

Relationships and Sex Education Policy

Manorfield Primary and Nursery School.



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Policy Approval Level	Headteacher (GB for information)	
Approved by:	Nicky Jones	Date: 19/03/2026
Status	Statutory	
Review Cycle	Annual	
Last reviewed on:	March 2026	
Next review due by:	2028	

Introduction

At Manorfield Primary and Nursery School, Relationships and Sex education (RSE) and Health education is part of the personal, Social, Health and Economic education curriculum (PSHE). We agree with the Sex Education Forum* who believe that "ALL children and young people are entitled to good quality sex and relationships education in a variety of settings. That Relationships and Sex education (RSE) is the joint responsibility of schools, parents, carers and communities and is an important element of children's and young people's development. It is part of lifelong learning, starting early in childhood and continuing throughout life. RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being."

**Sex Education Forum; a unique collaboration of organisations and practitioners. For more information about the work of the SEF Forum, resources and who the members are visit www.sexeducationforum.org.uk*

At Manorfield Relationships and Sex Education (RSE) is about...

- making friends and establishing relationships
- negotiation and assertiveness
- developing independence
- communication and vocabulary
- recognising the need for personal space and boundaries
- understanding physical and emotional growth and change, including puberty
- valuing a healthy lifestyle, including positive mental wellbeing
- recognising the importance of caring for others
- valuing ourselves and self-esteem
- recognising and taking responsibility
- being safe both on and offline

Aims of Relationships and Sex Education (RSE)

- to offer balanced and factual information appropriate to the age and maturity of the pupils acknowledging the moral and ethical issues involved
- to provide a developmental programme which lays a foundation for further work in adolescence
- to work in partnership with parents to complement and support the work of parents
- to help prepare pupils for the experiences, responsibilities and experiences of adult life
- to work within a moral and values framework of our school
- to develop the skills needed to express feelings and emotions
- to safeguard children against potential exploitation

Objectives

- To discover what pupils know, understand, think and feel and to identify their needs.
- To create a programme for progressive and differentiated learning which caters to pupils' needs and is sensitive to individuals and groups.
- To recognise the value of loving and caring relationships, ensuring that care is taken to avoid stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parent/carers amongst other structures).
- To encourage acceptance of sexuality by providing appropriate vocabulary for parts of the body and encourage positive attitudes to all bodily functions.

- To generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment and will be addressed in an age appropriate manner.
- To prepare children for the changes they will face, both physically and emotionally.
- To educate around self-care, both physically and relating to emotional well-being.
- To counteract misunderstanding of how the body functions.
- To enable pupils to accept variation in rates of growth and development (physical, emotional, social) and in ages when puberty or sexual activities commence.
- To provide constant reassurance that change is part of the life cycle and to give help in adjusting to these changes.
- To inform children of the law surrounding sexual activity.
- To inform children about how to keep themselves safe online.

Principles of Teaching and Learning

It is important that a range of teaching approaches are employed. Children need to acquire knowledge but will also have opportunities to discuss issues openly. Group work is important as it enables children to develop personal and social skills, exchange ideas and express attitudes. Consideration needs to be given to the organisation of group work, for example, size and composition of groups, negotiating ground rules to promote a confident and secure atmosphere. In upper KS2, some lessons may be taught in single-sex groups where deemed appropriate by class teachers.

Programme Contents

The teaching of all RSE follows the JIGSAW and No Outsiders scheme of work which is set within a clear, balanced, sensitive and moral framework. Pupils are encouraged to consider the importance of respect, responsibility and boundaries as part of forming healthy relationships with themselves and others. Biological aspects of RSE are taught within the science curriculum.

The progression of skills and knowledge have been developed from the government statutory guidance (2025), see appendix 3.

At Manorfield RSE is taught from EYFS to Year 6 with a focus on the following key areas.

- Respectful relationships
- Caring friendships
- Families and people who care for me
- Online relationships
- Keeping safe and looking after myself

These skills are taught within the context of family life. In addition to the above and what is covered in the Science curriculum, the following will be taught:

KS1 and KS2

- My body
- Lifecycles

KS2 – Years 5 and 6

- Puberty
- Conception and birth.

The full progression of knowledge and skills can be found in appendix 1.

Child Protection (CP) and Confidentiality issues

It is possible that in the sensitive atmosphere of RSE something a pupil says might suggest a child protection concern. In that situation, staff must follow the school's Child Protection and Safeguarding Policy, sharing the information straight away with one of the school's DSL. Staff must not promise confidentiality to pupils.

Working with parents

At Manorfield, we respect the fact that parents are key people in teaching their children about Relationships and Sex, helping them to cope with the physical and emotional aspects of growing up, preparing them for the challenges and responsibilities that sexual maturity brings.

It is our intention to allow all parents the opportunity to see our RSE Policy and to view any materials that pupils will see or use prior to RSE input. We will also inform all parents/guardians that ...

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE... other than as part of the science curriculum." (Latest R.S.E guidance 2025). See appendix 2.

However, we will endeavour to respond to individual cases with suggestions about information they can either borrow from school or obtain through the local Health Services. However, parents will be advised that **"There is no right to withdraw from Relationships Education or Health Education."** as stated in the most recent guidance.

Use of Visitors

If visitors, for example the school nurse, are used to support the provision of sex education, the teacher(s) must ensure that:

- A preliminary meeting has taken place to ensure appropriate content
- That the content of the school's policy is known and understood
- That the needs of the individual class are catered for
- The teacher is present so they can follow up the input at a later stage
- The visitor can offer something specific and useful that the teacher cannot
- The pupils have been told beforehand of the visit and are prepared
- That the visitor has experience in RSE and working with children

Equal Opportunities

Children will have equal access to the Relationship and Sex education, unless specifically withdrawn from this provision by their parents. Extra care will be taken to ensure sensitivity is shown towards children whose maturity, experience of family life, sexual knowledge or moral framework is a cause for concern. Lessons will be adapted in line with any special educational need so that all children are able to access the curriculum content at an appropriate level.

The Governors are mindful of the range of religious and cultural issues associated with sex education and ask any parents who have concerns arising from their cultural, religious or ethnic beliefs to discuss these with the Headteacher.

Policy responsibility

The responsibility for this policy lies with the policy writer. The content is to be approved by the governors and parents before publication. The writer of the policy, the PSHE lead, will update policy in line with the most relevant government guidance. Any updated content will be shared appropriately with staff. The policy is reviewed annually.

8. Roles and responsibilities

8.1 The governing board will hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the headteacher.

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes

Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL).

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Staff will refer to the RSE progression of learning to know Manorfield's content of coverage.

Links to other documents

Child Protection Policy and Procedures

Teaching and Learning Protocol

Behaviour in Schools

Online Safety

Appendix 1- Manorfield Progression of learning developed from statutory guidance (appendix 4)

	Relationships PSHE	Healthy Me PSHE	Changing Me PSHE	Science	Online Safety Computing
Reception	<p>I can identify some of the jobs I do in my family and how I feel like I belong.</p> <p>I know how to make friends to stop myself from feeling lonely.</p> <p>I can think of ways to solve problems and stay friends.</p> <p>I am starting to understand the impact of unkind words.</p> <p>I can use Calm Me time to manage my feelings.</p> <p>I know how to be a good friend.</p>	<p>I understand that I need to exercise to keep my body healthy.</p> <p>I understand how moving and resting are good for my body.</p> <p>know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>I know how to help myself go to sleep and understand why sleep is good for me.</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p>I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>I can name parts of the body.</p> <p>I can tell you some things I can do and foods I can eat to be healthy.</p> <p>I understand that we all grow from babies to adults.</p> <p>I can express how I feel about moving to Year 1.</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>I can share my memories of the best bits of this year in Reception.</p>		<p>I know how to stay safe on the internet.</p>
Year 1	<p>I can identify the members of my family and understand that there are lots of different types of families.</p> <p>I can identify what being a good friend means to me.</p>	<p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.</p> <p>I know how to keep myself clean and healthy, and</p>	<p>I am starting to understand the life cycles of animals and humans.</p> <p>I can tell you how my body has changed since I was a baby.</p> <p>I can identify the parts of the body that make boys</p>	<p>I can identify and labelling basic body parts.</p> <p>I can identify, name and draw the basic parts of the human body.</p>	<p>I know online safety rules.</p> <p>I can understand the impact of online behaviour on others.</p> <p>I understand the responsibility when using technology.</p> <p>I can recognise that anyone online who we</p>

	<p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>I know who can help me in my school community.</p> <p>I can recognise my qualities as person and a friend.</p> <p>I can tell you why I appreciate someone who is special to me.</p>	<p>understand how germs cause disease/illness.</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely.</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe.</p>	<p>different to girls and can use the correct names for these: penis, testicles, vagina.</p> <p>I understand that every time I learn something new I change a little bit.</p> <p>I can tell you about changes that have happened in my life.</p>		<p>don't know in real life is a stranger.</p> <p>I understand what is meant by personal information.</p> <p>I know how to be a good digital citizen.</p> <p>I know how to stay safe when playing online games.</p>
Year 2	<p>I can identify the different members of my family, understand my relationship with each of them.</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>I can identify some of the things that cause conflict with my friends.</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>I recognise and appreciate people who can help me in my family, my school and my community.</p>	<p>I know what I need to keep my body healthy.</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</p> <p>I understand how medicines work in my body and how important it is to use them safely + safety with household items.</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</p>	<p>I can recognise cycles of life in nature.</p> <p>I can recognise how my body has changed since I was a baby and where I am.</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>I can identify what I am looking forward to when I am in Year 3.</p>	<p>I can understand that humans have offspring that grow into adults.</p>	<p>I can review and edit online safety guidelines.</p> <p>I can create a strong message about online bullying.</p> <p>I know how to use the search engine.</p> <p>I know how to generate a strong passwords and keeping them safe.</p> <p>I know how to solve online safety problems.</p> <p>I understand the PEGI rating and applying them to games.</p> <p>I can understand that the way we use technology impacts the people around us.</p> <p>I can consider what strategies they I might use if my usual trusted adult is not available.</p> <p>I can recall online safety rules for reporting concern and</p>

	I can express my appreciation for the people in my special relationships.				inappropriate behaviour.
Year 3	<p>I can identify the roles and responsibilities of each member of my family.</p> <p>I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener.</p> <p>I know and can use some strategies for keeping myself safe.</p> <p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>I know how to express my appreciation to my friends and family.</p>	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs.</p> <p>I understand how exercise affects my body and know why my heart and lungs are such important organs.</p> <p>I can tell you my knowledge and attitude towards drugs.</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>I understand that, like medicines, some household substances can be harmful if not used correctly.</p> <p>I understand how complex my body is and how important it is to take care of it.</p>	<p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</p> <p>I understand how babies grow and develop in the mother's uterus and what babies need to live and grow.</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process.</p> <p>I can identify how boys' and girls' bodies change on the inside.</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>I can identify what I am looking forward to when I am in Year 4.</p>	<p>I can identify the needs of a human to be healthy including nutrition.</p>	<p>I can review and edit online safety rules.</p> <p>I can understand that information shared online cannot be controlled.</p> <p>I can develop an awareness of online bullying.</p> <p>I can assess the trustworthiness of websites.</p> <p>I can understand the digital trails we leave behind.</p> <p>I can recall that personal information should not be shared online with people we do not know.</p> <p>I can practise good etiquette.</p>
Year 4	I can identify the web of	I can recognise how different	I understand that some of my		I can review and edit online rules.

	<p>relationships that I am part of, starting from those closest to me and including those more distant.</p> <p>I can identify someone I love and can express why they are special to me.</p> <p>I can tell you about someone I know that I no longer see (memories).</p> <p>I can explain different points of view on an animal rights issue.</p> <p>I understand how people feel when they love a special pet.</p> <p>I know how to show love and appreciation to the people and animals who are special to me.</p>	<p>friendship groups are formed, how I fit into them.</p> <p>I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations.</p> <p>I understand the facts about smoking and vaping, and its effects on health, and also some of the reasons some people start to smoke.</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want.</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong.</p>	<p>personal characteristics have come from my birth parents and that this happens because.</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>I can identify what I am looking forward to when I am in Year 5.</p>		<p>I know how to deal positively with peer pressure.</p> <p>I can recall ways to report concerns of inappropriate behaviour.</p> <p>I can understand that information can spread more quickly and reach more people on the internet.</p> <p>I can understand the risk and prevention of information loss.</p> <p>I can understand and respect digital rights and responsibilities.</p> <p>I know the difference between virtual friendship vs real friendship – who can you trust?</p> <p>I can understand the risk of clicking on suspicious links from emails.</p> <p>I understand that hacking can be illegal and has consequences for the hacker.</p> <p>I understand that information on the internet might not always be true or accurate.</p>
Year 5	I have an accurate picture of who I am as a person in terms of my	I know the health risks of smoking and vaping, and can tell you how tobacco affects	I am aware of my own self-image and how my body image fits into that	I can describe the differences in life cycles between a mammal and other animals.	I can review and edit online rules.

	<p>characteristics and personal qualities.</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean.</p> <p>I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean.</p> <p>I understand how to stay safe when using technology to communicate with my friends.</p> <p>Rights and responsibilities - online gaming and gambling, reducing screen time, dangers of online grooming.</p>	<p>the lungs, liver and heart.</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.</p> <p>I understand how the media and celebrity culture promotes certain body types.</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p>	<p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' bodies change during puberty</p> <p>I know that a sperm and an egg is needed to create a baby.</p> <p>I can identify what I am looking forward to when I am in Year 6</p>	<p>I can describe the changes as humans develop to old age.</p> <p>I can describe the process of reproduction in some plants and animals.</p>	<p>I understand the impact of online behaviour.</p> <p>I know what advertising and endorsements online is.</p> <p>I can develop strategies to protect my future self.</p> <p>I can recognise that online behaviour have real life negative effects on other people.</p> <p>I can assess scenarios and decide whether it is online bullying.</p> <p>I can understand the value of a trusted adult.</p> <p>I understand copyright laws.</p> <p>I understand how games developers make money.</p> <p>I understand that some features in online gaming and apps cost real money (gambling).</p>
Year 6	<p>Mental Health – worries and sources of support.</p> <p>I can identify the most significant people to be in my life so far.</p> <p>I know some of the feelings we can have when</p>	<p>I know the impact of food on the body.</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</p>	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p>	<p>I can identify the needs of a human to be healthy including nutrition.</p> <p>I can recognise that living things produce offspring.</p>	<p>I can review and edit online rules.</p> <p>I understand what inappropriate use of technology and the internet is – nude selfies.</p> <p>Respecting the personal information and privacy of others.</p> <p>I can develop confidence in saying</p>

	<p>someone dies or leaves.</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>I can recognise when people are trying to gain power or control (Assertiveness).</p> <p>I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening.</p> <p>I can use technology positively and safely to communicate with my friends and family.</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused.</p> <p>I know and can put into practice basic emergency aid procedures.</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</p> <p>I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse.</p>	<p>I can ask the questions I need answered about changes during puberty</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>I understand how being physically attracted to someone changes the nature of the relationship</p> <p>Respect and consent Boyfriends and girlfriends</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school</p>		<p>no when If I am posed with a request for inappropriate/ indecent images of myself.</p> <p>I can understand that once an image is online, it stays online forever.</p> <p>I can understand why age restrictions apply to online communication tools</p> <p>I can use our skills to resolve unfamiliar situations.</p> <p>I can create and deliver advice on safe online gaming.</p> <p>I can learn how to use appropriate social sites safely.</p>
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Appendix 2

Key Stage 1 and 2 – Science curriculum

Science: Statutory Programme of study: (NC, 2014)

Pupils should be taught:

KS1

Animals, including humans

- notice that animals, including humans, have offspring which grow into adults

KS2

Living things and habitats

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction of some plants and animals

Animals, including humans

- describe the changes as humans develop to old age

Evolution and inheritance

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Appendix 3. Relationship Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance (2025)

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up safe and happy because they can provide love, security and stability. • 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. • 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. • that stable, caring relationships are at the heart of safe and happy families and are important for children’s security as they grow up. • that marriage and civil partnerships represent 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • 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. • 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. • 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. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • how to manage conflict, and that resorting to violence is never right. • how to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
<p>Respectful, kind relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • the importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • 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.

	<ul style="list-style-type: none"> • 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. • 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. • practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • the conventions of courtesy and manners. • 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. • 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. • what a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • how to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • 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. • 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.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

	<ul style="list-style-type: none"> • 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. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • how to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • 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. • 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.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 4

Guidance: Responding to Pupils' Questions

During lessons on relationship and sex education, pupils may ask questions about topics which are not specifically taught as part of a planned programme. Such topics might include contraception, sexually transmitted diseases, homosexuality, abortion and rape. The teacher has to decide whether:

1. To answer the question right away.
2. Explain to the child that is a question to be followed up at home.
3. To contact the child's parents.
4. To deal with the question in accordance with the school's Child Protection Policy.

As a general rule, if the question is about something which is likely to be appropriate to and relevant for the majority of the class, then it should be answered honestly, openly and right away.

All staff, including teaching and support staff, may be asked questions relating to sexual matters. The adult should be clear about what the child wants to know and the reason why. This will give an indication of the child's own level of understanding. If possible a simple, honest answer should be given but if a member of staff feels uncomfortable then the question should be referred to the head teacher and/or the child's class teacher.

Staff should not promise confidentiality. If a child protection issue came to light, it must be reported to the Designated Safeguarding Lead (DSL) who would take the appropriate action.