



**BIRKWOOD
PRIMARY
SCHOOL**

RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICY

REVIEWED 16TH MAY 2025



Our Vision

At Birkwood Primary School, we have designed a bespoke, intentionally sequenced curriculum, rich in knowledge and experiences, that enables children to make a confident and accomplished start to their lives. Using extensive research and collaboration with the wider education community, our bespoke curriculum ensures clear, well-understood end points which meet the needs, interests and ambitions of our children and their families.

We set out the knowledge and understanding that children will acquire in their time at Birkwood; these are necessary precursors to critical thinking, analysis and creativity. Prior learning is recalled at several opportunities in order to broaden the knowledge of each child. Our curriculum is planned to ensure all children have the opportunity to build their vocabulary, knowledge and skills in all subjects so that they reflect thoughtfully, learn eagerly and apply these wisely. Through carefully selected teaching approaches, relevant differentiation and scaffolding are woven through the curriculum.

Alongside the academic learning that is essential for children's future success, our curriculum develops children's social, emotional and creative skills. A comprehensively stocked library and the opportunity for children to utilise age-appropriate, carefully chosen texts, ensures that our RSE curriculum is well supported and given the highest possible profile across school. Staff are trained regularly both in-house and by visiting experts.

Our curriculum aims to produce leaders, young people who can work both in a team and independently and crucially opt to 'do the right thing.' This is encapsulated by 'The Birkwood Way' – the centre of our values, vision and everyday practice. We seek to develop the whole child, harnessing and celebrating each of their unique talents, strengths and personalities. Exciting opportunities enable this both inside and outside of the classroom.

Our motto is:

'The Birkwood Way' which encourages children to show 100% effort, 100% Kindness and 100% Respect.

Contents

1. Introduction
2. Statutory Requirements
3. Delivery of RSE
4. Aims and Objectives
5. Context for Learning
6. Equal Opportunities
7. Curriculum
8. Policy Development
9. Roles and Responsibilities
10. Parents, Carers and the Right to Withdraw
11. Monitoring
12. Withdrawal from sex education within RSE

1. Introduction

DfE guidance 'Relationships Education, Relationships and Sex Education and Health Education' states that:

"36. In teaching relationships education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect."

Birkwood Primary School upholds the above and in addition recognises that young people need to feel that relationship, health and sex education (RHSE) is relevant to them and is sensitive to their needs."

RSE is defined as (DfE guidance):

- RSE is about the emotional, social and cultural development of pupils, and involves learning about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online

RSE includes a healthy, age-appropriate understanding of sexual health, healthy lifestyles, diversity and personal identity

RSE involves a combination of sharing information, and exploring issues and values

RSE is not about the promotion of sexual activity

RSE is complemented by the development of personal attributes including kindness, integrity, generosity and honesty

The guidance published by [The Church of England Education Office](#) was also considered when writing this policy.

"The legislation makes it clear that all schools should approach RSE in a faith sensitive and inclusive way, seeking to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. The Church of England Education Office supports the approach taken by the government, including recommending an age-appropriate provision of sex education at primary level, and is issuing a Charter which we hope schools of all foundations, faiths or otherwise will sign up to as they affirm the broad principles about how RSE is taught."

We have considered the resources, to help our children to develop the skills they need to form healthy, resilient relationships within a pluralistic society. In addition, advice taken from the [Catholic Education Service](#) was considered, in particular that pertaining to the dignity of the human person.

"RSE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life."

We will respect different faith perspectives and recognise that in some faiths, marriage is only recognised between a man and a woman. In this country, the Law states that, a man can marry a man and a woman can marry a woman in a civil partnership.

Definition of Health Education

The statutory guidance for Health Education covers physical health, mental health and emotional wellbeing. It recognises that physical health and mental health are interlinked, that good physical health contributes to good mental health, and vice versa.

Health Education also includes a statutory requirement to teach children about the physical and emotional changes they will experience during puberty. This will begin to be taught in Upper Key Stage 2.

Health Education includes mental wellbeing and at Birkwood we recognise that building strong foundations for learning rest upon children's happiness, feeling safe and being ready to learn. Our focus is on teaching what good physical health and mental wellbeing looks like including that mental wellbeing is a normal part of daily life. We aim to promote pupils' wellbeing through gaining an understanding of their own and others' emotions and the development of healthy coping strategies. It also contributes to safeguarding, providing pupils with knowledge, understanding and strategies to

keep themselves healthy and safe, as well as equipping them to support others who are facing challenges.

Finally, talking openly about mental health issues is an effective means of breaking down any associated stigma.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#)

However, primary schools are not required to provide sex education but to teach the elements of sex education contained in the science curriculum.

In teaching RHSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Birkwood we teach RSE as set out in this policy which takes full account of the [DfE Guidance](#).

DfE guidance (Point 66) states:

“The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.” DfE 2019

3. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some statutory aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE) and Philosophy for Children. Pupils with special educational needs are considered in the planning, teaching and assessment (see Curriculum Overviews for each subject). Pupils also receive specific sex education sessions delivered as part of a Unit of Work in the Summer Term in Year 6, by experienced staff within school. There will always be two members of staff present during non-statutory sex education lessons in KS2.

Relationships Education will put in place the fundamental building blocks needed for positive and safe relationships, including with family, friends and online.

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe Relationships
- Respecting self and others
- Healthy Lifestyles (physical wellbeing)
- Mental health
- Drugs, Alcohol and Tobacco

- Ourselves, Growing and Changing
- Keeping Safe
- Share Responsibilities
- Communities
- Media literacy and digital resilience

DfE guidance (Point 59) states:

‘Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.’

4. Aims and Objectives

The aims of **RSE** at our school which fulfil our statutory requirements are:

We teach our children about respectful and appropriate attitudes:

- Learning the values and individual conscience and moral considerations
- Learning the value of family life, marriage, stable and loving relationships for the nurturing of children
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

We teach our children about personal and social skills by:

- Providing a framework in which sensitive discussions can take place
- Helping children develop feelings of self-respect, confidence and empathy
- Creating a positive culture
- Teaching children the correct (age appropriate) scientific vocabulary to describe themselves and their bodies
- Teaching children how to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of consequences of choices made
- Managing conflict
- Learning how to keep ourselves safe
- Appropriate and inappropriate physical contact
- We teach our children knowledge and understanding by:
 - Ensuring content is age appropriate and developmentally appropriate
 - Preparing boys and girls for puberty and the changes which adolescence brings; including hygiene
 - Learning and understanding physical development as they grow into adults

Non-statutory content is outlined in Appendix 1.

5. Context for Learning

At Birkwood Primary School we teach relationship, health and sex education in the context of our school's aims, vision and values of 100% Respect, 100% Kindness and 100% Effort.

All RSE lessons are taught in mixed gender groups. In particular, we teach relationship and sex education in the belief that:

- It relates to our school values by learning respect
- It should be taught in the context of stable, loving relationships
- It is important to build positive relationships with others involving trust and respect
- It is part of a wider social, personal, spiritual and moral education process
- Children should be taught to have respect for their own and others' bodies
- Children should learn the importance of self-control in an age appropriate way
- We have respect for the backgrounds and beliefs of all children and their parents and carers
- Children should learn about their responsibilities to others and be aware of the consequences
- It provides children with adequate knowledge of the Law
- Lessons take place with clear ground rules in a safety netted classroom. Children should feel confident and safe to ask questions or discuss their worries including the opportunity for anonymity.
- Children are asked to respect views shared within the safety of the classroom and not to share information with younger pupils. It is encouraged for children to share their learning with adults at home.

6. Equal Opportunities

Within the planning and delivery of the RSE curriculum, we ensure equal access for all children, taking into account SEND, gender, ability, physical needs, race, faith and cultural heritage.

7. Curriculum

Our curriculum overview is published on the website under the Personal Development tab and is taught and monitored using the PSHE Curriculum Map which is adapted as and when necessary. We have developed the curriculum in consultation with staff, governors, parents and carers and children; taking into account the age, development, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online. If it is felt that questions are beyond the remit of the policy, then children will be referred to their parent or carer.

8. Policy Development

Consultation has taken place with parents/carers, staff, governors and children when making changes to the original existing policy. This policy has been developed in consultation with staff, governors, parents and carers and children, with reference to Church of England, Roman Catholic Church guidance; existing policy documentation, PSHE Association, Family Planning Association, 1-Decision materials and NSPCC materials. The policy has been also adapted based on collaboration with other local schools and local organisations. In accordance with the DfE guidance, this policy incorporates the religion and beliefs of parents and carers. Further consultation was sought from outside agencies to inform the revised draft policy.

DfE guidance (Point 20) states:

“In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.”

Please also see our knowledge organisers, vocabulary and curriculum overviews, which detail the content. Below is an outline of the consultation and policy development process:

1. **Review** – Louise Wilkie (RSE Lead) reviewed existing policy and collated all relevant information, including national and local guidance
2. **Staff Consultation** – Teaching staff reviewed the policy, considered the materials and made recommendations
3. **Governor Consultation** - Governors were provided with a detailed overview of the revised policy, including vocabulary progression and materials
4. **Consultation with children** – Interviewed the School Council as representatives of the school from Year 3 – Year 6, who shared their views in relation to PSHE and RSE curriculum content
5. **Parent/stakeholder Consultation** – Parents/carers were provided with a detailed overview of the revised policy, including vocabulary progression and materials. Opportunities were provided for written and oral feedback
6. **Revised Draft Policy** – Amendments undertaken following detailed consultation process, approved by governors and ratified ready for implementation

Please also refer to our **Policies** section on the school website.

9. Roles and Responsibilities

The Governing Body

The Governing Body were actively involved in the formulation of this policy and its implementation. The effectiveness of the policy will be monitored in Curriculum and Standards governor's meetings and reviewed annually.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from (non-statutory) components of RSE (see Sections 10 and 12 below).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children, including the disadvantaged, and those with **SEND**
- Responding appropriately to children whose parents/carers wish them to be withdrawn from the (non-statutory) components of RSE
- Additional support is provided where necessary through Thrive

Staff currently responsible for teaching the sex education element of RSE are Mr S Summerfield, Mr T Markham and Mrs L Wilkie.

Pupils

Pupils are expected to engage in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

10. Parents and Carers and the Right to Withdraw

Birkwood views parents/carers as partners in the delivery of RSE. Parents/carers will be informed about the sex education programme during the Summer Term before the non-statutory teaching content begins.

Parents and carers do not have the right to withdraw their children from relationships or health education. Parents and carers have the right to withdraw their children from the sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. Alternative work will be given to children who are withdrawn from sex education. When approved by Governors, this policy will be available on the school website.

11. Monitoring and Review

The delivery of RSE is monitored by Louise Wilkie (RSE Lead), Elisabeth Keen (PSHE/RSE Lead) and the Headteacher, Dan Wood by:

- Evidence of work around school
- Videos / Photos / Work to be displayed on website (aim for once every half term)
- Pupil Voice
- Progress monitored by class teachers

The Governing Body reviews this policy every year. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. This policy will be reviewed in May 2026.

Signed	<i>D. Wood</i>	Headteacher	Date 16.05.25
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Signed	<i>P. Sabin</i>	Chair of Governors	Date 16.05.25
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12. Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions with parents/carers	
*Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.	

Approved by:	Paul Sabin (Chair of Governors)	Date: 16.05.25
Next review due by:	16.05.26	

Appendix 1:

Sex Education Curriculum Map

YEAR GROUP	TOPIC	NOTES / RESOURCES
<u>Foundation</u>	• We name our private body parts 'private' • 'No' means no	NSPCC

YEAR GROUP	TOPIC	NOTES / RESOURCES
<u>KS1</u> <u>Year 2 only</u>	The following coverage is <u>statutory</u> and is covered in Health Education & Relationships: • We name our private body parts 'private' • Underwear rules (NSPCC) : Privates are private, Always remember your body belongs to you, No means no, Talk about secrets that upset you and Speak up, someone can help. • We are able to name and label private parts (nipple, vulva, vagina, bottom/ buttocks, testicle, penis). • We know the scientific words for private parts and some of them are genitals. • 'Vulva' refers to external body parts (parts outside the body) and 'vagina' is an internal part (or part inside the body). • We understand there are some situations where safe adults might need to see under a child's pants and touch their private parts. For example, helping someone keep clean in the bath. • We understand that sometimes a doctor or nurse, or other health professional might need to see or touch someone's private parts. In situations like these, their safe adults should always be with them and explain what's happening. • We can identify different types of touch; and how touch can make people feel. • We can describe the difference between happy surprises and secrets, and how to talk to someone when secrets are upsetting. • We know that surprises are usually happy events that are meant to be discovered. Secrets are different from surprises, and are usually meant to keep something hidden or when someone has done something that they think is wrong. If children are told to keep quiet about something that upsets or worries them, they don't have to keep this secret, and can always tell a safe adult, just like Pantosaurus does. • We know that sometimes, safe adults touch children as a way of caring for them, like Dinodad's hug. These are safe touches- touches that are wanted, and are sometimes necessary, for example to keep someone clean, like washing a child in the bath. • We know that sometimes other people might try to touch children and sometimes that can feel nice/comfortable like holding hands with a friend, but sometimes it can feel not nice/uncomfortable like holding hands with someone unknown.	NSPCC

YEAR GROUP	TOPIC	NOTES / RESOURCES
<u>LKS2</u>	The following coverage is <u>statutory</u> and is covered in Health Education & Relationships: • Understand personal boundaries. • Identify different body parts that boys and girls have and understand that these body parts are called our private parts. • Understand all humans have private parts and it is important that we respect each other's privacy. • Know that parts of the body which are covered by underwear are private. • Identify what someone could do if they felt uncomfortable in a relationship. • Understand that everyone has the right to protect their body against inappropriate and unwanted contact. • The 'United Nations Declaration of the Rights of the Child' has more information on what rights a child has.	1-Decision

YEAR GROUP	TOPIC	NOTES / RESOURCES
<u>Y5</u>	The following coverage is <u>statutory</u> and is covered in Health Education • know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). • release of eggs from the ovaries • production of semen/sperm • discharge • recognise possible influences and pressures to share images online. • know that it is illegal to take, share, or possess a naked photo of anyone under the age of 18. • know that we live in a world where a person has the freedom to decide what gender they identify with and they may not want to call themselves a male or female. The law allows people to choose for themselves. <u>Additional Sex Education content:</u> • Puberty is a phase of rapid growth, at the end of which the body reaches reproductive maturity. Other body systems mature during this time too. When we go through puberty, we can experience physical and emotional changes. • Puberty prepares bodies for reproduction and conception as we grow and develop into adults. • Reproduction is the act of reproducing (to create another life). • Conception is the process of conceiving a child. • Boys and girls may begin to develop feelings for someone of the opposite sex, or the same sex. • Know that people may be attracted to someone emotionally, romantically and sexually. • Know that gender identity and sexual orientation are different. • Understand that images shared can be accessible on the internet forever. • Know that during the menstrual cycle, the ovaries release an egg into the fallopian tube. If the egg is not fertilised by sperm from a male, it will break down with the lining of the womb and will pass as blood through the vagina.	1-Decision

<u>Intimate and sexual relationships, including sexual health</u> <u>Y6</u>	<u>Additional Sex Education content:</u> • During puberty, people experience changes and puberty prepares our bodies for reproduction and conception. • Reproduction is the act of reproducing (to create another life). • Conception is the process of conceiving a child. • Know that when a man and a woman are in a loving relationship, they may want to start a family by having children of their own. To conceive a baby naturally, they will have sexual intercourse. • Know that sexual intercourse is a very intimate time where they both touch each other in a special way. Know that this is the most common way to conceive a child, but there are treatments and services available to support all types of couples and single parents to have a child of their own (donor egg, IVF, surrogacy, donor sperm). • Recognise that in an adult relationship, couples may choose to have sex just for pleasure. • Sexual intercourse (sex) is the correct term for the act in which a baby is naturally conceived. • The age of consent to have sex is sixteen and people should not have sex until they are with the right person and feel ready. No one should feel pressured to have sex, even if they feel like everyone else is. • That they have a choice to delay sex until they are emotionally ready involved in a loving and committed relationship. • Understand that for a woman to become pregnant, the egg released from the woman's ovaries must be fertilised by the man's sperm. Sperm is produced in the male's testicles which is called semen. It takes one sperm to fertilise the egg. • Semen is produced in the testicles. There is at least 100 million sperm per teaspoon of semen. • If a man has had a circumcision, he will not have foreskin. If the egg from a female is fertilized by the sperm from a man, a baby may be conceived. • Know that during sexual intercourse, the man's penis will become stiff enough to enter the woman's vagina. Semen containing sperm is then ejaculated from the man's penis into the woman's vagina. • Understand how the egg becomes fertilised. • Describe the stages of pregnancy using the correct terminology and know when a baby is ready to be born.	1-Decision
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YEAR GROUP	TOPIC	NOTES / RESOURCES
	• Using the correct terminology to label the female reproductive system and understand why they are important in the process of conception: ovaries, fallopian tube, womb (uterus), cervix, vagina (internal) and vulva (external). • Using the correct terminology to label the male reproductive system and understand why they are important in the process of conception: foreskin, penis, vas deferens (ductus deferens), urethra, epididymis and testicles. • Recognise that not all couples want to have children or may want to plan when they have them. There are ways to prevent a baby being made. There are many varieties of contraception available. • Know that babies can be born naturally, but there are other ways to give birth such as a caesarean. • How to get further advice by approaching a trusted adult to seek further information. • Know that people may be attracted to someone emotionally, romantically and sexually. • Know that gender identity and sexual orientation are different. • Understand the law with regards to choices. • Understand that growing up brings responsibilities (age of consent). • People may be attracted to someone of the same sex or different sex to them.	

Appendix 2: By the end of primary school pupils should know (DfE 25.07.20)

TOPIC	PUPILS SHOULD KNOW
Families and close positive relationships	• 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 • Families come in all different shapes and sizes. Often a family will begin from the love and commitment made by two adults. • Sometimes adults will form a legal declaration of commitment through marriage or a civil partnership. • People that love and care for each other can also be in a committed relationship without a legal declaration of commitment and can also live apart. • 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. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed • Know the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). • Know that people who love and care for each other can be in a committed relationship (e.g marriage), living together, but may also live apart.
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.
Respecting self and others and Managing hurtful	• 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.

TOPIC	PUPILS SHOULD KNOW
behaviour and bullying	• 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 (consent) in different situations. • The importance of permission seeking in relationships with friends, peers and adults. • Identify the different types of relationships we can have and describe how these can change and grow. • Identify how relationships can be healthy or unhealthy. • Know that in some cultures, people can be forced to marry and in the U.K, this is a crime. Help and support is available for people who are worried about this for themselves or others. • Know that for some people, gender identity does not correspond with their biological sex.
Media literacy and digital resilience	• 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. • Understand what personal information is and what should be kept private. • To know how text and images in the media and on social media can be manipulated or invented. • Know strategies to evaluate the reliability of sources and identify misinformation. • How information and data is shared and used online. • Recognise possible influences and pressures to share images online. • Understand how your own online actions can affect others.

TOPIC	PUPILS SHOULD KNOW
	• Understand images and videos of someone should not be shared without their permission and to know the risk of sharing images without permission. • Understand the types of images that you should and should not post online. • Identify the positive and negative ways you can use technology. • Understand why some applications have age restrictions. • Understand it is illegal to take, share, or possess a naked photo of anyone under the age of 18. • Understand the importance of telling a trusted adult if they come across something that scares them.
Keeping safe and Safe relationships	• 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. • To know when it is right to break a confidence or share a secret to keep 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. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources. • Understand that people should not meet others in real life who they have met online. • Identify ways to help someone who could be putting themselves at risk online.