

# **Oakfield Primary School**



## **Personal, Social, Health Education Policy (including Relationships and Sex Education)**

**Summer 2022**



# **Oakfield Primary School**

## **PSHE / Relationships and Sex Education Policy**

**Responsible person:** P.S.H.E Leader

**Date Adopted:** Summer 2022

**Review By:** Summer 2025

### **How the Policy Developed:**

The UK government has passed The Relationships Education - Relations and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017, which made Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (SRE) compulsory for all pupils receiving secondary education. These regulations also made Health Education compulsory in all schools, except Independent Schools.

The Department for Education also published guidance as to the content of the Relationship Education and Health Education.

The effect of this legislation is that from September 2020, all state-funded primary schools will have to deliver two new subjects 'Relationships Education' and 'Health Education'. These subjects should sit within a wider framework of Personal, Social, Health Education, which has been described by the Chief Medical Officer as a bridge between health and education.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Primary schools can also decide whether they also teach 'Sex Education' in addition to that already being addressed as part of the National Curriculum, Science.



## Oakfield Primary School PSHE / Relationships and Sex Education Policy

### **Our Equality and Inclusion Statement:**

At Oakfield Primary School our vision is *'To create a school that unlocks the potential in every child'*. We aim to create a happy, safe and secure environment, where members of our school community are healthy, enjoy learning, achieve their potential, respect and value each other and themselves.

As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters. We take into account pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, gender / gender identity or socio-economic background, to ensure that every child really does matter.

We aim to develop a culture of inclusion and diversity in which success is celebrated and all those connected to the school feel proud of their identity and able to participate fully in school life. We will tackle discrimination by the positive promotion of equality and the creation of an environment which champions respect for all.

*Reviewed September 19, taking into account our duties under current equality legislation, including the Equality Act 2010*

### **Intent for PSHE / including Relationships and Sex Education:**

At Oakfield Primary School, PSHE enables our pupils to become healthy, independent, confident and responsible members of society. It aims to focus on the 'whole child' – to help pupils understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

We provide our pupils with opportunities for them to learn about rights and responsibilities whilst appreciating what it means to be a member of a diverse society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We want our pupils to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it.

The PSHE programme makes a significant contribution to pupils' *spiritual, moral, social and cultural development*, their behaviour and safety and the school's responsibility to promote pupils' well-being.

A high-quality *citizenship* education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness of how the United Kingdom is governed and how its laws are made and upheld. It should also prepare pupils to take their place in society as responsible citizens by providing them with the skills and knowledge to manage their money well and make sound financial decisions.



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At Oakfield Primary School, we place high priority on ensuring our pupils have all the necessary knowledge and skills to succeed in life. We acknowledge the link between developing character and the impact this has on academic improvement. We aim for every pupil to leave this school with a strong moral compass and self-motivation to be a good citizen in today's world. We also aim to equip them with the necessary skills and knowledge to ensure they maintain healthy and positive relationships.

Through teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults, by the end of primary school our pupils will have an understanding of families and people who care for them; caring friendships; respectful relationships; online relationships and how to stay safe.

While sex education is not compulsory in primary schools, at Oakfield Primary School we follow DfE recommendations to provide additional, age appropriate, sex education, beyond the national curriculum for Science, to prepare pupils for transition to secondary school and puberty.

#### **Aims:**

The overarching aim for PSHE education is to provide pupils with:

- ✓ accurate and relevant knowledge;
- ✓ opportunities to turn that knowledge into personal understanding'
- ✓ opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
- ✓ the skill, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

The aim in teaching PSHE/ Citizenship is that Oakfield Primary School will be a health promoting school. This means it will:

- ✓ provide a welcoming, safe and stimulating environment in which to explore feelings and ideas;
- ✓ encourage pupils to discuss and debate issues in a considered way, showing respect for others' ideas and points of view;
- ✓ promote all aspects of pupils' welfare so that they are safe and feel safe at all times with an understanding of how to keep themselves and others safe in different situations and settings;
- ✓ support an age-appropriate understanding of healthy relationships so that pupils are confident in staying safe from abuse and exploitation;
- ✓ help children promote and develop their own and others self esteem;
- ✓ deal with sensitive issues relating to personal development, welfare and health;
- ✓ support pupils in making informed choices about healthy eating, fitness and their emotional and mental well-being;
- ✓ promote fundamental British values and develop pupils' spiritual, moral, social and cultural development to equip them to be thoughtful, caring and active citizens in school and in wider society;
- ✓ foster responsibility and independence.



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The national curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government;
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced;
- develop an interest in, and commitment to, volunteering that they will take with them into adulthood;
- are equipped with the financial skills to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Good practice at Oakfield has been recognised by Essex Local Authority and the school has been invited to work towards an Enhanced Model of Healthy Schools. The latest Annual Review for Healthy Schools was successful as we were once again awarded and named an Enhanced Healthy School in Spring 2020.

#### Overarching Concepts:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these);
2. **Relationships** (including different types and in different settings);
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet);
4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings);
5. **Diversity** and **equality** (in all its forms);
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice), and **consent** (in different contexts);
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance);
8. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes);
9. **Career** (including enterprise, employability and economic understanding).

#### Core Themes:

##### **Health and well-being -**

*Pupils should be taught:*

- ✓ what is meant by a healthy lifestyle
- ✓ how to maintain physical, mental and emotional health and wellbeing
- ✓ how to manage risks to physical and emotional health and wellbeing
- ✓ ways of keeping physically and emotionally safe
- ✓ about managing change, including puberty, transition and loss
- ✓ how to make informed choices about health and wellbeing and to recognise sources of help with this
- ✓ how to respond in an emergency
- ✓ to identify different influences on health and wellbeing



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#### ***Relationships -***

*Pupils should be taught:*

- ✓ how to develop and maintain a variety of healthy relationships, within a range of social / cultural contexts
- ✓ how to recognise and manage emotions within a range of relationships
- ✓ how to recognise risky or negative relationships, including all forms of bullying and abuse
- ✓ how to respond to risky or negative relationships and ask for help
- ✓ how to respect equality and diversity in relationships
- ✓ to understand the importance of self-respect in healthy relationships

#### ***Living in the wider world – economic well-being and being a responsible citizen***

*Pupils should be taught:*

- ✓ about respect for self and others and the importance of responsible behaviours and actions
- ✓ about rights and responsibilities as members of families, other groups and ultimately as citizens
- ✓ about different groups and communities
- ✓ to respect equality and to be a productive member of a diverse community
- ✓ about the importance of respecting and protecting the environment
- ✓ about where money comes from, keeping it safe and the importance of managing it effectively
- ✓ how money plays an important part in people's lives
- ✓ a basic understanding of enterprise
- ✓ to understand the role of the internet in everyday life and how to stay safe when using this

#### **Implementation:**

At Oakfield Primary School our Reception curriculum is linked directly to the Early Years Foundation Stage framework and the Early Learning Goals which set out what is expected for most children by the end of the Early Years. Personal, Social and Emotional Development (PSED) occurs daily. Children explore the ideas of relationships, feelings and appropriate behaviours, self-confidence, self-awareness, rules and routines, empathy and restorative justice.

We have Curriculum Maps for years one to six which outlines the themes to be taught. In planning teaching and learning for PSHE / Citizenship teachers utilise the aims for citizenship outlined in the National Curriculum 2014 along with the published scheme of work - SCARF which focuses on safety, caring, achievement, resilience and friendship and provides guidelines to the key learning experiences for pupils in Year 1 to Year 6. Teachers also use resources from the PSHE Association.

At Oakfield Primary School, time allocated to PSHE / Citizenship / social and emotional aspects of learning includes lessons taught through themes and objectives outlined in the Scheme of Work. However, School Council and Class Council meetings also take place during time allocated for PSHE / Citizenship. PSHE / Citizenship is a fundamental building block in a child's development and underpins the whole curriculum.

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PSHE / Citizenship objectives are met in a range of ways. They can be met through explicit lessons on a given objective or through implicit teaching. Implicit teaching methods are also adopted so that they are embedded into all areas of the curriculum. An effective way of promoting positive citizenship is to promote it across the school as a whole. Personal and social education interweaves with behaviour management and is therefore an effective way of promoting positive behaviour is within the school's structured approach.

At Oakfield our curriculum intent focuses on *what children learn* but also *how children learn*. We encourage children to become independent learners – we want children to be resourceful, take risks and be resilient when trying something new or facing a challenge. Our 'Learning Toolkit' provides a weekly whole school focus through assembly and during our day to day life at Oakfield.



As part of being a Healthy School we promote positive emotional health and well-being through our curriculum. We encourage children to talk about their emotions and to develop strategies to manage their feelings, including counselling sessions for children and their families, via a qualified school-based counsellor.

The use of '*Colour Monsters*' in Early Years and Key Stage 1 as well as '*The Zones of Regulation*' in Key Stage 2, form an integral part of our pastoral care – allowing pupils to identify their feelings and begin to self-regulate; understand how they are feeling and gives them the opportunity to talk about how they are feeling and begin to manage their feelings accordingly.

At Oakfield Primary School, the *School Council* is made up of pupils from Years 1 – 6 with two pupils from each year group. The pupils are selected through a democratic process where they put themselves forward as candidates and are then voted for by their peers. By developing Pupil Voice, we establish a culture in school whereby all children have the opportunity to play an active role in decisions that affect their learning and well-being.

Pupils in Year 6 are encouraged to apply for important leadership roles of House Captain, Vice House Captain, Sports Captain and Vice Sports Captain. Pupils are also encouraged to take on other responsibilities such as Librarian, Eco-Warrior, Play Leaders etc.

Oakfield Primary School puts pupil well-being at the heart of everything we do and we have a range of strategies to help pupils negotiate the pressures as they navigate an ever-changing modern Britain.

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### ***Our Relationships and Sex Education Policy:***

‘All pupils have a right to an education which enables them to flourish and is set in a classroom culture where differences of lifestyle and opinion are given dignity; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear’. (*Relationships and Sex Education guidance DfE July 2019*)

At Oakfield Primary School the RSE programme is delivered as part of our Personal, Social and Health Education (PSHE) curriculum. We are committed to working towards the principles of being a health promoting school, as is reflected in our Enhanced Healthy School status. The raising of every child’s self-esteem is a fundamental aim of our school, and the curriculum helps to support young people through their physical, emotional and moral development. We believe that if the programme is successful it will help young people to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

### ***Our programme*** ensures that:

- ✓ teaching is sensitive taking into account age, physical and emotional maturity, religious background and developmental differences when planning our learning
- ✓ teaching is fully inclusive and is delivered appropriately paying attention to pupils with any special educational needs and/or disabilities
- ✓ lesbian, gay, bisexual and transgender specific content is integral within the delivery of our programme
- ✓ both boys and girls are well prepared for the changes adolescence brings
- ✓ draws on knowledge of the human life cycle set out in the national curriculum for Science
- ✓ we consult with parents regarding the detailed content of the sex education curriculum in Year 5
- ✓ we allow parents the right to withdraw their child from sex education that is in addition to the national curriculum for Science

### ***How We Organise RSE: Management and Delivery:***

Classroom teachers are responsible for the delivery of RSE. They may engage a variety of professionals including the PSHE leader, school nursing staff and health improvement practitioners.

At Oakfield Primary School RSE takes place within mixed sex classes or single gender groups as deemed appropriate and relevant. Once the lifelong learning about physical, moral and emotional development has taken place pupils in Year 5 will be taught a discreet week on RSE using the “Busy Bodies” DVD. The resource produced by the Health Promotion Department introduces:

- Why does puberty happen?
- What happens to girls?
- What happens to boys?
- Making babies.
- Enjoy growing up.

Pupils will watch all sections in single sex groups and it will take place over the course of several days.

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Teaching takes place in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss. Teaching of RSE includes interactive and inclusive teaching models and resources which are selected on the basis of their appropriateness to pupils, taking into consideration the diverse needs of pupils. The school makes adequate and sensitive arrangements to help girls cope with menstruation and the girls are provided with samples and information about what to do in school when coping with periods.

### ***Ground Rules and Distancing Techniques:***

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Resources will be carefully selected that allow the pupils to feel distanced from the situation.
- Pupils will be given preparation so that they know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

### ***Answering Difficult Questions:***

While a teacher will wish to answer as many questions as possible, it will probably be necessary, given the sensitive issues involved in RSE, to decide the parameters in consultation with parents within which questions will be answered.

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. The school believes that individual teachers must use their skill and discretion in these situations.

### ***Confidentiality:***

Whilst every effort will be made to enable constructive dialogue to take place between young people requiring support and school staff, no staff member will agree to offer complete confidentiality. All staff are subject to child protection procedures.

### ***Parents' Right to Withdrawal:***

At Oakfield Primary School we believe that parents are the key people in teaching their children about sex, relationships and growing up. As many parents find it difficult to talk to their children about sex and relationships we feel it is our role to support them in their role as educators in this area. We as a school want to work in partnership with parents through consulting them on the content of RSE. As part of this consultation process we will invite parents to view materials that will be used to deliver the teaching of some aspects of RSE to Key Stage 2 pupils. Parents have the right to withdraw their children from sex education and the school will make alternative arrangements for those children. However, research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity.

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### Curriculum Links

Cross-Curricular Links to PSHE, **Science** and **Non-Statutory** Relationships and Sex Education learning objectives.

<u>Year Group</u>	<u>Learning Intentions</u>
Reception	<p>To identify and locate parts of their body</p> <p>To use their observations to describe humans</p>
1	<p>To learn about the process of growing from young to old and how people's needs change.</p> <p>To learn about growing and changing and new opportunities and responsibilities.</p> <p>To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another.</p> <p>I can name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.</p>
2	<p>To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</p> <p>To learn that people's bodies and feelings can be hurt including comfortable/ uncomfortable.</p> <p>To understand what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy (PANTS rule).</p> <p>To understand how to help others protect by recognising when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>I can explain the importance of exercise, a balanced diet and hygiene for humans.</p> <p>I can describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults.</p>
3	<p>To recognise techniques for resisting pressure.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise types of relationships e.g. Acquaintances, friends, relatives and families.</p> <p>To understand boundaries and judge what kind of physical contact is acceptable or unacceptable and how to respond what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy.</p> <p>To learn that differences and similarities between people arise from</p>

	<p>family, cultural, ethnic, racial and religious diversity, age and disability.</p> <p>I can explain why humans and some other animals have skeletons and muscles.</p>
4	<p>To recognise techniques for resisting pressure.</p> <p>To understand boundaries and judge what kind of physical contact is acceptable or unacceptable and how to respond what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy.</p> <p>To learn that their actions affect themselves and others.</p> <p>To learn that differences and similarities between people arise from family, cultural, ethnic, racial and religious diversity, age, sex., and disability.</p>
5	<p>To understand how their body will, and their emotions may, change as they approach and move through puberty.</p> <p>To learn about human reproduction.</p> <p>To understand boundaries and judge what kind of physical contact is acceptable or unacceptable and how to respond what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy.</p> <p>To understand that civil partnerships and marriage are examples of stable, loving relationships and a demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to do so.</p> <p>To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p> <p>I can describe and compare the different reproductive processes and life cycles in animals.</p> <p>I can describe the changes as humans develop into old age.</p> <p>I can describe how some animals and plants reproduce.</p> <p>To know the correct names for the parts of the human body including the reproductive organs.</p> <p>To understand that they are made from two grown up people who may have given them their characteristics.</p> <p>To understand that a baby develops in the womb and this is called pregnancy.</p> <p>To understand and reflect on the physical changes that occur during puberty and what they can and cannot control.</p>

	<p>To understand the importance of good hygiene during puberty.</p> <p>To understand how and why sperm are produced from puberty onwards.</p> <p>To understand the menstrual cycle.</p> <p><i>Children watch a video ('Changing Bodies') to support teaching and learning.</i></p>
6	<p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.</p> <p><i>I can explain that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</i></p>

RSE	Pupils Should Know:
<b>Families and people who care about me</b>	<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>
<b>Caring Friendships</b>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, 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>
<b>Respectful Relationships</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in</li> </ul>

	relationships with friends, peers and adults
<b>Online Relationships</b>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
<b>Being Safe</b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul>