



This policy was initially agreed by Governors in June 2020 and minor updates made in May 2021 and January 2022; it was fully reviewed in May 2024 and then again in June 2026. There will be a high-level review of this policy annually, taking into account feedback from pupils, staff and parents. There will be a full review of this policy in the academic year 2028/29 or earlier to reflect changes in national guidance.

**1. Our vision and values promoted through Relationships Education**

This is the agreed vision statement of Christ Church School:



**Christ Church School, Hampstead**

A village school in London inspiring *life in all its fullness*

*Jesus, The Good Shepherd, promises 'life in all its fullness'. (JOHN 10:10)*

At Christ Church we believe every child and adult in our school should be able both to experience life in all its fullness now and to aspire to life in all its fullness in the future.

We all seek to inspire life in all its fullness for all in the school through:

- ensuring a **safe, welcoming and inclusive environment** for children and adults, where everyone is valued and has the opportunity to contribute and flourish;
- the pursuit of **academic excellence** in all areas, with a determined desire for each child to make the best possible progress as a result of high aspirations, hard work and the development of a personal love for learning alongside the highest-quality teaching and support;
- offering the widest possible **breadth of curriculum** both within school and through extra-curricular activities, enriched by the vast range of opportunities locally and across London;
- **creativity and positivity** in all we do, mixing innovation with tradition;
- planned and spontaneous opportunities for **spiritual development** through reflection, discussion and harnessing curiosity, as well as the provision, at the heart of our school life, of daily opportunities for prayer and worship;
- the development and modelling of **strong, positive and loving relationships**, with peers, amongst the school community and in the wider community;
- the promotion of **respect and compassion for ourselves and for all others**, by cultivating positive emotional and physical well-being, by celebrating the diversity within and outside our school and by encouraging all of us to be empowered global citizens, guided at all times by the example of Christ's compassion alongside the UN Convention on the Rights of the Child;
- engendering a **sense of community, justice and responsibility** for others and for our local and global environment and enjoying working together towards our common goals and expecting and valuing contributions from all.

Our vision is brought to life through the school's five shared Christian values of **compassion, creativity, courage, simplicity and community**.

As our vision statement sets out, we are committed to creating an inclusive school which promotes respect and compassion for ourselves and all others, cultivates positive emotional and physical well-being and celebrates diversity. We are also committed to the promotion of equality and fundamental British Values\* and to the development of strong, positive and loving relationships amongst our school and the wider community. Teaching Relationships Education is a key part of how we demonstrate this commitment and put our vision statement into practice. We want all children to understand and feel accepted in the society in which they are growing up and for every child to thrive in modern Britain and, in line with our vision, to live 'life in all its fullness'.

\* democracy, individual liberty, the rule of law and mutual respect and tolerance

## 2. Purpose of the Policy and Statutory Requirements

All primary schools are required to teach Relationships Education and to produce a Relationships Education policy.

The purpose of the policy is to:

- give information to staff, parents and carers, governors, pupils and outside visitors about what is taught in Relationships Education, how it is taught and who teaches it
- enable parents and carers to support their children in learning about Relationships Education
- give a clear statement on what the school aims to achieve from Relationships Education, the values underpinning it and why it is compulsory for all primary school pupils
- set out how Relationships Education meets statutory requirements

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to Relationships and Sex Education (RSE) and Health Education guidance (2025) issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- Keeping Children Safe in Education, SEND Code of Practice

The policy also includes a statement on Sex Education which covers a definition, what is taught, who teaches it and parents right to withdraw.

## 3. Church of England Charter

As a Church of England School, we undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships and sex education and health education (RSHE). This is underpinned by two key biblical passages:

*So, God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)*

*I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)*

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

## 4. Development of the school policy

This policy has been developed by senior leaders, staff and governors and involves ongoing consultation and discussion with pupils, the wider staff group and parents and carers. This includes asking for feedback from pupils and parents and carers both formally and informally.

We have taken account of

- Statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE July 2025 for implementation from September 2026)
- Camden Learning's model Relationships and Sex Education Policy (April 2026)
- LDBS School Policy Template for Relationships Education, Relationships and Sex Education and Health Education (April 2026)

- Keeping Children Safe in Education (annually updated versions)
- PSHE Association curriculum advice and guidance

## 5. Links to other policies

This policy links to our Safeguarding and Child Protection policy, Positive Behaviour and Anti-bullying policy, Equality policy and Online safety policy, as well as to our PSHE Curriculum Statement.

Our provision of Relationships Education is part of our approach to supporting the health and well-being of children and our commitment to being recognised as a Healthy School. We have achieved and maintained the Gold Healthy School Award.

## 6. Definition of Relationships Education

The requirements for teaching Relationships Education in primary schools are described in the DfE statutory guidance, for example: *'the focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.'* (paragraph 24).

Based on this guidance, we have defined Relationships Education as learning about

- different relationships (including online) and how to make and maintain healthy, caring and respectful relationships within families and friendships. including understanding about appropriate boundaries
- the importance of families for caring for children
- how to recognise when a relationship (with adults and/or peers) is unhealthy or unsafe, how to begin to manage their own difficult feelings within these relationships with others, how to seek help and report concerns or abuse (including online)
- the importance of respecting others who are different from themselves whether physically, their family structure, their race, religion, belief, disability or sexual orientation; teaching will represent a wide range of family structures in a positive way
- different types of abuse, bullying and discriminatory language, the impact it has and how to prevent it and get help; this includes a focus on boundaries, privacy and children's rights over their own bodies and personal information
- stereotypes and how they can lead to prejudice and discrimination e.g. based on sex, gender, gender identity, race, religion, disability or sexual orientation
- how to recognise and report risk including online

Teaching may respond to issues which arise in the school and will be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion.

In combination, **Relationships and Sex Education (RSE) and Health Education** provide pupils with the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare for adult life. RSE is concerned with the emotional, social, cultural, physical and spiritual development of pupils, and includes learning about healthy and respectful relationships, consent, mental wellbeing, online safety, diversity and personal identity.

The statutory curriculum is age-appropriate, inclusive, evidence-based and delivered in a safe, supportive environment that enables pupils to explore attitudes and values while developing respect for others. RSE equips pupils to make informed decisions, recognise risk, build resilience, understand the law and know how and when to seek help. It supports safeguarding by promoting equality, challenging harmful behaviours and misconceptions, and ensuring that pupils receive accurate information. RSE is not about the promotion of sexual activity, but about enabling young people to develop healthy, respectful and responsible relationships.

See section below for specific information and definition of Sex Education.

## 7. Content and Organisation of Relationships Education

### ***When is Relationships Education taught?***

Relationships Education will be taught through a planned programme of PSHE and Citizenship taught as timetabled lessons in all year groups. Sometimes this will be organised as blocks of teaching e.g. teaching about preventing bullying to coincide with anti-bullying week, within our termly whole school PSHE weeks or integrated into other topics such as Online Safety.

Parents do not have the right to withdraw their children from Relationships Education.

### ***What is taught in Relationships Education?***

Our Relationships Education programme reflects the statutory requirements in the DfE Guidance which describe what needs to be taught by the end of primary school (see Appendix 2). We have planned the curriculum so that the knowledge, skills and attitudes are appropriate to the age and maturity of pupils and progress from one year to another, building on what has been learnt in previous years.

### ***How is Relationships Education taught?***

- We recognise that teaching about some aspects of Relationships Education is sensitive. All teachers set and reinforce a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, understand about confidentiality, are respectful of one another and do not discuss or ask private information of each other or the teacher.
- We will emphasise the importance of strong and supportive relationships, including marriage and civil partnerships (between opposite and same sex couples), and that caring and loving relationships are at the heart of happy and secure family life.
- Teaching resources are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- In line with teaching in other subject areas, a variety of teaching methods are used that enable pupils to participate and reflect on their learning, including role play, quizzes, pair and small group work and mixing groups so that pupils work with a range of peers. We also use case studies, stories and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.
- We ensure that the Relationships Education teaching programme is inclusive and is appropriate and relevant to all pupils, including those with SEN and disabilities. Where needed, Relationships Education is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases, pupils have individual support or work in small groups.
- Teachers ensure that the content, approach and use of inclusive language reflects the diversity of the school community and wider society, and help all pupils feel valued and included, regardless of their sex, gender, gender identity, race, religion, ability, disability and family structure.
- Teachers do not discuss details of their personal relationships with pupils.
- Curriculum materials are available to parents and carers on request in line with statutory requirements.
- Pupils are taught about relevant legal frameworks to support understanding of rights, responsibilities and boundaries. This includes marriage and civil partnerships, consent and the age of consent.

### ***Answering children's questions***

We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils, and within the boundaries of this policy and the law. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher or parents. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. Some questions may not be answered by school staff, but referred to adults at home instead and where questions fall outside the planned curriculum, staff will provide appropriate information or signpost support, ensuring pupils receive accurate guidance rather than seeking unreliable sources.

### ***Who teaches Relationships Education?***

Relationships Education will be taught by the class teacher but sometimes outside organisations are involved e.g. a theatre company during anti-bullying week

If visitors are involved in Relationships Education, we will

- ensure their contribution is integrated into our scheme of work
- provide the visitor with an up-to-date copy of the school's Relationships Education Policy and ensure they adhere to it and to DfE Guidance
- ensure that the class teacher is present throughout the lesson/session, taking responsibility for class management
- follow up the learning in later lessons

## **8. Sex Education and the right to withdraw children**

At Christ Church School we teach some Sex Education that is in addition to the Science National Curriculum. Sex Education teaching at Christ Church is defined as teaching about sexual intercourse in the context of learning about how a baby is made and a basic understanding of pregnancy and how the baby develops and is born. This is taught in Year 5, and then revisited in Year 6. Sex Education is usually taught by the class teacher.

### ***Right to withdraw children from Sex Education***

We hope that parents and carers will support this important part of children's education and we will make sure that all parents and carers know what we will be teaching and when. However, we understand that some parents may want to educate their children about these aspects of sex education themselves and parents have the right to request that their child is withdrawn from any or all parts of Sex Education. Parents cannot withdraw their children from the statutory Science elements set out in the National Curriculum. As set out above, parents also do not have the right to withdraw their child from Relationships Education.

If a parent wishes to withdraw their child from the Sex Education lessons they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of their child learning about Sex Education. If they decide to withdraw their child, parents must put this in writing to the head teacher, and work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the PSHE Subject leader or Head teacher about the resources to support this.

### **Science National Curriculum**

All primary schools are required to teach the Science National Curriculum which covers the biological aspects of sex education: growth and development, naming body parts, a basic understanding of the life process of reproduction and the human life cycle. (See Appendix 1 for details of the National Curriculum content.) Parents do not have the right to withdraw their children from Science.

### **Health Education and Puberty**

All primary schools are required to teach statutory Health Education which includes teaching about puberty. We begin teaching about puberty in Year 5 as part of learning about the human life cycle. We introduce appropriately-detailed information about the changes which happen at puberty for boys and for girls, including both the physical and emotional changes. We then revisit this information in Year 6. See Appendix 3 for information about the relevant aspects of statutory Health Education.

### **How is sex education and biological aspects of science and puberty taught?**

Sex Education, biological aspects of science and information about puberty are taught through PSHE and Science in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when there can be discussion of issues in a single-sex group. At these points, we ensure the same content and information is taught to both girls and boys.

When we teach the biological aspects of science, puberty (Year 5 and 6) and sex education (Year 5 and 6) we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher, if appropriate.

### **9. Confidentiality, safeguarding and child protection**

The school is committed to providing a safe, respectful and supportive environment for the delivery of Relationships, Sex and Health Education (RSHE). We recognise that lessons may include sensitive discussions and aim to foster trust while maintaining clear professional boundaries. Students are encouraged to ask questions and participate openly; however, staff understand that they cannot promise pupils absolute confidentiality - this is in order to support and keep pupils safe - and pupils know this too. Although Relationships Education is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal concerns or worries for themselves or others.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

### **10. Assessing Relationships Education**

Pupils' progress in learning in Relationships Education is assessed as part of the assessment in PSHE and citizenship. Pupils' attainment in PSHE is reported to parents in annual reports.

### **11. Monitoring and Evaluating Relationships Education**

The PSHE subject leader monitors teachers' planning and teaching alongside the senior leadership team to ensure Relationships Education is being taught in line with our planned curriculum.

Pupils and staff are involved in evaluating the Relationships Education teaching programme as part of the ongoing programme of monitoring and evaluation activities undertaken by subject leaders and senior staff. There are discussions with staff about the impact of the curriculum on pupils' learning and their engagement in the learning and pupils are also involved in giving feedback about the PSHE curriculum through pupil voice sessions. Governors also carry out pupil voice sessions to evaluate the PSHE curriculum.

### **12. Training for Staff**

It is important that Relationships Education and Sex Education are taught by teachers who are knowledgeable, skilled and confident. We ensure that teachers have received up-to-date training and provide a range of training opportunities including school-based INSET, team teaching, classroom observations and external training courses provided by trusted external accredited partners.

### **13. Engaging and Involving Parents/Carers**

The school recognises that parents and carers are key partners in delivering high-quality Relationships and Sex Education (RSE). In line with statutory guidance, we are committed to transparency, consultation and meaningful engagement. Parents and carers are consulted when the RSE policy is developed or reviewed to ensure it reflects the needs of the community while remaining compliant with statutory requirements and the Equality Act 2010.

We will take every opportunity to inform and involve parents and carers by

- engaging with parents when developing the Relationships Education policy and when it is reviewed
- publishing the Relationships Education policy on the school website

- including a summary of the content and organisation of Relationships Education and Sex Education in the school prospectus/information
- providing information about content of the Relationships Education and Sex education teaching programme as part of the termly information on the curriculum, e.g. in class leaflets and in the curriculum overviews on the school website
- sending specific curriculum information to Year 5 parents about what will be taught in relationships education, science and sex education and including advice for talking to their children about relationships education and sex education. This includes offering to share all curriculum resources with parents.

## **14. Roles and Responsibilities**

### **The Governing Body**

The governing body is responsible for approving this policy and holding the headteacher to account for its implementation. Detailed discussion of the policy is part of the responsibility of the Curriculum and Inclusion Governors Committee, with the full governing body retaining oversight of compliance and impact. Foundation governors will do this with regard to their responsibility to maintain and develop the school's Christian distinctiveness.

### **The Headteacher**

The headteacher is responsible for ensuring that RSHE is delivered consistently and in line with statutory requirements, that appropriate resources are in place, and that parents and carers have access to curriculum materials on request. The headteacher is also responsible for managing requests to withdraw pupils from non-statutory components of RSE, in accordance with the law and this policy.

### **Staff**

Staff are responsible for delivering RSHE in a professional, sensitive and age-appropriate manner in line with this policy; modelling respectful attitudes and behaviour; responding to the needs of individual pupils; and monitoring progress. Staff must challenge harmful language and stereotypes, including sexism, misogyny and homophobia, and promote equality and respect at all times. Any safeguarding concerns or disclosures arising from RSHE must be reported immediately to the Designated Safeguarding Lead (DSL) in line with school procedures. Staff do not have the right to opt out of teaching RSHE. Any concerns about delivering the curriculum should be discussed with the headteacher.

### **Pupils**

Pupils are expected to engage fully in RSHE and to contribute to discussions with respect, maturity and sensitivity towards others.

## **15. Disseminating the policy**

A copy of this policy is on the school website. It is also included on the staff computer network.

A summary is included in the school prospectus/information. Copies are supplied to visitors who are involved in delivering relationships education or sex education.

There will be an annual high-level review of the policy by the school leadership team to ensure it is still relevant and reflective of school practice and national guidance. The policy will be fully reviewed by staff and governors every three years, using feedback from pupils, parents and staff, and parents will be informed through the newsletter and school website.

## **Appendix 1**

### **Sex Education in National Curriculum for Science**

*The programmes of study for Science are set out year-by-year in the National Curriculum. Within each key stage, schools have the flexibility to introduce content earlier or later than set out in the programme of study. Schools can also introduce key stage content during an earlier key stage if appropriate.*

#### **Key Stage 1**

##### **Year 1**

###### Animals, including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

##### **Year 2**

###### Animals, including humans

Notice that animals, including humans, have offspring which grow into adults.

###### *Non-statutory Guidance*

*Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.*

*The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager, adult.*

*Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow*

#### **Key Stage 2**

##### **Year 3**

No content linked directly to Sex Education.

##### **Year 4**

No content linked directly to Sex Education.

##### **Year 5**

###### Living things and their habitats

Describe the life process of reproduction in some plants and animals.

###### *Non-statutory guidance*

*Pupils should find out about different types of reproduction, including sexual reproduction in animals.*

*They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.*

###### Animals, including humans

Describe the changes as humans develop to old age.

###### *Non-statutory guidance*

*Pupils could draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.*

*Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.*

##### **Year 6**

No content linked directly to Sex Education.

## Appendix 2

### Statutory content for Relationships Education (DfE 2025 for implementation September 2026)

Many of these topics are taught, revisited and consolidated through PSHE teaching in several year groups at Christ Church. This table indicates the year groups where the objective is a main focus for teaching.

Topic	By the end of Primary, pupils should know
Families and people who care for me	<ul style="list-style-type: none"> <li>• That families are important for children growing up safe and happy because they can provide love, security and stability. (Reception, Year 1)</li> <li>• The characteristics of safe and happy family life, such as 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. (Year 3)</li> <li>• That the families of other children, 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. (Year 1, Year 3)</li> <li>• That stable, caring relationships are at the heart of safe and happy families and are important for children’s security as they grow up. (Year 4)</li> <li>• That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (Year 6)</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. (Year 3, Year 6, all)</li> </ul>
Caring friendships	<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. (Reception, Year 1)</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. (Year 2)</li> <li>• That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. (Year 4, Year 5)</li> <li>• The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. (Year 2, Year 4, Year 5)</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. (Year 5)</li> <li>• How to manage conflict, and that resorting to violence is never right. (Year 5, Year 6)</li> <li>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. (All)</li> </ul>
Respectful, kind relationships	<ul style="list-style-type: none"> <li>• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. (Year 6)</li> <li>• The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. (Year 1, Year 4, Year 5, Year 6)</li> <li>• How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. (Year 2, Year 3, Year 4)</li> <li>• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. (Year 2, Year 5)</li> </ul>

	<ul style="list-style-type: none"> <li>• That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (Year 3, Year 6)</li> <li>• Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. (Year 4, Year 5, Year 6)</li> <li>• The conventions of courtesy and manners. (All)</li> <li>• The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (Year 2, Year 4, Year 5)</li> <li>• The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. (All, focus in KS2)</li> <li>• What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. (Year 5)</li> <li>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. (All)</li> </ul>
Online safety and awareness	<ul style="list-style-type: none"> <li>• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. (Year 2 - Year 6)</li> <li>• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. (Year 3, Year 4, Year 6)</li> <li>• That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. (Year 4, Year 6)</li> <li>• The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. (All, Year 2, Year 5)</li> <li>• Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. (Year 5, Year 6)</li> <li>• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. (All, Year 5, Year 6)</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. (Reception, Year 1, Year 3, Year 4)</li> <li>• The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. (Reception, Year 1, Year 2, Year 3)</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. (All, Year 2, Year 4)</li> </ul>

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|  | <ul style="list-style-type: none"><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. (Reception, Year 4, Year 6)</li><li>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. (Year 3, Year 5)</li><li>• How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. (All)</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. (All, Year 5)</li></ul> |
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### Appendix 3

#### Statutory content for Health Education (relevant to Relationships Education and Sex Education)

See DfE guidance for full Health Education content

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Topic	By the end of Primary, pupils should know
Developing body	<ul style="list-style-type: none"><li>• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. (Year 5)</li><li>• The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. (Year 2 (some), Year 5)</li><li>• The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. (Year 5)</li></ul>