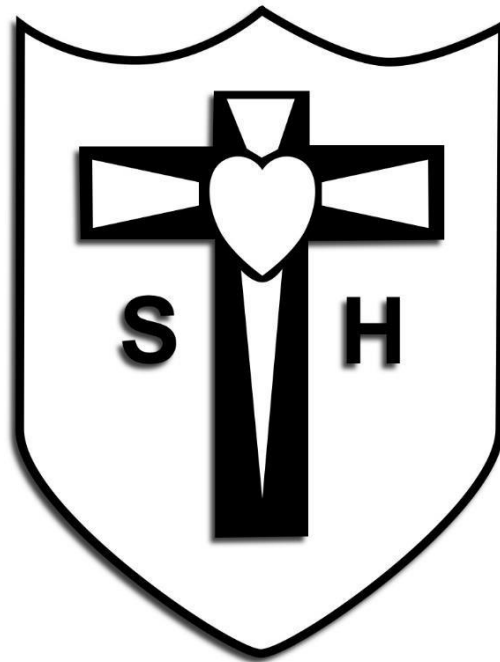


**Sacred Heart
Primary and Nursery Catholic
Voluntary Academy**



**Relationships, Sex and Health Education
Policy (RSHE)
Dec 22 – Dec 23**

Mission Statement

At Sacred Heart, we aim to develop a caring Catholic Community based upon the life and example of Jesus Christ, which embraces the life and lives of everyone and everything in our school. Our school motto is: What would Jesus do? Do what Jesus did! This encourages us all to reflect on our words and actions and to take responsibility for our choices. It is through Jesus' message of love and forgiveness that children, all staff, parents and governors, preserve the essential Catholic ethos of our school. We aim to assure all children that they are valued, and they in turn are encouraged to show respect and value to each other and the community. This message is reinforced through our collective worship within school and also with the parish. Our basic objective is to enable each child to strive for excellence and achieve their true potential within a happy Christian environment. We also aim to prepare our children to take their place in society as well-rounded and responsible citizens, with the skills, knowledge and understanding necessary to contribute to the life and culture of our society

Ratified On: December 22 Review Date: Dec 23

Chair of Governor's signature: Miss E Cooper

Head Teacher's signature: Miss C Hornsby

POLICY FORMATION

This policy was produced in consultation with staff, governors and parents through meetings, questionnaires and discussion. It was reviewed by Caroline Hornsby (Headteacher) and Matthew Cordes (PSHE and RSHE coordinator) in December 2022 and will be reviewed annually henceforth. Once ratified, this policy will be available on the school website under Documents and Policies and also on the PSHE and RSHE section under the Parents tab. We will also be holding an annual Year 5 and 6 RSHE Parents' meeting.

RATIONALE

'I have come that you might have life and have it to the full' (Jn.10.10)

We strive to make pupils feel welcome, secure and highly valued and we embrace the fundamental right of all pupils to have their life and family respected whatever background they come from. We aim to ensure that the curriculum provided is delivered sympathetically to meet the needs of each individual child; enabling growth in knowledge and understanding

and the acquisition of those skills, attitudes and values necessary for living a life of fullness. Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our school. Our approach to Relationship, Sex and Health Education (RSHE), therefore, is rooted in the Catholic Church's teaching of the human person. Following guidance from our Bishop and the Nottingham Diocesan Education Service, the Conference of Bishops of England and Wales, the Catholic Education Service (CES) and as advocated by the DFE, all Relationship, Sex and Health Education will be in accordance with the Church's moral teaching and will emphasise the central importance of the family.

At Sacred Heart Catholic Primary and Nursery school, we fully embrace Pope Francis' reminder, "That **everyone, none excluded**, no matter the situation a person is living in, **can feel accepted** by God, participate actively in the life of the community and be part of that People of God which journeys tirelessly towards the fullness of his kingdom of justice, love, forgiveness and mercy." Misericordia et misera

Therefore, all RSHE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships and the RSHE curriculum has been carefully designed to ensure that no person feels stigmatised or excluded; this is set within the context of the teaching that all human beings are created in the image of God (eg Genesis 1:26-7) and that we are called to respect and honour everyone (eg 1 Peter 2:17).

VALUES AND VIRTUES

Our curriculum enshrines Catholic values relating to the importance of stable relationships and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. Our topics within the RSHE curriculum, will draw on key virtues that sit at the heart of Catholic education; virtues such as respect, appreciation, patience, forgiveness, justice, service and commitment.

INTENT

We aim to provide excellent teaching in Relationships, Sex and Health Education which is appropriate to the age, maturity and needs of our children. We aim to provide a Relationship, Sex and Health Education (RSHE) programme of study which ensures all pupils are provided with:

Attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of family life, marriage, partnerships and loyalty in relationships.

Personal and social skills:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising and celebrating the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

Knowledge and understanding:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- what it means to be a positive, tolerant member of a diverse multicultural society
- the skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation.

EQUALITY, INCLUSION AND SUPPORT

Our RSHE will be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure it is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and that it is taught in a way that does not subject pupils to discrimination. Positive action is taken to deal with disadvantages affecting a group because of a protected characteristic. In recognising that we are all made in God's image and likeness and in complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic. Lessons will help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. Please refer to our Anti bullying policy for more detail. RSHE will be accessible to all regardless of their gender or background. Through the delivery of RSHE, teachers will explore gender stereotypes and how they may limit a person's potential.

Within the guidance of our Diocese, we will use a range of materials and resources that reflect the diversity of the school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued. A range of different families and relationships will be explored within RSHE. All children need to feel that RSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society, where possible.

SEND

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with Special Educational Needs and Disabilities, a scaffolded approach may be necessary to ensure learning outcomes are met – this will be based upon the individual needs of the pupil, prior to the session.

BROAD CONTENT OF RSHE

Three aspects of RSHE - attitudes and values, knowledge and understanding, and personal and social skills - will be provided in three inter-related ways: the whole school, ethos dimension including Gospel and School Values and our Collective Worship; a cross-curricular dimension and a specific Relationships, Sex and Health Education programme which will be taught through our Personal, Social and Health Education curriculum. We follow Ten Ten

Life to the Full programme for Catholic Schools to enhance our delivery of Relationships, Sex and Health Education.

Within PSHE lessons, pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, and growing and changing. To achieve this, a number of teaching strategies may be used:

- Establishing ground rules with new classes each September and reviewing them regularly throughout the year;
- Dealing with children's questions in an appropriate manner;
- Using discussion and appropriate materials;
- Encouraging reflection;
- Using strategies for pupils who may not wish to raise suggestions in front of others (e.g. Ask it Basket for anonymous questions).

PROGRAMME AND RESOURCES

In the Foundation Stage, PSHE is taught as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy. Children in EYFS use Ten Ten Life to the Full and Journey in Love EYFS lessons and resources to enhance and support their PSED programme. Please refer to the Early Years Foundation Stage Policy, on our website, for further information on PSED.

The core themes and topics which Years 1-6 cover are-

Core Theme 1: Health and Wellbeing; Created and Loved by God

- Physical health and Mental wellbeing
- Growing and changing
- Keeping safe

Core Theme 2: Relationships; Created to Love Others

- Families and friendships
- Safe relationships
- Respecting ourselves and others

Core Theme 3: Living in the Wider World; Created to Live in Community

- Belonging to a community
- Media literacy and digital resilience
- Money and work

We acknowledge that every area of school life can potentially contribute to RSHE as the school, in its very nature operates through positive, human relationships. We recognise value and greatly appreciate the contribution made by all members of staff in deepening the quality of our community. Teachers will use their professional judgement when addressing issues in

RSHE. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care.

VOCABULARY AND TIMELY POINTS

In meeting some of the statutory outcomes, it is important to introduce vocabulary and concepts at timely points within a developmental PSHE curriculum. In order to meet the statutory requirement to teach pupils “how to report concerns or abuse, and the vocabulary and confidence needed to do so” we will introduce the correct vocabulary for external genitalia in Year 1. These body parts will not include picture references and will be referred to as “doctor’s words for our private parts” within the context of a NSPCC PANTS lesson. These body parts may then be referred to at later stages, without embarrassment, normalising body names and reinforcing the belief that our bodies are good and made by God. Please refer to Appendix 4 for more context of this lesson.

Menstruation and puberty will be taught in Year 5 and 6 and reproduction and conception will be taught in Year 6. Please refer to The Sacred Heart Primary and Nursery School PSHE Overview for more detail of what is taught in each year group.

ASSESSMENT AND EVIDENCE

RSHE is evidenced in PSHE Class Books which all classes use to evidence each PSHE lesson, except in the Foundation Stage where we use EYFS learning journals. Children may be assessed prior to the learning taking place. This may take many forms including discussion and written work such as vocabulary compilations, mind maps and other baseline assessment methods. Post assessment at the end of a lesson or series of lessons may also take many forms. In Year 1 – Year 4, this will usually be informal so as to encourage discussion and creativity within PSHE lessons. In Years 5 and 6, this may be recorded and kept in individual pupil folders in order to assess children’s progress of the RSHE statutory outcomes. Evidence may also be recorded in a cross-curricular way through Science, RE, Computing, theme days, recorded on displays around school (internet safety, anti-bullying, wellbeing etc) and using Ten Ten Life to the Full assessment resources.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing attitudes and virtues and personal and social skills; for example, recognising their behaviour and how it has impacted others, seeking forgiveness, participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

SAFE LEARNING

It is important that all pupils feel safe and able to participate in lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations. A PSHE Class Charter will be formed in each class in September which will set ground rules which will foster an inclusive, respectful, safe learning environment.

As with any topic, pupils will ask questions during PSHE lessons to further their understanding. Due to the sensitive nature of the topics, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

In Years 5 and 6, pupils may be introduced to the 'Ask it Basket' into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referring to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- Be honest.
- Respect Equality Act and be mindful of the law.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside our curriculum and guidance, is inappropriate in a whole class setting or raises concerns of a safeguarding nature, the teacher will attend to it on an individual basis which may involve discussion with parents, where this is necessary.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the PSHE Coordinator as part of the evaluation and monitoring process.

SAFEGUARDING

The school has procedures to deal with any sensitive issues or children thought to be vulnerable. Staff will pass on any concerns of this nature to the Designated Safeguarding Lead, Mr Cordes Lead DSL / or the Deputy DSL's H Bartley, Miss Hornsby and Miss Owens.

ROLES AND RESPONSIBILITIES

It is important to acknowledge that the whole school community has a part to play in the effective delivery of this policy and the curriculum. These are summarised below.

THE ROLE OF GOVERNORS

- The Governing body recognise their responsibility to ensure the RSHE programme follows Diocesan principles and reflects the Church's teaching.
- Ensure that this policy and its teaching complies with the law on equality as detailed in this policy.
- Support the RSHE coordinator in developing, reviewing and monitoring the quality of teaching of RSHE.
- Support the RSHE coordinator in developing, reviewing and monitoring the school policy for RSHE.

THE ROLE OF THE HEADTEACHER

- Oversee all aspects of this policy.
- Review this policy on a regular basis.
- Ensure that all staff are given regular and ongoing training on issues relating to RSHE.
- Ensure that our school is fully compliant in delivering statutory requirements.
- Communicate openly with staff, parents and the school community to ensure that everyone understands the school policy and curriculum for RSHE, and that any concerns or opinions regarding the provision at the school are considered as is appropriate.

THE ROLE OF THE PSHE AND RSHE COORDINATOR

- Develop this policy, in conjunction with the Headteacher and in consultation with parents, governors, staff and pupils to ensure that it meets the needs of the whole school community.
- Ensure that all staff are up to date with related policy changes, and familiar with school policy and guidance relating to Relationships, Sex and Health Education.
- Oversee the day-to-day running of the school's RSHE provision.
- Contribute to delivering or organisation of training, where necessary.
- Liaise with outside agencies e.g. school nurse service, visitors etc to enhance the delivery of RSHE.
- Ensure that appropriate resources are available for the teaching of RSHE.
- Develop, review and monitor the teaching of RSHE and the school policy, as requested by the Headteacher.
- Report to Governors and the Senior Leadership Team on the subject, as required.

THE ROLE OF STAFF

- Engage in professional development training around RSHE provision, as required.
- Ensure that they are up to date with school policy and curriculum requirements regarding RSHE and that their practice reflects this.

- Tailor their teaching, planning and resources to ensure inclusive provision for all pupils in their class across the whole range of abilities, including those pupils with Special Educational Needs.
- Provide regular feedback to the subject lead on their experience of teaching RSHE and pupil response and direct any queries or questions about delivery to the subject lead as soon as possible.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSHE in line with this school policy.
- Inform the appropriate member of staff and follow school procedures around any safeguarding concerns which may arise.

THE ROLE OF PARENTS AND CARERS

Parents were consulted prior to this policy being ratified by governors, and will be consulted at every stage of the development of any revision of the Relationships Education, Relationships and Sex Education and Health Education programme, as well as during the process of monitoring, review and evaluation.

Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when. Ten Ten Life to the Full has a Parent Portal which seeks to support parental involvement in their child's Relationship, Sex and Health Education.

We commit ourselves: In partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person. In return, we ask that parents-

- Share the responsibility of RSHE to support their child's personal, social and emotional development.
- Engage in any consultation/ information around RSHE to ensure that our school curriculum best meets the needs of children.
- If needed, seek additional support from the school where they feel it is required.

THE RIGHT OF WITHDRAWAL

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. At Sacred Heart Primary and Nursery School, we are committed to working closely with parents to ensure that we create the best possible curriculum for our children, whilst also supporting parents in the conversations they might have with their children around such topics. Sex Education is taught in Year 6 and this goes beyond the statutory Relationship and Health Education requirements but is strongly suggested in order to prepare children for the future.

It is our hope that parents would wish their children to be involved in the school's positive programme of Sex Education, following annual consultation regarding the school's approach. Parents have the right to withdraw their children from RSHE except from those elements which are required by the Science National Curriculum or those elements which form part of statutory Relationship or Health Education outcomes. The lessons which are relevant to the Right to Withdraw are Year 6 Making Babies lesson 1 and Year 6 Making Babies lesson 2.

Should parents wish to withdraw their child from these lessons, they should contact the Headteacher, Miss Hornsby, in writing. We will invite parents to talk through their concerns, review the materials we use and explain our rationale. The school will provide support by providing material for parents to help the children with their learning in this area, should they decide to go ahead and withdraw their child. The request to withdraw will need to be made on a year by year basis.

MONITORING

The PSHE leader and SLT are responsible for monitoring the standards of children's work and the quality of teaching in RSHE, within PSHE. They support colleagues in the teaching of PSHE, by giving them information about current developments in the subject and offering training where appropriate.

We aim to monitor the effectiveness of our RSHE provision through lesson visits, work scrutiny, monitoring of planning, pupil feedback and staff feedback. Teachers will critically reflect on their work in delivering RSHE so that they may feedback appropriate information to the subject lead in order to support development of the subject within school. The subject lead for PSHE and RSHE will be responsible for monitoring and evaluation to ensure that content of the programme is effective and impactful.

LINKS TO OTHER POLICIES

- Child Protection and Safeguarding Policy
- Religious Education Policy
- Mental Health First Aider Policy
- Anti-Bullying Policy
- E-Safety Policy
- Collective Worship Policy
- SEN Policy – OLOL
- British Values at GSA
- Science Policy
- Disability and Equality Policy

Appendix 1 – Key RSHE resources:

KS1	KS2
Ten Ten Life to the Full	Ten Ten Life to the Full
NSPCC PANTS resources	NSPCC Shareaware resources
CAFOD resources	CAFOD resources

Plus any additional resources as deemed suitable, within the guidelines of this policy and curriculum

Appendix 2 – Physical Health and Mental Wellbeing Statutory Outcomes

By the end of primary school:

Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.
------------------	--

<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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
<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Healthy eating</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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).
<p>Drugs, alcohol and tobacco</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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, including visits to the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • about immunisations.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • know 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.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

Appendix 3 – Relationship Education Statutory Outcomes

By the end of primary:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
-------------------------------------	---

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, 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.
Respectful friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

Appendix 4 – Ten Ten Life to the Full Year 1 lesson

This appendix will provide a bit more detail and some examples of resources which are used as part of the naming body parts lesson in Year 1.

