



## Thameside Primary School: Relationships & Sex (RSE) Guidelines

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Approved by Governors: April 2022

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<b>Policy reviewed by:</b>	Lauren England
<b>Key Changes:</b>	<ul style="list-style-type: none"> <li>• Definition of RSE (page 3) has been updated to follow guidance for primary schools from the Sex Education Forum.</li> <li>• Differentiation between sex education and RSE has been added to explain statutory differences (page 4).</li> <li>• Explanation of integration of Relationship Education and Sex Education has been added (page 4).</li> <li>• Expectation for two members of staff to be present in lesson is made explicit (page 6).</li> <li>• Appendix 3 added – breakdown of statutory and non-statutory lessons</li> </ul> <p>The complete policy remains fit for purpose.</p>



Thameside Primary School is a Rights Respecting School. School policies will respect the UN Convention on the rights of the child. The guidelines for Relationship & Sex Education (RSE) links to:

**Article 24** (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment **and education on health and well-being so that children can stay healthy.**

**Article 29** (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 34** (sexual exploitation) Governments must protect children from all forms of sexual abuse and exploitation.

#### Aims

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help and support young people through their physical emotional and moral development
- 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
- Preparing pupils for the opportunities, responsibilities and experiences of adult life.'

#### Statutory requirements:

These guidelines have been written taking into account The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2020. Sections 34 and 35 of the Children and Social Work Act 2017 states that from September 2020, all primary schools must deliver Relationships Education and Health Education. There continues to be no statutory requirement to teach Relationships and Sex Education (RSE) at a primary level.

Whilst RSE is not compulsory in primary schools, primary schools are required to teach the elements of sex education contained in the science curriculum and the Department for Education continues to recommend that primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

The RSE curriculum at Thameside has been created following guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. We have also followed guidance from the PSHE Association and the Sex Education Forum.

#### Definition

Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future. RSE also involves learning about earning 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.**

It has three main elements:

- Attitudes and values
  - Learning the importance of values and individual conscience and moral considerations;



- Learning the value of family life, marriage and stable loving relationships for the nurture of children;
  - Learning the value of respect love and care;
  - Exploring, considering and understanding moral dilemmas; and
  - Developing critical thinking as part of decision making
- Personal and social skills
    - Learning to manage emotions and relationships confidently and sensitively;
    - Developing self-respect and empathy for others;
    - Learning to make choices based on an understanding of difference and with an absence of prejudice;
    - Developing an appreciation of the consequences of choices made;
    - Managing conflict; and
    - Learning how to recognise inappropriate behaviour and who to tell
  - Knowledge and understanding
    - Learning and understanding physical development at appropriate stages
    - Understanding basic human reproduction, emotions and relationships

Source: *Sex and Relationship Education Guidance* DfEE 0116/2000

**Sex education will be considered to be any non-statutory elements taught, which are highlighted in appendix 2 (red lessons). RSE will be the lessons which include statutory content from the Relationships Education, Health Education, or Science curriculum.**

#### Moral and Values Framework

Sex education is taught in the context of the school's aims and values. While sex education in school means that children are given information about sexual behaviour, this is done with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. In particular, we teach sex education in the belief that:

- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their bodies;
- children should be taught to have sensitivity towards the needs and views of others; and to recognise and accept the differences of others;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships involving trust and respect with others;
- children need to learn the importance of self-control and to recognise the physical, emotional and moral implications, and risks of certain types of behaviour;

*(Refer to section 2.1 of the 2002 Education Act)*

To safeguard pupils, factual information about the law relating to, for example, the age of consent, will be provided to older pupils.

#### Delivery of RSE

RSE is taught within the personal, social, citizenship and health education (PSCHE) curriculum. Biological aspects of RSE may also be taught within the science curriculum.

At Thameside, we take the approach that Relationships and Sex Education are best approached in an integrated way. For example, when teaching about how a baby is born, we also discuss the care that families give to babies.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks



- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life, respecting diversity and the many different family structures in place at Thameside.

*Please also refer to the 'Teaching and Learning' policy, the Science policy, the PSCE and Citizenship policy, Inclusion policy and Equal Opportunities policy.*

### **Children with Special Education Needs or Disabilities (SEND)**

It is important for the vast majority of children with SEND to be able to participate in activities and learn alongside their peers and staff will use resources familiar to each child to differentiate work appropriately to ensure equal access to learning. However, for some children, their needs mean that they are at a developmentally different stage to their peers and accessing the same learning may be unsuitable. In these cases, a more developmentally appropriate individual curriculum is created for each pupil, and this is discussed with parents, class staff and the inclusion manager / SENDCo (*please refer to the Inclusion Policy*).

### **Responding to children's questions**

In certain situations, and particularly with older children, teachers may need to broaden discussions depending on the personal situations, misunderstandings and confusions of the children they are teaching. Much of the teaching may be based on unpicking misconceptions. Before starting any of this work it is important to establish ground rules with the children. These rules will be similar to those discussed for circle times. These rules should minimize any embarrassment children might feel and discourage inappropriate personal disclosures. **Children should be clear that asking personal questions of the teacher is not appropriate and that teachers may sometimes require time before giving a response.**

Teachers should encourage questions and should answer them as openly and honestly as they can. The question asked may be of general interest to the whole class; however, if it requires a response appropriate only to an individual, the teacher should not respond to the whole class but to the individual as appropriate. Where a child is looking for advice the teacher should, wherever possible, encourage them to seek advice from their own parents or guardians and, if appropriate, from relevant health service professionals.

### **Child Protection Issues**

RSE plays a very important part in fulfilling the statutory duties that all schools have to meet (*Refer to Keeping Children Safe in Education*). RSE helps children to understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Any fears or worries they bring into the classroom should not go unnoticed by staff. Teachers need to be aware that effective Relationship and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a child protection issue.

**RSE will always be taught with at least two members of staff present in order to protect staff and pupils from allegations.**

If a member of the school's staff (teaching or non – teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they should be aware of the procedures for reporting their concerns to the person responsible for child protection. In the case of Thameside Primary School, this is the Headteacher, Mrs Sophie Greenaway or in her absence Mrs Ingrid Burton, Mrs Charlotte Harkins or Miss Christina Calvert. (*Please refer to the school safeguarding policy*)

### **Equalities**



The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect.

### Roles and responsibilities

#### The governing board

The governing board will approve the RSE policy, and hold the Headteacher accountable for its implementation.

#### The Headteacher & the PSCH leader

The Headteacher alongside the PSCH leader is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

#### Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher or PSCH leader.

#### Pupils

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

#### The role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers. This is done through building a positive and supporting relationship with the parents of children at the school through mutual understanding, trust and co-operation.

In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the resources used with regard to sex education (*see appendix 1*)

Although there is likely to be a range of attitudes towards relationship and sex education across the local community, the school aims to reflect the key messages that parents and carers give to children at home. This can only be done through mutual exchange of knowledge and information. Children benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents will be informed about RSE lessons in the summer term. They will be given the information contained in appendix 1 and 2 highlighting what their child will be taught and which lessons they are able to withdraw their child from.

Parents were consulted on this policy in January 2019. Their views have helped to formulate the aims and objectives and we are very grateful for their interest and involvement.



### Parents' right to withdraw

All primary schools are required to teach the elements of sex education in the science curriculum, for example in Year 2 children are taught about the growth in animals. Additionally, in 2019, the Department for Education set out statutory requirements for what pupils should be taught within the primary phase for Health Education and Relationships Education. , parents have the right to withdraw their children from the non-statutory lessons. Please refer to appendix 3 for a full list of content which we have a statutory requirement to teach, for which your child(ren) cannot be withdrawn from. Appendix 2 breaks this down further to make explicit which lessons we consider Relationship Education, Health Education or Science, and therefore legally must be taught, and those in red, which are non-statutory and children can be withdrawn from.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. A member of the senior management team will discuss the request with parents and take appropriate action.

Alternative work, focusing on relationships education, will be given to pupils who are withdrawn from RSE.

### Training

Staff training about RSE is included in our continuing professional development calendar. With support from the deputy Headteacher, the PSCHE leader will ensure staff new to the school are familiar with the RSE policy and the content they are to teach for their particular year group.

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

### Monitoring arrangements

The delivery of RSE is monitored by the PSCHE leader through:

- lesson observation and feedback given to teachers as laid down in the Thameside monitoring guidelines (*please refer to Marking and Feedback guidelines*)
- planning will be monitored regularly at team meetings and also at Senior Management meetings
- Learning will be monitored through teacher assessment and through pupil voice interviews.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

**L England & I Burton**

## Appendix 1: Information sheets for parents

# Foundation Relationships and our bodies



### Useful websites/books to help you talk to your child:

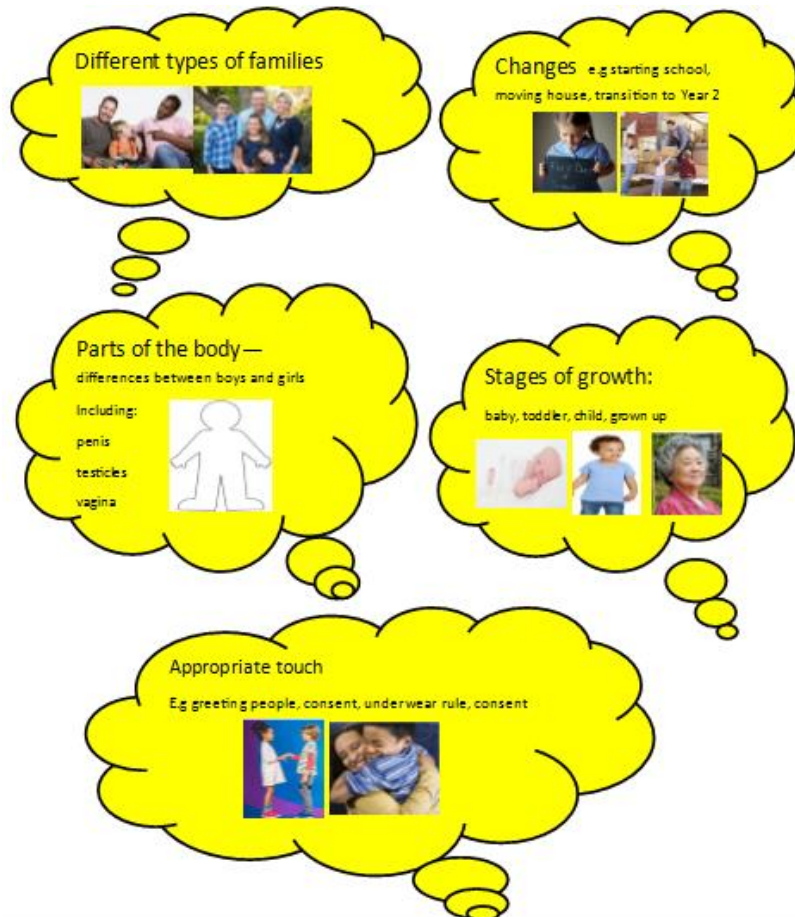
Boys and Girls by Lynwen Jones—a book about the differences between boys and girls

[www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule)



# Year 1

## Relationships and our bodies



### Useful websites/books to help you talk to your child:

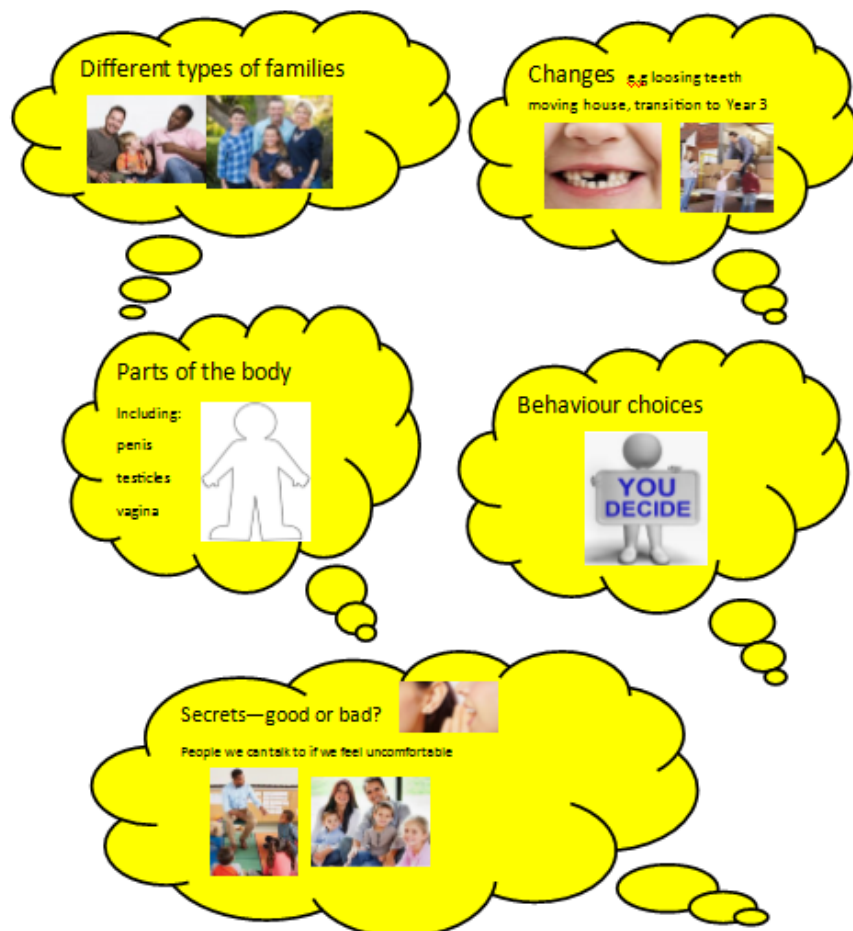
The Family Book by Todd Parr - a book looking at different types of families

Your Mummy Ate a Football by Lynwen Jones—a book about how babies are made

[www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule)

# Year 2

## Relationships and our bodies



### Useful websites/books to help you talk to your child:

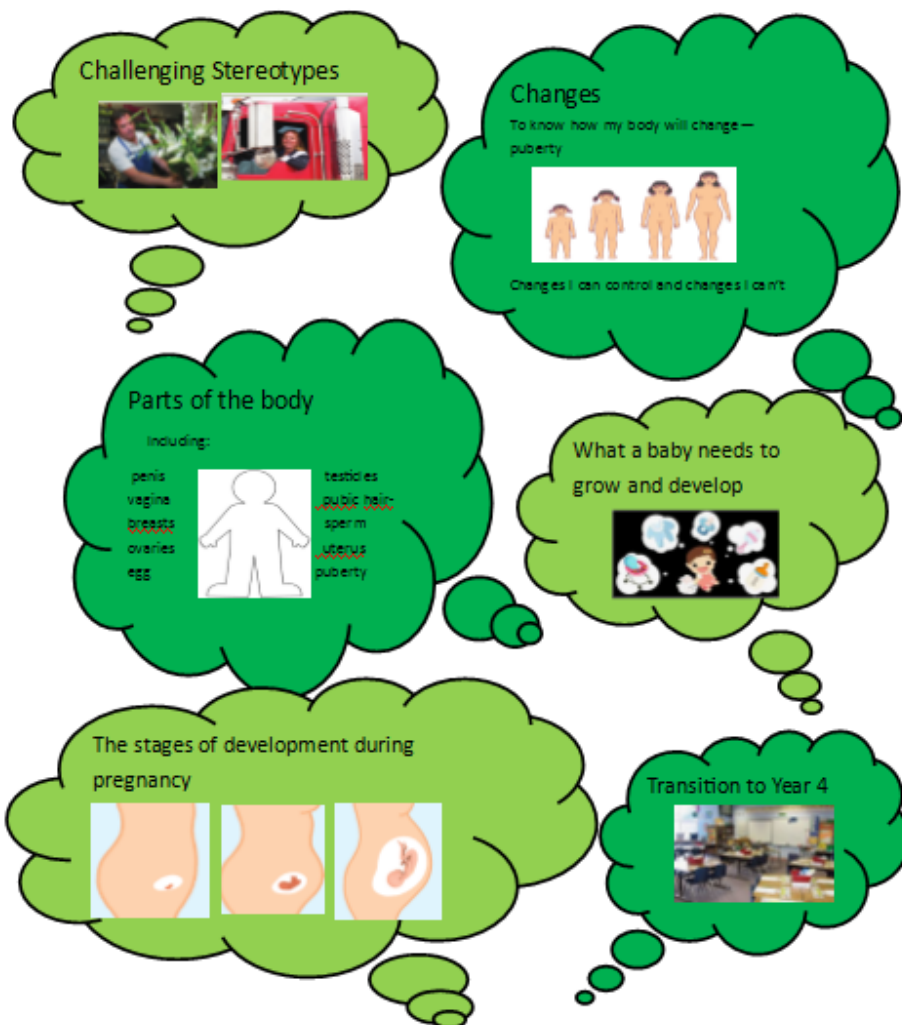
Hug by Jez Alborough

It's Not the Stork!: A Book about Girls, Boys, Babies, Bodies, Families and Friends by Robbie Harris

Who is in a family by Robert Skutch

[www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule)

# Year 3 Relationships & Sex



## Useful websites/books to help you talk to your child:

How are babies made by Alastair Smith

Where Willy Went by Nicholas Allan

[www.childnet.com](http://www.childnet.com)

# Year 4 Relationships & Sex



## Useful websites/books to help you talk to your child:

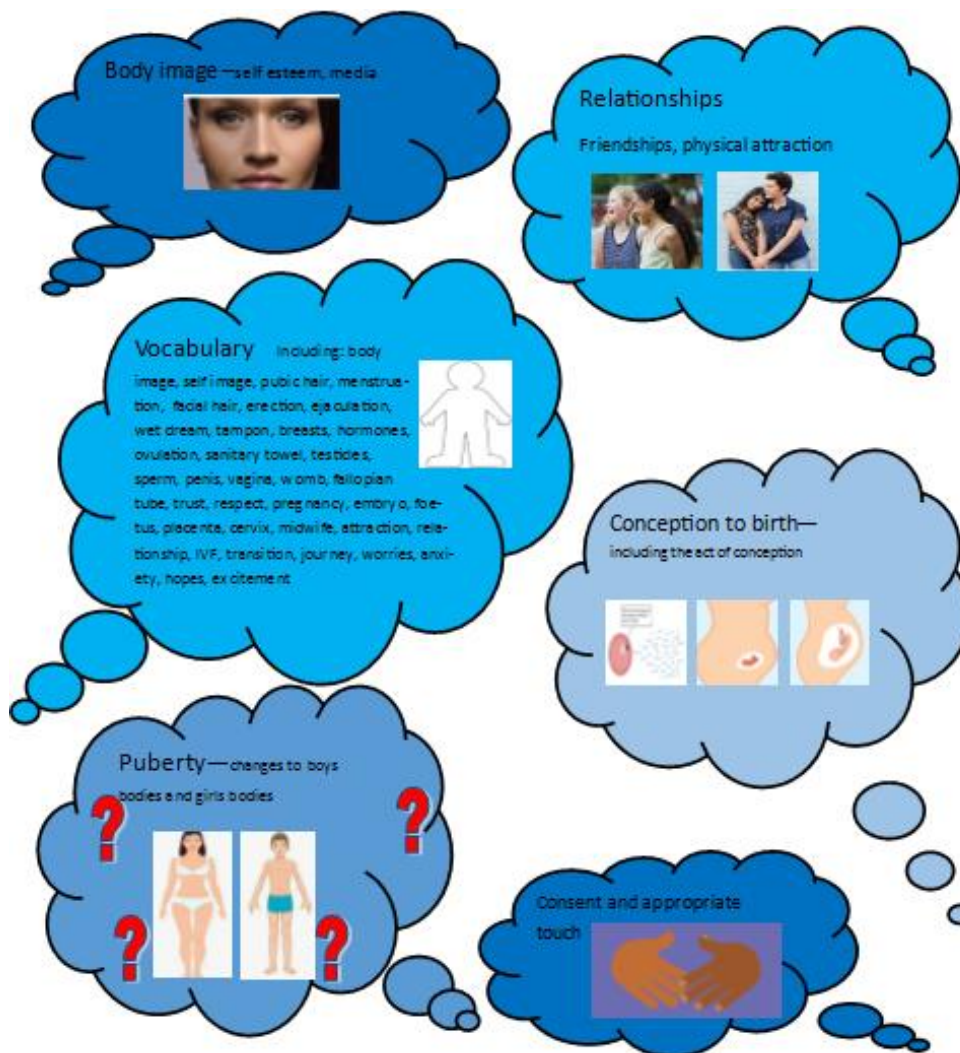
It's Perfectly Normal: A Book about Changing Bodies, Growing Up, Sex and Sexual Health by Robbie Harris

Where Willy Went by Nicholas Allan

[www.childnet.com](http://www.childnet.com)

# Year 5

## Relationships & Sex



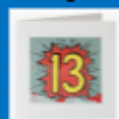
### Useful websites/books to help you talk to your child:

It's Perfectly Normal: A Book about Changing Bodies, Growing Up, Sex and Sexual Health by Robbie H Harris  
 Everything you wanted to ask about periods— by Tricia ~~Kreitman~~, Dr Fiona Finlay & Dr Rosemary Jones  
[www.childnet.com](http://www.childnet.com)



# Year 6 Relationships & Sex

Dealing with change – becoming a teenager



Relationships

Friendships, physical attraction, consent



Vocabulary

Including: pubic hair, menstruation, semen, facial hair, erection, tampon, breasts, hormones, wet dream, ovulation, masturbation, sanitary towel, clitoris, testicles, sperm, penis, vagina, womb, fallopian tube, trust, respect, pregnancy, embryo, foetus, placenta, umbilical



Puberty—including periods



Conception to



Transition to secondary



Consent



## Useful websites/books to help you talk to your child:

It's Perfectly Normal: A Book about Changing Bodies, Growing Up, Sex and Sexual Health by Robbie H Harris  
 Everything you wanted to ask about periods— by Tricia Kreitman, Dr Fiona Finlay & Dr Rosemary Jones  
[www.childnet.com](http://www.childnet.com)

Appendix 2: Lesson breakdown – lessons in black are statutory and children cannot be withdrawn from these lessons.

## Year 1

### In each lesson, pupils will learn:

#### Lesson 1—life cycles:

- How humans change from babies, to toddlers, children, teenagers and adults.
- Life cycles of animals

#### Lesson 2 - personal changes:

- What they can now do which they could not do as a baby.

#### Lesson 3—personal changes:

- How they have physically changed since they were a baby.

#### Lesson 4—Body parts:

- Parts of the body males and females have in common and which are unique.
- Which parts of the body are private.

#### Lesson 5 and 6 —change:

- Reflection on what they have learnt in Year 1.
- Looking ahead to Year 2—including chance to share worries.

# Year 2

## In each lesson, pupils will learn:

### Lesson 1—change:

- That some changes can be controlled and others cannot.
- Lifecycles of animals

### Lesson 2—change in humans:

- What changes can be seen in humans as they grow up from babies to adults.
- What things can older people do that younger people cannot?

### Lesson 3—change in ability:

- How as we grow older we become able to do a wider variety of things.
- That being older means more responsibility and independence.

### Lesson 4— body parts:

- How boys and girls are similar and different, including challenging stereotypes.
- Understand that underwear covers the parts of our body that are private and the names for these.

### Lesson 5—Transition:

- Discussion about what it is like in Year 3.
- Opportunity to share hopes and worries.
- Reflection on their achievements in Year 2.



# Year 3

## In each lesson, pupils will learn:

### Lesson 1—changes from birth to now:

- How they have changed since being a baby.
- How does change make people feel?

### Lesson 2—babies' needs:

- What physical and emotional needs do babies have.
- Babies start in a mother's womb and gets nutrients from its mother.

### Lesson 3—puberty:

- Puberty is natural and happens gradually to everyone.
- The changes that happen on boys' and girls' bodies during puberty.
- Reassurance that it is normal to feel lots of different emotions about this.

### Lesson 4—puberty:

- Changes happens in boys and girls so that babies can be made when they are grown up.

NB—there is no discussion of how babies are made.

- What happens inside their body during puberty.

### Lessons 5 & 6—transition:

- Reflection on what they have enjoyed in Year 3.
- Discuss hopes for Year 4.
- Chance to voice worries about Year 4.

# Year 4

## In each lesson, pupils will learn:

### Lesson 1— genetics:

- Understanding that some of our characteristics come from our parents.
- Genes come from our parents when sperm and egg meet at conception.

### Lesson 2— babies:

- Understanding that having a baby is a personal choice.
- What body parts are required to make a baby.

### Lesson 3—puberty (females):

- What changes females go through at puberty.
- What menstruation is and that it is a natural part of female adult life.

NB: This follows on from lesson 2 so vocabulary used will be based on that discussed in lesson 2.

### Lesson 4—change:

- Understanding the different stages of change and how it applies to life.
- Feeling confident about coping with change.

### Lesson 5—changes that cannot be controlled:

- Understanding that we cannot control some changes.
- How to accept change that we can't control.

### Lesson 6—positive elements of change:

- What they are looking forward to in Year 5.
- Any concerns they may have and chance to ask questions.

# Year 5

## In each lesson, pupils will learn:

### Lesson 1—age-appropriate relationships:

- How relationships change as we age.
- Which behaviours are appropriate for children of their age.
- The law regarding children under 16 as too young to consent to sexual activity.

### Lesson 2—puberty (girls):

- Recap what is needed to make a baby.
- How menstruation is the body's ways of preparing for this.
- Exploring sanitary products and chance to ask questions.

### Lesson 3—puberty (boys):

- Understanding of parts of the male body including how they change.
- Understanding that erections and wet dreams are a natural part of growing up for boys and that they do not need to be embarrassed about them.

### Lesson 4—puberty:

Lesson to be taught in separate gender classes to allow for questions to be asked without embarrassment.

- Recap about what happens to their own gender during puberty.

### Lesson 5—how babies are made:

- What is important when deciding that you are ready to start a family.
- Conception is when a new life begins. It happens during sexual intercourse however it can also happen in other scientific ways.

### Lesson 6—transition:

- Reflection on Year 5.
- Hopes and worries about Year 6.

# Year 6

## In each lesson, pupils will learn:

### Lesson 1—dealing with change:

- What does independence mean and how it changes as you age.
- Positive and negative points about being a teenager.

### Lesson 2—relationships:

- Understand how they may feel if they are physically attracted to someone.
- Similarities and differences between friendships and relationships with physical attraction.
- Effect of peer pressure.

### Lesson 3 - puberty:

- Recap facts about changes that occur to boys and girls during puberty.
- Chance to anonymously ask questions or concerns they have about puberty and growing up.

### Lesson 4—puberty:

- Lesson to be taught in single sex groups to allow children to ask questions without embarrassment.

### Lesson 5—conception to pregnancy:

- Understand how babies change in the womb.
- What babies can do whilst in the womb.
- Basic information about contractions and labour.

### Lesson 6—transition:

- Reflection on time at Thameside
- Hopes for secondary school
- Worries about secondary school



**Appendix 3: Statutory Requirements for Relationship Education and Health Education – Source: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary#by-the-end-of-primary>**

<b>Mental wellbeing</b>	that mental wellbeing is a normal part of daily life, in the same way as physical health.
	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<b>Internet safety and harms</b>	that for most people the internet is an integral part of life and has many benefits.
	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.



	why social media, some computer games and online gaming, for example, are age restricted.
	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
	where and how to report concerns and get support with issues online.
<b>Physical health and fitness</b>	the characteristics and mental and physical benefits of an active lifestyle.
	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
	the risks associated with an inactive lifestyle (including obesity).
	how and when to seek support including which adults to speak to in school if they are worried about their health.
<b>Healthy eating</b>	what constitutes a healthy diet (including understanding calories and other nutritional content).
	the principles of planning and preparing a range of healthy meals.
	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
<b>Drugs, alcohol and tobacco</b>	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
<b>Health and prevention</b>	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.



	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
	the facts and science relating to allergies, immunisation and vaccination.
<b>Basic first aid</b>	how to make a clear and efficient call to emergency services if necessary.
	concepts of basic first-aid, for example dealing with common injuries, including head injuries.
<b>Changing adolescent body</b>	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
	about menstrual wellbeing including the key facts about the menstrual cycle.
<b>Families and people who care for me</b>	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.
	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <i>(Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.)</i>
	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<b>Caring friendships</b>	how important friendships are in making us feel happy and secure, and how people choose and make friends.
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.



	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<b>Respectful relationships</b>	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
	practical steps they can take in a range of different contexts to improve or support respectful relationships.
	the conventions of courtesy and manners.
	the importance of self-respect and how this links to their own happiness.
	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
	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.
	what a stereotype is, and how stereotypes can be unfair, negative or destructive.
	the importance of permission-seeking and giving in relationships with friends, peers and adults.
<b>Online relationships</b>	that people sometimes behave differently online, including by pretending to be someone they are not.
	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.
	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.





<b>Being safe</b>	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
	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) whom they do not know.
	how to recognise and report feelings of being unsafe or feeling bad about any adult.
	how to ask for advice or help for themselves or others, and to keep trying until they are heard.
	how to report concerns or abuse, and the vocabulary and confidence needed to do so.
	where to get advice e.g. family, school and/or other sources.