



# HWJS

# PSHE Policy

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## HATCH WARREN JUNIOR SCHOOL

### PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY INCLUDING CITIZENSHIP

#### **Purpose**

This policy aims to ensure continuity and consistency in all aspects of Personal, Social and Health Education (P.S.H.E.) within the school. It is intended to ensure clarity of purpose and understanding among all members of the school community including pupils, staff, parents, governors and visitors to the school.

Hatch Warren Junior school has a single policy to cover all aspects of personal, social and health development. The school delivers a complete program of PSHE work which links together across different areas of study. Policies covering relationships and sex education and drug education are therefore contained within the appendix of this policy.

#### **Status**

This policy applies to all children at Hatch Warren Junior School regardless of age, ability, ethnicity or financial circumstances.

#### **Vision and Values**

At Hatch Warren Junior School we aim to:

- Provide a safe environment through which children can recognise risk and understand how to make safe and healthy choices.
- Develop confident, responsible, resilient individuals who are able to celebrate the achievements of both themselves and others.
- Promote good relationships and respect for others, through understanding and respecting differences.
- Encourage pupils to become active, respectful citizens who demonstrate individual and collective responsibility

At Hatch Warren Junior School:

- We value ourselves as unique human beings capable of developing spiritually, morally, intellectually and physically.
- We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of each person and to the good of the community.
- We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular we value families as sources of love and support for all their members, and as the basis of a society in which people care for others.
- We value the environment, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration.

Personal, Social and Health Education (PSHE) and Citizenship deal directly with the diverse values, beliefs and attitudes of individuals and society. It helps pupils to develop the attitudes and values which are necessary if they are to make sense of their experiences, value themselves and respect others, appreciate difference and diversity, feel confident and informed. Through work completed in class children and learners are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, at a level appropriate to their age and are aware of the support available to them.

### **Implementation**

A programme of Personal, Social and Health Education is followed by all children within the school. This is based upon a commercially produced programme called SCARF (Safety, Caring, Achievement, Resilience, Friendship). As well as using the SCARF materials the school will often supplement lessons with additional resources from other sources including work from the PSHE association. The programme focuses on the following areas of study in all four year groups;

- Me and my relationships
- Valuing differences
- Keeping myself safe
- Rights and Responsibilities
- Being my best
- Growing and changing

Incorporated within these units are activities related to relationships education, relationships and sex education, drugs education, work that relates to rights, diversity and mental health and wellbeing. Much of the work within PSHE also contributes to achieving the objectives set out in the school's Single Equality Scheme.

The PSHE programme will usually be taught by class teachers, although it may be considered appropriate to invite representatives from outside agencies to participate in the programme, for example the School Nurse or other Health Professional, Fire Services, PCSOs or St. John's Ambulance. Teaching staff will discuss the content of the outside agency programmes beforehand, agree the approach to be taken when delivering lessons and will be in attendance at these sessions. All sessions will be taught with a sensitive awareness of the possible issues faced by some pupils in school.

Questions from the children during PSHE lessons will be answered openly and honestly at a level suited to the maturity of the children. This is to help discourage that children from seeking answers from other sources, including the internet, which may be misleading or inaccurate.

### **Relationships education - a definition**

Relationships education is about learning about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. It involves children being taught about what a relationship is, what friendship is, what family means and who the people are that can support them. Through relationship education pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving and the concept of personal privacy.

The principles of positive relationships also apply on line and when teaching relationship content teachers will address on-line safety in an appropriate way that is relevant to the pupils' lives. Teaching about families and the many forms in which they come is an important part of relationships education and care is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs.

Relationships education is also linked to the cultivation of character traits and positive personal attributes in the individual. In school this includes the development and practice of resilience and other attributes including helping pupils to believe they can achieve, persevere with tasks, work towards long term rewards and continue despite setbacks. Alongside the importance of self – respect and self-worth pupils are encouraged to develop the personal attributes which include honesty, integrity, courage, humility, kindness, generosity and a sense of justice.

Through relationship education (and through RSE) the school teaches the pupils the knowledge that they require to recognise and report abuse, including emotional, physical and sexual abuse. This is done by focusing on boundaries and privacy and ensuring that pupils know they have rights over their own bodies. Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong and this knowledge can support the safeguarding of children within school.

### **Mental health and wellbeing education -**

Relationships education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing including how friendships can support mental wellbeing and how children can develop strategies to look after their own mental health and wellbeing. The school uses GREAT DREAM (giving, relating, exercise, awareness, trying out, direction, resilience, emotions, acceptance and meaning) resources to help support children's develop mental health and wellbeing.

Relationships education is a fundamental part of the work that the school does in PSHE and is compulsory in schools. Therefore **parents cannot withdraw their children from this part of the curriculum.**

Further details of what the children should be taught in relationships education can be found in appendix 3 of this policy.

## **Relationships and Sex Education**

The department for education recommends that all primary schools should have a relationships and sex education programme tailored to the age and physical and emotional maturity of the pupils. School need to ensure that both boys and girls are prepared for the changes that adolescence brings and (drawing on knowledge of the human life cycle set out in the national curriculum for science) how a baby is conceived and born. Details of what the school delivers in Relationships and Sex education can be found in the Relationships and Sex Education policy contained within the appendix of this policy.

## **Drug education**

Drug education in our school aims to enable pupils to make healthy informed choices by increasing their knowledge, exploring a range of attitudes towards drug use and developing and practising decision making skills. Further details of what is taught in school in relations to drugs education can be found in the Drugs policy located in appendix 2

This policy should be read in conjunction with the following policies and procedures:

Learning and Teaching policy	Single equality policy and scheme
Behaviour policy	Collective Worship policy
Home School agreement	Science policy
Equal Opportunities policy	Physical Education policy
Child Protection policy	Religious Education policy
Health and Safety policy	Safeguarding policy
First Aid policy	Anti-bullying policy

The implementation of this policy will be monitored by the governing body as part of its policy review schedule.

## **RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY**

### **Purpose**

The purpose of this policy is to ensure continuity and consistency in all aspects of relationships and sex education within the school. It is intended to ensure clarity of purpose and understanding among all members of the school community, including pupils, staff, parents, governors and visitors to the school.

### **Status**

This policy applies to all children at Hatch Warren Junior School regardless of age, ability, ethnicity or financial circumstances.

Responsibility for the development of the relationships and sex education policy belongs to the governors and it has been produced in consultation with parents and staff from across the school. Any amendments to the policy will involve consultation with parents and staff. The policy is reviewed annually by the whole governing body. The governing body will monitor the implementation of this policy as part of their policy monitoring programme.

### **Accessibility**

The delivery of the content will be made accessible to all pupils, including those with SEND. Where necessary materials will be adapted to ensure that pupils can access them or pre-learning strategies will be used to ensure that all pupils can access the information and learning that is contained within the programmes of study.

The school delivery of RSE is designed to fall in line with guidance contained within the Equality Act 2010.

### **Aims**

Hatch Warren Junior School aims to ensure that pupils receive sex education in the wider context of relationships, and are prepared for the opportunities, responsibilities and experiences of adult life.

### **Relationships and Sex programme**

Relationships and sex education is supported by the school's wider curriculum for Personal, Social and Health Education (PSHE). It contributes to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships,
- are able to name parts of the body and describe how their bodies work, are prepared for puberty.

are able to develop strategies to look after their own physical wellbeing and to understand whom to ask for help and support .

Have a greater understanding of how to look after their own physical and emotional safety

### **Sex education**

We believe that children should be provided with accurate and honest information in relation to sex education. Providing sex education to children at an appropriate age can better prepare children to make sensible and informed life choices as they grow up.

Parents have the right to withdraw their child from the sex education programme other than from those aspects contained within the National Curriculum for science. However we would encourage parents to think carefully about this as it is far preferable for children to be provided with accurate information by their teachers rather than hearing inaccurate information from their peers.

Parents do not have the right to withdraw children from relationships education. The specific areas of sex education taught in school are included at the end of the document and are delivered in year six.

Class teachers and class teaching assistants will deliver the RSE work in school. The School Nurse or other Health Professionals may be asked to accompany teachers when it comes to deliver the teaching and learning if they are available to do so.

Questions from the children during relationships and sex education lessons will be answered openly and honestly at **a level suited to the maturity of the children**. This will include questions relating to sex and sexuality. This is to help discourage the children from seeking answers from other sources, including the internet, which may be misleading or inaccurate.

To provide high quality Relationships and Sex Education we will:

- Ensure content is appropriate to the age and to the physical and emotional maturity of each child

- Ensure that questions from pupils involving sensitive and contentious issues of a religious or cultural nature will be referred back to parents to answer

- Inform parents of their right to withdraw their child from Sex Education outside that which is contained within the science curriculum

- Make available to parents, information about materials which will support them in their discussions with their children about relationships and sex education and how to link this with what is being taught in school.

- Ensure that all parties are aware of what information is and is not able to remain confidential between them before an exchange takes place

- Work effectively in partnership with pupils, parents and health professionals to evaluate RSE provision through feedback and discussion

- Ensure that parents / carers are aware that they are able to discuss concerns relating to individuals within the school with the class teacher or head teacher.

## **Implementation**

The RSE programme is part of a larger PSHE programme that the school delivers (from September 2020). This is made up of the following separate areas;

- Me and my relationships
- Valuing differences
- Keeping myself safe
- Rights and Responsibilities
- Being my best
- Growing and changing (this area contains the main elements of RSE)

The following table details the RSE elements which are taught through the growing and changing units that are delivered in school

<b>Year 3 growing and changing</b>	
Objective taught	Linked SCARF unit
Identify different types of relationships; Recognise who they have positive healthy relationships with.	Relationship Tree
Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.	Body space
Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.	Secret or surprise?
<b>Year 4 growing and changing</b>	
Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change	Moving house
Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise.	My feelings are all over the place!
Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.	Together
<b>Year 5 growing and changing</b>	
Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls;	Preparing for periods

Identify some of the ways to cope better with periods including discussing various methods of period protection that can be used	
Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens.	All change!
Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience.	How are they feeling?
Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch	Taking notice of our feelings
Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like.	Dear Hetty
Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.	Changing bodies and feelings
Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.	Growing up and changing bodies
Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.	Help! I'm a teenager - get me out of here!
Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.	It could happen to anyone
Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.	Dear Ash
Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.	Stop, start, stereotypes
<b>Year 6 growing and changing</b>	
Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change.	Helpful or unhelpful? Managing change
Being yourself Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks	I look great!
Define what is meant by the term stereotype; challenging stereotypes Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal;	Media manipulation

Challenge stereotypical gender portrayals of people	
<p>Understand that for girls, periods are a normal part of puberty;</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it for both boys and girls;</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty;</p> <p>Know where someone could get support if they were concerned about their own or another person's safety.</p> <p>Understand that relationships come in many different forms and different relationships can be supportive in different ways.</p>	<p>My changing body / Is this normal?</p>

The following areas are taught as part of the 'sex education' within school	
<p>Deciding when to begin a sexual relationship</p> <p>Recognise that babies come from the joining of an egg and sperm and be aware that there are ways contraception can stop the joining of an egg and sperm</p> <p>Explain what happens when an egg doesn't meet a sperm;</p> <p>Understand that sometimes conception may not lead to the successful birth of a child and that this is called miscarriage</p>	<p>My changing body</p>
<p>Identify the changes that happen through puberty to allow sexual reproduction to occur;</p> <p>Know a variety of ways in which the sperm can fertilise the egg to create a baby; (including discussing IVF and surrogacy)</p> <p>Know the legal age of consent and what it means.</p>	<p>Making babies</p>
<p>Changing bodies – understanding your body and your rights</p> <p>Define FGM as an abusive act which involves damaging female genitalia which is an illegal act in this country</p>	<p>Is this normal?</p>

# Appendix 2

## DRUGS POLICY

### Rationale

It is the aim of Hatch Warren Junior School to help all pupils to be able to take their place safely in a world where a wide range of drugs exists. We recognise that some drugs have beneficial effects, but also that every drug has potential to harm. For this reason, all drugs need appropriate and responsible care and management. In order to be able to make informed choices, staff and pupils need to understand the nature of drugs, their social and legal status, their uses and effects.

### Aims:

To support the school's endeavour to maintain the safety and well-being of all pupils, staff and visitors

To clarify legal responsibilities, entitlements and obligations

To support all the members of the school community by providing clear guidance and procedures on drug related issues to ensure clarity and consistency

To develop a whole school approach to drug education in the context of the school curriculum

### Key roles and responsibilities

The Head teacher is responsible for drug related issues within the school.

### Inclusive definition of drugs

Hatch Warren Junior School defines a drug as a substance which, when taken into the body, changes the way we feel, the way we perceive things, and the way our body works. This definition includes illegal substances and also legal substances such as alcohol, tobacco, solvents and medicines.

### Drug Education

#### Context

We will provide all pupils with drug education as an integral part of our Personal, Social and Health Education (PSHE) which uses the SCARF resources (Safety, Caring, Achievement, Resilience, Friendship)

#### Ethos

Drug education in our school aims to enable pupils to make healthy informed choices by increasing their knowledge, exploring a range of attitudes towards drug use and developing and practising decision making skills. The programme we follow will be based on national and local guidelines for good practice and be appropriate to the age and experience of our pupils.

#### Content and delivery

Teaching will be based on an understanding that a variety of approaches should be used in order to meet the differing needs and learning styles of pupils. It is recognised that active or participatory learning styles can be particularly helpful in developing skills, knowledge and values.

#### Use of visitors and outside speakers

We may use visitors to support our planned teacher lead programme of education, in line with national and local guidance. We are careful to negotiate the use of visitors in line with

the protocol for using visitors in Hampshire Schools, so that their contribution fits our needs and they are clear how their input fits into our planned programme. The class teacher is always present when visitors are working with our pupils.

## **Managing drug related incidents: routine arrangements**

### **Medicines**

The school has a policy/procedure for the administration of medicines that must be followed for everyone's safety. Our practice is in line with guidance as recommended by Hampshire schools health and safety guidelines

### **Alcohol**

Pupils are not allowed to bring in alcohol on the school (except as donations for specified school social events for example the Christmas fair). Parents and visitors under the effects of alcohol will be asked to leave the premises and if appropriate return at a later time/ date for the safety of the whole school. Pupils' safety and well-being are paramount at all times.

### **Tobacco**

The school is a no smoking site - indoors and outdoors, including school vehicles - at all times. Pupils are not permitted to bring to school smoking materials, including matches and lighters. E-cigarettes are also not permitted on site. In the interests of health and safety, should a pupil be found in possession of any of these on school premises, they will be confiscated.

### **Solvents**

The school will ensure that potentially hazardous substances are stored safely, and pupils will be supervised if it necessary that they come into contact with them in the course of their work. Pupils are not permitted to be in possession of solvent based products.

### **Illegal drugs**

No illegal drugs are permitted to be brought on to, or used on school premises.

## **Incidents**

A drug related incident may include any of the following:

A pupil who is suspected of being under the influence of a drug

Finding drugs, or related paraphernalia on school premises

Possession of drugs by an individual on school premises

Use of drugs by an individual on school premises

Supply of drugs on school premises

Individuals disclosing information about their drug use  
Rumours of drug possession supply or drug use.

Reports of drug possession supply or drug use

## **Guiding principles**

Incidents will be dealt with after making an assessment of the situation and be reported to the head teacher.

Appropriate support will be offered to those with substance misuse problems.

Evidence of drug use or possession may result in exclusion.

The school will always seek to respond appropriately to each individual case by selecting from a range of possible responses, that which is most appropriate.

## **Procedures**

### **Medical emergencies**

If an individual is unconscious, is having trouble breathing, is seriously confused or disorientated, has taken a harmful toxic substance or is otherwise at immediate risk of immediate harm medical help will be sought and first aid given if required. The priority will be the pupil's safety.

### **Individuals in possession of drugs**

If any pupil or adult on school premises is found in possession of an unauthorised drug it will be confiscated. If the drug is suspected to be illegal, the school will contact the police and immediately hand over the drug. If the substance cannot be legally destroyed or disposed of it will be handed to the police as soon as possible and not stored for any longer than is necessary. Talking with an individual about a drug related incident will have as its purpose to confirm or reject suspicions or allegations, rather than to conduct a wider investigation. Parents of pupils will be informed and other professionals from the LA, Young Persons Substance Misuse Service, Youth Service, Police, School Health Service, Social Service etc. may be informed or consulted as appropriate.

### **Support for pupils**

Following actions to preserve immediate safety, the health and emotional needs of pupils will be considered. Support is available through the pastoral system to ensure a caring response to pupils in distress. Interventions will be considered if the school feels a pupil is showing signs which indicate particular risks of, or from, involvement with drugs, whether their own or that of their parent, carer or other family member. Such interventions may include consultation and subsequent referral.

### **Recording**

All incidents will be recorded within 24 hours. This will be done on the CPOMs system.

## **Confidentiality**

Complete secrecy can never be promised to a pupil, though information given in confidence will only be disclosed to anyone else in the interests of Child Protection. If a pupil discloses that they are using a drug without medical authorisation, action will be taken to ensure that the pupil comes to no serious harm if this is considered a significant risk. Staff have a commitment to inform the pupil in advance of any disclosure of information to others and if possible enable the pupil to be involved in the process. Staff are committed to protect a young person's anonymity where their disclosure may implicate others. Regarding disclosures staff need to carefully define and communicate the boundaries of confidentiality offered to pupils.

## **Staff training and support**

We recognise the need for staff to receive appropriate training to support their work in delivering the school programme of drug education and dealing appropriately with incidents should they arise. The Head teacher, or other appropriate member of staff, will organise training related to the identified needs of staff as required.

## **Content and delivery**

Hatch Warren Junior School is committed to the health and safety of all its members and will take appropriate action to safeguard their well-being. Young people are confronted by challenges and temptations and risks to health and well-being through the increased exposure to illegal drugs. The staff and governors of Hatch Warren Junior School are strongly opposed to the misuse of drugs by members of the school and the illegal supply of these substances and will not tolerate the supply or use of illegal and unauthorised drugs within school.

As part of its care for the welfare of pupils, the school believes it has a duty to inform and educate young people on the consequences of substance use and misuse. Pupils need to know that all drugs have the potential to cause harm; that using drugs in combination can increase the risk; and that both legal and illegal drugs are addictive.

Teaching will be based on an understanding that a variety of approaches should be used in order to meet the differing needs and learning styles of pupils. It is recognised that active or participatory learning styles can be particularly helpful in developing skills, knowledge and values.

To provide high quality drug education we will:

Raise awareness of the whole school community that drug misuse is harmful and addictive

Ensure that topics and issues covered are appropriate to the age and maturity of the pupils and are revisited over time

Highlight the importance of giving recognition to the larger numbers of young people who are not choosing to use and misuse drugs

Address issues concerning specific drugs related to incidents within particular local circumstances when they arise

Make available opportunities for pupils to develop their knowledge, skills, attitudes and understanding of drugs relating this to their own and others actions

Allow pupils to engage in discussion and debate about drug related issues and have their views and opinions listened to

Give accurate information about the effects and risks of drugs and why people use them

Make parents aware of the approach and rationale for drug education within school

Provide parents with information on drug education / awareness and prevention at both a local and national level in order for them to support their children effectively

Monitor and evaluate drug education in terms of its quality, relevance and effectiveness on a regular basis through observation of lessons, discussion and pupil / parent feedback

Ensure that all parties are aware of what information is and is not able to remain confidential between them before an exchange takes place

**Appendix 3-**  
**Relationship education in primary school – pupils should know the following by the end of junior school:**

<p>Families and people who care for me</p>	<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 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <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>
<p>Caring friendships</p>	<p>how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</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, and that resorting to violence is never right.</li> <li>• 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.</li> </ul>
<p>Respectful relationships</p>	<p>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.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>the conventions of courtesy and manners.</p> <p>the importance of self-respect and how this links to their own happiness.</p> <p>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.</p> <p>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.</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
<p>Online relationships</p>	<p>that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>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.</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>how to critically consider their online friendships and sources of information</p>

	<p>including awareness of the risks associated with people they have never met.  how information and data is shared and used online.</p>
Being safe	<p>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.</p>