materials

We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

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
- 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

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 making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers if they request.

8.3 Staff

Staff are responsible for:

These are examples and need to be updated accordingly.

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- 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 should be done in line with the school's safeguarding policy and Keeping Children Safe in Education. The school's designated safeguarding lead is Mrs V Meek and the school's deputy designated lead is Mrs R Divine.

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

All teachers at East Bierley are responsible for teaching RSE within their year group and the lead person is Mrs R Divine.

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

Parents/carers do not have the right to withdraw their child from the statutory science components of sex education- biological human reproduction.

Parents/carers can come and discuss content with us at any time.

10. Training

The headteacher/deputy may invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE if this is needed. Staff can ask for training if they feel they need it at any point as part of the school's commitment to on-going professional development.

11. Monitoring arrangements

The delivery of RSE is monitored by Mrs R Divine PSHE Lead through:

Learning walks

Planning scrutinies

Pupil Voice

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

This policy will be reviewed by Mrs R Divine every three years. At every review, the policy will be approved by the governing body; Chair of governors is Mr Simon Bromley and the headteacher Mrs Victoria Meek.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Making friends: playing and learning together This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying. lessons: <u>Ground rules, rule!</u> – <u>Learning and playing together</u> <u>Friendship and bullying</u> – Let's be friends Let's make up Let's be kind <u>Consent</u> Asking for permission	Mental health and wellbeing This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them. lessons: <u>Foundations for Wellbeing</u> – Y1 Noticing feelings Distraction Paying attention to pleasant feelings Helpful and unhelpful thoughts Reacting	Celebrating me, you and our families This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other. lessons: <u>Personal identity</u> All different, all special <u>Belonging and community</u> – Sameness and difference <u>Families</u> What makes a family? Different families	Safety at home This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines. lessons: <u>Keeping safe at home</u> Keeping safe at home <u>Drug education</u> Keeping safe Keeping healthy Medicines and household products	Being healthy This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety. Lessons: <u>Keeping safe: Sun safety</u> Keeping safe in the sun <u>The sleep factor</u> Ready for sleep <u>Food for thought</u> Keeping healthy with food and drink <u>Dental health</u> Looking after our teeth <u>The importance of handwashing</u>	Showing kindness to ourselves and others This unit revisits learning about feelings, and explores the importance of kindness. Lesson; Emotions Kindness Self-care

Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement). lessons: <u>Foundations for Wellbeing – Y2</u> Noticing and naming feelings Different distractions Changing thoughts and feelings Managing unhelpful thoughts Reactions and responses <u>Change, loss and grief –</u> What happens when things change?	Keeping safe online This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information). lessons: <u>CEOP: Jessie and Friends</u> Watching videos Sharing pictures Playing games <u>BBFC: Watch out!</u> Helping to make good viewing choices Keeping viewing choices safe	Me, my body and staying safe This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe. lessons: <u>Medway: Changing and growing up –</u> My special people Growing up – the human life cycle : Everybody's body <u>NSPCC: Talk PANTS – 5-7</u> PANTS power More PANTS power	Money and work This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants. lessons: <u>The Careers and Enterprise Company: Careers explorers –</u> Strengths and interests Different jobs <u>Money and wellbeing</u> What is money? Money choices	Keeping safe outside the home This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to. lessons: <u>Road and rail safety</u> Crossing the road :Keeping safe around railways Emergencies lesson <u>Environment agency</u> Caring for the environment	Looking back and moving on Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2. lessons: <u>Foundations for Wellbeing:</u> Revisit the extension and embedding activities in year 2 lessons. <u>Embracing change and new challenges</u> Moving to a new class

Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me, my friends and belonging This unit explores themes of personal identity and friendship. Pupils learn ways to make others feel welcome and included. Suggested lessons: <u>Personal identity –</u> Personal identity <u>Medway: Changing and growing up</u> What makes a good friend Falling out with friends <u>Belonging and community –</u> Belonging to a community	Mental health and wellbeing Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries. lessons: <u>Foundations for Wellbeing –</u> Exploring emotions Understanding distraction Managing thoughts and emotions Managing worries Managing responses	Building healthy habits This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity. lessons: <u>Food for thought</u> Healthier eating and drinking habits Healthier eating – choices and influences Ready, set, cook! <u>Dental health</u> Exploring dental health Physical activity lesson	Making choices online This unit explores how to protect information online and make choices about online content, including understanding age ratings. lessons: Creating and managing passwords Protecting your devices <u>BBFC: Let's watch a film – KS2</u> What can we watch? Can we choose what to watch? Paying to play lesson	Keeping safe out and about This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water. lessons: <u>Keeping safe: Sun safety</u> Managing risk in the sun <u>Road and rail safety</u> Risks and keeping safe <u>Environment agency</u> Canals and rivers Flood alert!	Looking out for each other This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services. <u>St John's Ambulance: First aid</u> Allergies Bites and stings Calling for help <u>Foundations for Wellbeing:</u> Revisit the extension and embedding activities in year 3 lessons.

Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing. lessons: <u>Foundations for Wellbeing</u> Describing emotions Understanding internal and external distractions Exploring different thinking habits Different ways to manage worries Strategies for calm <u>Change, loss and grief</u> How do people manage change and loss?	. Exploring ways to manage risk This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety. lessons <u>Firework safety</u> Firework safety <u>Keeping safe at home</u> Keeping safe at home <u>Road and rail safety –</u> Independently crossing the road <u>Exploring risk in relation to gambling</u> Exploring risk <u>Drug education –</u> Medicines and household products Smoking, vaping and alcohol	Forming respectful relationships This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of kindness. lessons: <u>Friendship and bullying</u> Valuing friendships Friendship challenges What is bullying Kindness	Money matters and news literacy This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions. lessons: <u>Money and wellbeing</u> How money is used Making decisions about money How news affects feelings Fake or real news? : Questioning images in the news	Me, my body and growing up This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe. lessons: <u>Changing and growing up –</u> Time to change Menstruation and wet dreams Personal hygiene Emotions and feelings <u>NSPCC: Talk PANTS – ages 7-9</u> Building confidence	Families and growing together This unit supports pupils' understanding of diverse family structures, and how families can change. lessons: <u>Families</u> Family relationships Diverse families Family changes <u>Committed relationships and family life</u> Marriage and partnership

Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Friendships, stereotypes and bullying This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views. Suggested lessons: <u>Friendship and bullying</u> – Y5-6 Including others Positive and respectful friendships Bullying and its impact <u>Belonging and community</u> – Challenging stereotypes Addressing extremism	Mental health and wellbeing This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing. lessons: Noticing and naming emotions Directing attention and managing distractions Changing thinking habits Rumination and worry Managing reactivity	Positively engaging with our world This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing. Suggested lessons: Managing feelings about the news Spotting fake news Understanding that news is targeted Connecting with nature Everyday actions Doing it together	Respecting boundaries This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission lessons: <u>Consent</u> – Giving and seeking permission Personal boundaries Appropriate and inappropriate touch <u>NSPCC: Talk PANTS</u> – ages 9-11 How can the PANTS rule help us?	Safe connections This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime. lessons: <u>CEOP: Play, like, share</u> – ages 8-10 Block him right good, Alfie! Who's Magnus? They have fans, we have friends! <u>CEOP: Connect</u> – Respectful relationships Socialising online <u>NCA: Making the right CyberChoices</u>	Embedding healthy habits and learning first aid This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid. lessons: <u>Melanoma Fund: Sunguarding schools</u> <u>Sure: Breaking limits</u> – Confident mover Team player Goal setter <u>St John's Ambulance: First aid</u> Asthma Head injuries

Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school. lessons: <u>Foundations for Wellbeing</u> Regulating emotions Managing distraction Developing positive thinking habits Managing rumination and worry Managing stress <u>Change, loss and grief</u> – How do people manage loss and support each other?	Managing money and online spending This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending. lessons: <u>Money and wellbeing</u> Money and emotional wellbeing Being a critical consumer <u>Exploring risk in relation to gambling</u> Chancing it! <u>Online financial harms</u> Spending influences Wellbeing and support	Changes in puberty This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns. lessons: <u>Medway: Changing and growing up</u> – Puberty recap Puberty – change and becoming independent Positive, healthy relationships <u>The sleep factor</u> Getting a good night's sleep Recap NSPCC pants lesson FGM -Keeping safe – FGM Female Genital Mutilation	Drug education: assessing risk and managing influences This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use. lessons: <u>Drug education</u> Medicines Legal and illegal drugs Influences and pressure Tobacco, vaping and alcohol in the media	Developing our AI literacy This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use lessons: <u>Understanding AI: Rights, safety and wellbeing lessons</u> What is AI? How does AI affect our rights? What is an AI chatbot? <u>Home office – Digital deception: Understanding deepfakes</u> The impact of generative AI The ethics of AI images <u>Pick your pics</u> – Pick your pics	Looking to the future This unit explores career-related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school. lessons: <u>The Careers and Enterprise Company: Careers explorers</u> Job skills Choosing a career Career routes <u>Embracing change and new challenges</u> Moving to secondary school

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • About protected characteristics set out in the Equality Act. • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

