



Coomb Briggs Primary School

RSE policy

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Description of Setting/introduction

This policy reflects the character of Coomb Briggs which has approximately 200 mixed gender children between the ages of 4 and 11.

Values Statement

Our ethos, '...'

It is our vision to fully equip our children with values, skills and knowledge that provide the building blocks for their future.

RSE in our school is part of the personal, social, health and economic curriculum. It is our belief that RSE is the responsibility of all staff and should be an integral part of the teaching and learning process.

Our School Aims are:

- *To provide an excellent and enjoyable education, so that each child is able to achieve his/her potential.*
- *To develop the physical, emotional, social and communication skills of all involved in the school, so that they are able to make informed decisions.*
- *To provide a caring and stimulating environment, which is safe and welcoming to all, to foster responsible attitudes and encourage good behaviour and relationships, both in and out of school.*
- *To encourage all children to learn how to live and work with other people, to recognise their responsibility and contribute positively to society.*
- *To develop an understanding of good morals and values, as well as respect for all faiths, cultures and ways of life.*

Definition of RSE

RSE is defined as Relationships and Sex Education. The focus at Coomb Briggs will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

How this policy was formulated and who was consulted?

This policy was developed in consultation with PSHE advisors, including an RSE specialist, staff members at school, school governors and was shared with parents/carers.

Roles and Responsibilities

The RSE programme will be led by the Health Education (previously PSHE) coordinators. It will be taught by all teachers in school and supported by teaching staff and sometimes involve support from outside agencies depending on the topics covered. Staff will receive RSE training to support pupils with the programme.

Role of Health Education Coordinators

The roles of the Health Education subject leaders are to ensure all staff are up to date and equipped with the relevant knowledge and resources in order to deliver effective RSE. The leaders will monitor that RSE is being taught as outlined in this policy. Staff will assess the understanding and learning shown by the pupils throughout the lessons.

Role of school governors

All school governors and our named governor with responsibility for safeguarding were involved in the development of this policy and will hold leaders to account for the effective delivery of an appropriate RSE curriculum for our pupils.

Aims and Objectives of RSE

Pupils will be taught:

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships

Curriculum overview

RSE topics are taught through the statutory requirements of the National Curriculum 2014 which is mandatory for all primary aged pupils it will be delivered throughout the academic year within Health Education lessons and Science lessons. Children in Foundation Stage will cover RSE as part of their EYFS curriculum, with the main focus being on the 'making relationships' early learning goal.

A letter will be sent home prior to any lessons which relate to the 'sex' element of RSE.

All year groups will focus on 5 main topics:

- Topic one: Families and people who care for me
- Topic two: Caring friendships
- Topic three: Respectful relationships
- Topic four: Online relationships
- Topic five: Being safe

Please see appendix 1 for the coverage for KS1 and KS2, along with a list of key vocabulary (appendix 2). Appendix one is a document from the National PSHE Association in line with the new government guidelines.

Within RSE and Science children from reception to year 6 will be taught to name all body parts using the correct scientific terminology. This includes the use of the following words; penis and vagina.

Statutory Requirements

We are required to teach relationships education (RSE) as part of PSHE.

Revised Department for Education statutory guidance state that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

The Secretary of State for Education confirms the Government's ambition to support all young people to stay safe and prepare for life in modern Britain by making Relationships Education (Primary), Relationships and Sex Education (RSE - Secondary) and, subject to the outcome of a thorough consideration of the subject, Personal, Social, Health and Economic Education (PSHE - both) statutory in all schools. The government laid an amendment to the Children and Social Work Bill on 1 March 2017 which we intend to come into effect from September 2019. The Secretary of State confirmed that she was actively considering the case for further action on these subjects in September 2016 to the Education Select Committee, underlining the government's commitment to explore all options to drive improvement. (DfE Policy Statement: Relationships education, relationships and sex education and personal, social, health and economic education (2018)).

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. At Coomb Briggs we recognise that we have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT).

Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

All pupils, regardless of ability and disability, culture and faith, gender and sexual orientation will receive quality RSE. This will be achieved through teaching to the needs of the year group and where appropriate, with advice from parents/carers and specialists.

Pupils with special needs will receive RSE. Teachers may find that they have to be more explicit and plan work in different ways in order to meet the individual needs of those children with special educational needs or learning difficulties.

Child Protection

Any issues or disclosures which occur during, or as a consequence of RSE lessons or content, will be dealt with as outlined by the school's Safeguarding policy.

Home/School Partnership

Children are exposed to information and messages from T.V, internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and not misinterpret the information they acquire and to provide contexts where they are able to consider and evaluate the information they receive.

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of the delivery and offered an opportunity to look at resources. Parents are encouraged to discuss and ask questions.

Parent's right to withdraw

Parents do not have the right to withdraw their child from the relationships element of the RSE curriculum and elements that are covered within other statutory subjects such as science. However parents have the right to request that their child be withdrawn from some or all of 'sex element' of RSE. Before granting any such request, the head teacher will discuss the request with parents/carers to ensure that their wishes are understood and to clarify the nature and purpose of the RSE curriculum. This discussion will include the head teacher discussing with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Training

All staff will be trained appropriately to deliver RSE and will be kept up to date with any changes related to this area of the curriculum. The Health Education leader will ensure that staff are given the opportunity to further develop their subject knowledge through inset staff training which will be delivered by an RSE expert. This training will take place before the new guidelines come in to effect.

Monitoring and Evaluation/Assessment

The Health Education leader will monitor RSE following the delivery of the sessions in each year group and staff will assess the understanding shown by the pupils through discussion and work produced in light of the teaching. Further questions will be followed up sensitively if and when appropriate.

Dissemination of policy

- This policy is to give information and guidance to staff, pupils and parents/carers.
- This policy is available on the school website; parents/carers may ask to see a paper copy.

Links with other policies

- Health Education
- Confidentiality
- Behaviour and discipline
- Anti- Bullying
- Safeguarding.
- Science

Appendix one: RSE coverage and guidance.

Relationships education: Key stages 1 and 2

KS1 R8:
to identify and respect the differences and similarities between people
KS1 R9:
identify their special people (family, friends, carers), what makes them special and how special people should care for one another
KS1 L4:
that they belong to different groups and communities such as family and school
KS2 R4:
to recognise different types of relationships, including those between acquaintances, friends, relatives and families

Topic 1: Families and people who care for me

- that families are important for children growing up because they can give love, security and stability
- the characteristics of 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
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

KS2 R5:
that civil partnerships and marriage are examples of a public 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 make that commitment

KS1 H13:
about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
KS2 R3:
to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

KS1 R9:
to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
KS2 R2:
to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

KS1 R2:
to recognise that their behaviour can affect other people (Implicit in several bullet points in the guidance)
KS1 R4:
to recognise what is fair and unfair, kind and unkind, what is right and wrong (Implicit in several bullet points in the guidance)
KS1 R11:
that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

Topic 2: Caring friendships

- 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

KS1 R6:
to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
KS1 R13:
to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
KS2 R12:
to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise

KS1 R12:
to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
KS2 R3:
to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

KS1 R8:
to identify and respect the differences and similarities between people
KS2 R10:
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 others' points of view

KS1 L3:
that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)

Topic 3: Respectful Relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
 - the conventions of courtesy and manners*
 - the importance of self-respect and how this links to their own happiness†
 - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

KS2 R21:
to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

KS2 R16:
to recognise and challenge stereotypes

KS1 R13:
recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
KS1 R14:
strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
KS2 R14:
to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
KS2 R18:
to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
KS2 L6:
to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk

KS2 H4:
to recognise how images in the media (and online) do not always reflect reality

KS2 R3:
to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

KS2 H13:
how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

KS2 L18:
to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

KS2 R2:
to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

KS2 R14:
to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

Topic 4: Online relationships

- 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.

KS1 H12:
rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety

KS1 H15:
to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

KS2 H22:
strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

KS2 H23:
about the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe

KS2 R21:
to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

KS2 H25:
how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or

KS1 R10 / KS2 R8:
to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond

KS2 H20:
about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact

KS1 H16:
what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy

KS1 R3:
the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid

KS2 R9:
the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

Topic 5: Being Safe

- 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 from e.g. family, school and/or other sources

KS1 H15:
to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

KS2 H14:
to recognise when they need help and to develop the skills to ask for help

KS1 H13:
about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

KS2 H23:
about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

Appendix two: Key vocabulary

Year Group	Vocabulary
Foundation Stage	relationships, rules, family, friendships, kind, unkind, feelings (sad, happy, cross, lonely, scared, worried), helpful, listen, penis, vagina
KS1	All of the above as well as the following: Relationships, friendship, differences, similarities, special, family, behaviour, fair, unfair, kind, unkind, right and wrong, comfortable and uncomfortable, feelings, teasing, bullying, privacy, afraid, safe, penis and vagina
KS2	All of the above as well as the following: Relationships (healthy and unhealthy), positive, dispute, conflict friendship, differences, similarities, special, family, relatives, civil partnerships, commitment, love, teasing, bullying (cyber bullying), anti-social, harmful, stereotypes, concerns, prejudice, boundaries, acceptable, unacceptable, appropriate, inappropriate, safe, penis and vagina

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Links with other policies

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- Behaviour and discipline
- Anti- Bullying
- Safeguarding.
- Science

Appendix one: RSE coverage and guidance.

Relationships education: Key stages 1 and 2

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to identify and respect the differences and similarities between people
KS1 R9:
identify their special people (family, friends, carers), what makes them special and how special people should care for one another
KS1 L4:
that they belong to different groups and communities such as family and school
KS2 R4:
to recognise different types of relationships, including those between acquaintances, friends, relatives and families

Topic 1: Families and people who care for me

- that families are important for children growing up because they can give love, security and stability
- the characteristics of 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
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that civil partnerships and marriage are examples of a public 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 make that commitment

KS1 H13:
about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
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to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

KS1 R9:
to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
KS2 R2:
to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

KS1 R2:
to recognise that their behaviour can affect other people (Implicit in several bullet points in the guidance)
KS1 R4:
to recognise what is fair and unfair, kind and unkind, what is right and wrong (Implicit in several bullet points in the guidance)
KS1 R11:
that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

Topic 2: Caring friendships

- 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

KS1 R6:
to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
KS1 R13:
to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
KS2 R12:
to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise

KS1 R12:
to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
KS2 R3:
to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

KS1 R8:
to identify and respect the differences and similarities between people
KS2 R10:
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 others' points of view

KS1 L3:
that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)

Topic 3: Respectful Relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
 - the conventions of courtesy and manners*
 - the importance of self-respect and how this links to their own happiness†
 - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

KS2 R21:
to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

KS2 R16:
to recognise and challenge stereotypes

KS1 R13:
recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
KS1 R14:
strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
KS2 R14:
to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
KS2 R18:
to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
KS2 L6:
to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk

KS2 H4:
to recognise how images in the media (and online) do not always reflect reality

KS2 R3:
to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

KS2 H13:
how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

KS2 L18:
to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

KS2 R2:
to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

KS2 R14:
to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

Topic 4: Online relationships

- 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.

KS1 H12:
rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety

KS1 H15:
to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

KS2 H22:
strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

KS2 H23:
about the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe

KS2 R21:
to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

KS2 H25:
how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or

KS1 R10 / KS2 R8:
to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond

KS2 H20:
about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact

KS1 H16:
what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy

KS1 R3:
the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid

KS2 R9:
the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

Topic 5: Being Safe

- 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 from e.g. family, school and/or other sources

KS1 H15:
to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

KS2 H14:
to recognise when they need help and to develop the skills to ask for help

KS1 H13:
about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

KS2 H23:
about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

Appendix two: Key vocabulary

Year Group	Vocabulary
Foundation Stage	relationships, rules, family, friendships, kind, unkind, feelings (sad, happy, cross, lonely, scared, worried), helpful, listen, penis, vagina
KS1	All of the above as well as the following: Relationships, friendship, differences, similarities, special, family, behaviour, fair, unfair, kind, unkind, right and wrong, comfortable and uncomfortable, feelings, teasing, bullying, privacy, afraid, safe, penis and vagina
KS2	All of the above as well as the following: Relationships (healthy and unhealthy), positive, dispute, conflict friendship, differences, similarities, special, family, relatives, civil partnerships, commitment, love, teasing, bullying (cyber bullying), anti-social, harmful, stereotypes, concerns, prejudice, boundaries, acceptable, unacceptable, appropriate, inappropriate, safe, penis and vagina