

**ST MARY MAGDALENE CATHOLIC  
PRIMARY SCHOOL**

**RELATIONSHIPS AND SEX EDUCATION POLICY**



*'Growing Together in Faith & Love'*

**To be reviewed September 2024**

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## **Mission Statement**

### ***Growing together in Faith and Love''***

As a Christian community school life is based on the Gospel and the teachings of the Catholic Church and consequently to fostering a commitment to justice, and the equality of all people in the eyes of God. Every child is encouraged to high ideals and equal opportunity is given to all pupils to develop their talents to the full.

## **Aim of RSE and the Mission Statement**

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupil's self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves. In partnership with parents, to provide children and young people with a "positive and prudent sexual education"<sup>1</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

## **Objectives**

To develop the following attitudes and virtues:

- Reverence for the gift of human sexuality and fertility
- Respect for the dignity of every human being - in their own person and in the person of others
- Joy in the goodness of the created world and their own bodily natures
- Responsibility for their own actions and a recognition of the impact of these on others
- Recognising and valuing their own sexual identity of that of others
- Celebrating the gift of life-long, self-giving love
- Recognising the importance of marriage and family life
- Fidelity in relationships

To develop the following **personal and social skills**:

- Making sound judgements and good choices which have integrity and which are respectful of the individual's commitments
- Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying
- Managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity
- Managing conflict positively, recognising the value of difference
- Cultivating humility, mercy and compassion, learning to forgive and be forgiven
- Developing self-esteem and confidence, demonstrating self-respect and empathy for others
- Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately

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<sup>1</sup> Gravissimum Educationis

## **Defining Relationship and Sex Education**

The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care and also online relationships and being safe. It is also about the teaching of sex, sexuality and sexual health”<sup>2</sup>. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

## **Statutory Curriculum Requirements**

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

### **Rationale**

*‘I have come that you might have life and have it to the full’  
(Jn.10.10)*

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE, RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

### **Values and Virtues**

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God’s call to love others which a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

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<sup>2</sup> Sex and Relationship Education Guidance, DfEE, 2000

## **To know and understand:**

- The Church's teaching on relationships and the nature and meaning of sexual love
- The Church's teaching on marriage and the importance of marriage and family life
- The centrality and importance of virtue in guiding human living and loving
- The physical and psychological changes that accompany puberty
- The facts about human reproduction

## **Outcomes**

### **Inclusion and Differentiated Learning**

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances, for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

### **Equalities Obligations**

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

### **Broad Content of RSE**

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum. (Please see RSE Curriculum).

Pupils will be taught using the recommended programme "A Journey in Love". Main these for each year are as follows:

- Nursery – Wonder at God's love
- Reception – God loves each of us in our uniqueness
- Year 1 – We meet God's love in the community
- Year 2 - We meet God's love in the community
- Year 3 – How we live in love
- Year 4 – God loves us in our differences
- Year 5 – God loves me in my changing and development
- Year 6 – Wonder of God's love in creating new life

In Years 5 and 6, single sex groups will be used as and when deemed appropriate. Resources will be made available for parents to view at the annual "meet the teacher" evening. Individual parents can view resources by contacting the school direct.

Training strategies will include:

- Establishing ground rules
- Distancing techniques
- Discussion
- Project learning

- Reflection
- Experiential
- Active
- Brainstorming
- Film and video
- Group work
- Role-play
- Biblical and theological
- Reference points to the Church's teaching
- Visual illustrations
- Accurate scientific information
- Use of literature to explore emotions and issues
- Key vocabulary
- Use of different spoken and written genres

## Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by keeping parents/carers informed of the programme, its contents, evaluation and review and any subsequent developments. Parents/carers will be informed when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents have *the right to withdraw* their children from RSE except in those elements which are required by the National Curriculum Science orders. Should parents wish to withdraw their children, they are asked to notify the school by **contacting the headteacher**.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

All staff are committed to delivering the RSE curriculum. All staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

## External Visitors

Our school will at times, call upon outside agencies and health specialists to deliver aspects of RSE, for example, the School Nursing team. Such visits will always complement the current programme and never substitute or replace teacher lead sessions.

## Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Teachers have been informed that they do not have to answer questions of this nature directly - they can be addressed individually later. The governors support individual teachers in using their discretion and skill in these situations and can refer to the PSHE leader or child protection co-ordinator if they are concerned.

## **Confidentiality and Safeguarding**

Teachers and other members of staff cannot promise complete confidentiality. Disclosures by pupils and young people to members of staff that indicate that they are being abused or are at some risk of abuse will be referred by those members of staff to the person responsible for safeguarding in the school. The school will always follow local authority procedures when dealing with safeguard and child protection issues.

At St Mary Magdalene Catholic Primary School we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration when delivering our RSHE curriculum through differentiation and targeted support where appropriate.

## **Monitoring and Evaluation**

The Headteacher and RE Co-ordinator will monitor the provision of the various dimensions of the programme by schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questions and or by discussion with pupils, staff and parents. Governors remain ultimately responsible for the policy.

DfE links to revised Journey in Love

YEAR GROUP	JOURNEY IN LOVE	DfE GUIDANCE
<p><b>Early Years</b></p> <p><b>Aim:</b> To explore the wonder of being special and unique.</p>	<p><b>1. Social and Emotional</b></p> <p><b>Learning intention:</b> To recognise the joy of being a special person in my family.</p> <p><b>2. Physical</b></p> <p><b>Learning intention:</b> To recognise that we are all different and unique.</p> <p><b>3. Spiritual</b></p> <p><b>Learning intention:</b> To celebrate the joy of being a special person in God’s family.</p>	<p><b>Families and people who care for me</b> Families are important for children growing up, because they can give love, security and stability. 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.</p> <p><b>Caring friendships</b> How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p><b>Respectful relationships</b> The important of respecting others, even when they are very different from them, (for example, physically, in character, personality of backgrounds) or make different choices or have different preferences or beliefs.</p> <p><b>Being safe</b> How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and, the vocabulary and confidence needed to do so, and where to get advice.</p>



YEAR GROUP	JOURNEY IN LOVE	DfE GUIDANCE
<p><b>Year 1</b></p> <p><b>Aim:</b> To focus on families and specially growing up in a loving, secure and stable home.</p>	<p><b>1. Social and Emotional</b></p> <p><b>Learning intention:</b> To recognise the signs that I am loved in my family.</p> <p><b>2. Physical</b></p> <p><b>Learning intention:</b> To recognise how I am cared for and kept safe in my family.</p> <p><b>3. Spiritual</b></p> <p><b>Learning intention:</b> To celebrate ways that God loves and cares for us.</p>	<p><b>Families and people who care for me</b> Families are important for children growing up because they can give love, security and stability. The characteristics of a healthy family life: commitment to each other, including in times of difficulty, protection and care for children including other family members, the importance of spending time together and sharing each other's lives.</p> <p><b>Caring friendships</b> 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. 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.</p> <p><b>Respectful relationships</b> 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. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. 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.</p> <p><b>Online relationships</b> The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online.</p> <p><b>Being safe</b> 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. What sorts of boundaries are appropriate in friendships with peers and others? The concept of privacy and the implications of it for both children and adults. Not always right to keep secrets. Each person's body belongs to them, understanding differences between appropriate and inappropriate contact. How to respond safely to adults they may not know.</p>

YEAR GROUP	JOURNEY IN LOVE	DfE GUIDANCE
<p><b>Year 2</b></p> <p><b>Aim:</b> To describe how we are growing and developing in diverse communities that are God-given.</p>	<p><b>1. Social and Emotional</b></p> <p><b>Learning intention:</b> To recognise the joy and friendship of belonging to a diverse community.</p> <p><b>2. Physical</b></p> <p><b>Learning intention:</b> To describe ways of being safe in communities.</p> <p><b>3. Spiritual</b></p> <p><b>Learning intention:</b> To celebrate ways of meet God in our communities.</p>	<p><b>Families and people who care for me</b> 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.</p> <p><b>Caring friendships</b> 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.</p> <p><b>Respectful relationships</b> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. That in schools and in wider society they can expect to be treated with respect by others, and 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.</p> <p><b>Being safe</b> How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. The concept of privacy and the implications of it for both children and adults. It is not always right to keep secrets.</p>

YEAR GROUP	JOURNEY IN LOVE	DfE GUIDANCE
<p><b>Year 3</b></p> <p><b>Aim:</b> To describe and give reasons for how we grow in love, in caring and happy friendships where we are secure and safe.</p>	<p><b>1. Social and Emotional</b></p> <p><b>Learning intention:</b> To describe and give reasons how friendships make us feel happy and safe.</p> <p><b>2. Physical</b></p> <p><b>Learning intention:</b> To describe and give reasons why friendships can break down, how they can be repaired and strengthened.</p> <p><b>3. Spiritual</b></p> <p><b>Learning intention:</b> To celebrate the joy and happiness of living in friendships with God and others.</p>	<p><b>Families and people who care for me</b> Those 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.</p> <p><b>Caring friendships</b> 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. 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.</p> <p><b>Respectful relationships</b> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy or 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 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. The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships</b> The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. Sometimes people may behave differently online including by pretending to be someone they are not. How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</p> <p><b>Being safe</b> How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries are appropriate in friendships with peers and others? How to respond safely to adults they may not know.</p>

YEAR GROUP	JOURNEY IN LOVE	DfE GUIDANCE
<p><b>Year 4</b></p> <p><b>Aim:</b> To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.</p>	<p><b>1. Social and Emotional</b></p> <p><b>Learning intention:</b> To describe how we all should be accepted and respected.</p> <p><b>2. Physical</b></p> <p><b>Learning intention:</b> To describe how we should treat others making links with the diverse modern society we live in.</p> <p><b>3. Spiritual</b></p> <p><b>Learning intention:</b> To celebrate the uniqueness and innate beauty of each of us.</p>	<p><b>Families and people who care for me</b> Stable, caring relationships, which maybe of different types, are at the heart of happy families, and are important for children's security as they grow up. The 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.</p> <p><b>Caring friendships</b> 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 unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.</p> <p><b>Respectful relationships</b> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The 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 in turn, they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. What a stereotype is and how stereotypes can be unfair, negative or destructive. The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Being safe</b> How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. The concept of privacy and the implications of it for both children and adults. It is not always right to keep secrets.</p>

YEAR GROUP	JOURNEY IN LOVE	DfE GUIDANCE
<p><b>Year 5</b></p> <p><b>Aim:</b> To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty, sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives.</p>	<p><b>1. Social and Emotional</b></p> <p><b>Learning intention:</b> To show knowledge and understanding of emotional relationship changes as we grow and develop.</p> <p><b>2. Physical</b></p> <p><b>Learning intention:</b> To show knowledge and understanding of the physical changes in puberty.</p> <p><b>3. Spiritual</b></p> <p><b>Learning intention:</b> To celebrate the joy of growing physically and spiritually.</p>	<p><b>Families and people who care for me</b> Those 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.</p> <p><b>Caring friendships</b> How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships: 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.</p> <p><b>Respectful relationships</b> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy or 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 in turn, they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. What a stereotype is and how stereotypes can be unfair, negative or destructive. The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships</b> The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.</p> <p><b>Being safe</b> How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries are appropriate in friendships with peers and others? Each person's body belongs to them, understanding differences between appropriate and inappropriate contact.</p>

YEAR GROUP	JOURNEY IN LOVE	DfE GUIDANCE
<p><b>Year 6</b></p> <p><b>Aim:</b> To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focussing on Catholic teaching, children will also know and understand about the conception of a child within Marriage.</p>	<p><b>1. Social and Emotional</b></p> <p><b>Learning intention:</b> To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.</p> <p><b>2. Physical</b></p> <p><b>Learning intention:</b> To explain how human life is conceived.</p> <p><b>3. Spiritual</b></p> <p><b>Learning intention:</b> To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.</p>	<p><b>Families and people who care for me</b> Stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children’s security as they grow up. That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.</p> <p><b>Caring friendships</b> How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships: 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.</p> <p><b>Respectful relationships</b> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy or 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 in turn, they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. What a stereotype is and how stereotypes can be unfair, negative or destructive. The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships</b> The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them. Sometimes people act very differently online, including pretending to be someone they are not. Understand how data is shared and used online.</p> <p><b>Being safe</b> How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until heard. How to report concerns or abuse and the vocabulary and confidence needed to do so, and where to get advice. What sorts of boundaries are appropriate in friendships with peers and others? Each person’s body belongs to them, understanding differences between appropriate and inappropriate contact.</p>