PEPONI SCHOOLS

Relationships and Sex Education (RSE) Policy

To be reviewed by:	Headmaster, Peponi School Head, Peponi House Head of Peponi House Kabete Kindergarten
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1   Introduction

Peponi Schools are committed to providing high quality relationships and sex education to children and young people in order to prepare them for the challenges, opportunities and responsibilities of growing up and becoming adults. Relationships and sex education promotes pupils' wellbeing; it develops skills and understanding within the context of respectful attitudes and values so that pupils can enjoy positive relationships based on equality. Pupils learn about the emotional, social and physical aspects of growing up, relationships, human sexuality and sexual health. Relationships and sex education is provided in a way that is appropriate to pupils' stage of development and maturity. It is embedded within Peponi House and Peponi School's respective wellbeing and PSHE programmes.

This policy links to our:
Child Protection and Safeguarding Policy
Online Safety Policy
Anti-Bullying Policy
Pornography Policy
Mobile Phone Policy
Sexting Policy
Mental Health Policy

This policy is based largely on the **Supplementary Advice to the Sex and Relationship Education Guidance DfEE (0116/2000): SRE for the 21st Century**, produced jointly by the PSHE Association, the Sex Education Forum and Brook. Peponi Schools also have due regard for, and is informed by, the Department for Education's **Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)** which highlights the importance of pupils receiving high quality education that helps them make informed and wise choices. Offering relationships and sex education supports Peponi Schools in maintaining its statutory to prepare young people for adulthood. Peponi Schools' relationships and sex education encourages respect for other people and has particular regard to the protected characteristics set out in the Equality Act of 2010:- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Providing relationships and sex education is a protective factor; evidence from the National Children's Bureau shows that providing high quality relationships and sex education delays sexual activity for young people and increases the likelihood of using contraception. Provision of this education also protects children and young people from inappropriate online content, cyberbullying and exploitation.

Peponi Schools' arrangements for relationships and sex education ensures that every registered pupil in primary education at Peponi House is provided with relationships education and that every registered pupil at Peponi School (from Year 7) is provided with relationships and sex education unless excused, as detailed in the next paragraph. Relationships education focuses on the key building blocks of healthy, respectful relationships, family and friendships, in all contexts including online. This sits alongside the essential understanding of how to be healthy. Relationships education is viewed as so essential that parents do not have the right to withdraw their children. At secondary level, teaching builds on the knowledge acquired at primary and further develops pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships, sex and protection from sexually transmitted infections and pregnancy. Teaching about mental wellbeing is central at all levels.

Parents of children below the age of 16 have the right to request that they be withdrawn from sex education lessons within the PSHE or Tutorial programme; pupils would continue to attend Biology lessons and the relationships element of RSE lessons (which cover topics such as family, friendship and safety, including online safety). Such requests for withdrawal from sex education would usually be granted until up to three terms before the child's 18th birthday, the legal age of consent. At this point, if the child wished to attend sex education lessons, Peponi School would arrange for this to happen. Before granting a

request to excused from sex education, the Head would discuss the request with parent and, as appropriate, their child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Any such request would be documented and kept on record. Any parent of a Peponi Schools' pupil wishing to request withdrawal of their child from sex education lessons should contact their respective Deputy Head (Pastoral). A pupil who has been excused would remain so until the request is withdrawn or to the extent or until the Head considers the pupil should not be excused.

Peponi Schools are committed to providing relationships and sex education that:
 i. is balanced, broadly based and reflects the values of the school
 ii. reflects the needs of its pupils, including their maturity
 iii. recognises the role of both school and home in providing this education
 iv. takes into account the views of various religious and secular groups on different issues
 v. is inclusive and respectful of difference: race, ethnicity, culture, sexual orientation, pregnancy and maternity, disability, religion or belief or other life experience
 vi. includes the acquisition of knowledge and the development of life skills
 vii. has a strong emphasis on:
    a. healthy relationships
    b. consent
    c. rights
    d. responsibilities to others
    e. communication skills
    f. exploitation and abuse
    g. pornography
    h. sharing of nudes and semi-nudes (sexting)
    i. sexual harassment and sexual violence
    j. accessing services

 viii. is factually correct and treats sex as a normal fact of life
 ix. is taught by trained staff
 x. teaches pupils about the law
 xi. promotes equality in relationships
 xii. helps pupils enjoy relationships and builds confidence in accessing services
 xiii. helps pupils stay safe from harm, on and off-line by addressing sexual exploitation, abuse, domestic violence and bullying

At Peponi Schools, RSE is delivered through the Schools' respective PSHE Programme (relevant components appended below) and the Tutorial programme. Ongoing monitoring of the effectiveness of content takes place through pupil surveys and feedback from staff delivering the content. The policy has been produced in consultation with parents and carers. It is reviewed annually and approved by senior leaders responsible for oversight of the programmes. Parents will be consulted when the policy is subsequently amended.

2   Principles

2.1   Relationships and sex education is integral to the Schools' ethos, is integrated into the curriculum and is linked to other subjects

Peponi Schools' commitment to promoting personal development and wellbeing is contained within its statement of aims and values, which underpin the ethos of the school. RSE is linked to other policies, including the E-Safety policy. Many of the biological aspects of sex education are covered in the Biology curriculum. However, RSE is concerned with developing responsible and caring attitudes and values alongside the teaching of biological facts.

2.2 Relationships and sex education must be appropriate for age and maturity

Children are naturally curious about growing up, about how their bodies work and about reproduction. Their questions need to be answered openly, using language and explanations appropriate for their age and maturity. Such age-appropriate education demystifies and provides balance to distortions sometimes presented in the media. Developing the necessary language and understanding can help pupils to recognise abusive behaviour and seek help.

2.3 It is important to teach about:

2.3.1 Healthy relationships, consent, exploitation and abuse

Teaching children and young people about consent is central to learning about healthy, safe and equal relationships. Younger pupils should learn that their body belongs to them and they can say who has access to it. This helps them understand that everyone has the right to offer or withhold consent for any activity, sexual or otherwise. Older pupils are taught about the law and sexual consent so that they recognise that the onus is on gaining rather than giving consent and also recognise non- consensual sexual situations, including rape. RSE promotes equality in relationships and mutual consent through positive and active communication (not just how to say 'no'.) Sexual harassment and child-on-child harm are included in Peponi Schools' curriculum. Understanding positive and supportive behaviour in relationships helps pupils to identify controlling behaviour and stereotyped and gendered expectations.

2.3.2 Equality in relationships

RSE lays the foundation for developing empathy and introducing positive, diverse perspectives on gender roles, hopes and aspirations. It gives pupils the opportunity to challenge gender stereotypes and expectations. Respect through listening and sharing is an essential part of RSE and pupils can learn how to challenge one another's ideas in respectful and non-confrontational ways, recognising the difference between aggressive and assertive responses. Some pupils will have witnessed domestic violence and may see it as acceptable. Although both males and females can be victims, evidence shows that females are disproportionately likely to experience pressure, coercion or violence. RSE provides a clear message that violence and exploitation is always wrong and that everyone is responsible for their behaviour and for creating safe school communities.

2.3.3 Body image

Younger pupils can be made aware that advertising and the media routinely edit and photoshop images to emphasise and project only perfect bodies. RSE lessons provide opportunities to discuss body image and the pressure young people may feel as a result of the routine practice of enhancing images. For older pupils, discussions about body image may include information about nutrition, eating as a social activity, the potential influence of media on eating patterns and also include the influence of pornography in exaggerating sexual prowess and frequent depiction of oppressive behaviour towards women.

2.3.4 Pornography

If RSE is not provided, one of the ways in which children and young people are most likely to learn about sex is through accessing pornography. As they may not be aware that pornography does not reflect real life, they may be worried, confused or frightened by it. Some young people may also become concerned that their use of pornography is becoming addictive. Teachers and tutors can advise pupils to talk about this with a trusted non-judgemental adult.

Pupils must also be aware that some pornography, child abuse images, for example, is illegal for any age. Pornographic images are never shown in lessons.

2.3.5 Sharing of nudes and semi-nudes (sexting)

Pupils should be encouraged to think about what they would want others to know and see about them, on and offline. In conjunction with our Online Policy, safety, privacy, peer influence and personal responsibility are core issues to teach in relation to sexting, also called 'selfies' or 'nudes'. Teaching should

cover communication skills, attitudes and values, the law, acceptable and unacceptable behaviour and how to seek help.

Pupils must be taught that it is illegal to produce, possess or distribute an indecent image of a person under the age of 18, even if it is a picture of themselves.

2.4 Relationships and sex education must be inclusive

In order to encourage all pupils to participate in discussions, lesson content and language must reflect diversity and help every child feel valued and included. Pupils explore topics from different gender perspectives. Activities should be varied and include practical tasks, discussions, group activities, quizzes and competitions.

2.5 Relationships and sex education must be accessible to all pupils

The content of lessons is planned carefully to ensure that it is accessible to all learners, including pupils with special educational needs and/or disabilities (SEND), who may be more vulnerable to exploitation, bullying and other issues on account of their SEND.

2.6 Outside speakers

Visitors who give talks should enhance rather than replace tutor-led sessions and teachers should always be present when classes have external speakers. Visitors must work within Peponi Schools' values framework; it is vital to establish that visitors' values are in line with the school's ethos. Accessible information about local support services should be made available to pupils.

2.7 Safeguarding and confidentiality

It is important to establish ground rules and a working agreement about RSE lessons. Pupils must be reminded that lessons are not a place to discuss their personal experiences and issues, instead they should be reminded of the many ways in which they can access confidential support outside of lessons, including the School Counsellors and the Schools' medical teams. If a pupil tells a teacher or tutor something personal on a one- to-one basis outside of a lesson that is of concern in relation to child protection or safeguarding, the member of staff must follow Peponi Schools' Child Protection and Safeguarding Policy. They cannot promise confidentiality, but the child or young person should be told how the information they have disclosed will be treated by the school. They should be encouraged to involve their parents if appropriate.

3 Resources

3.1 Consent, abuse and accessing support:
   i. PSHE Association: www.pshe-association.org.uk/consent
   ii. Child Exploitation and Online Protection (CEOP) resources at www.ceop.police.uk and www.thinkuknow.co.uk For 11-13s: www.thinkuknow.co.uk/11_13 For 14+: www.thinkuknow.co.uk/14_plus
   iii. Brook's Traffic Light Tool to help professionals assess whether children's sexual behaviours are healthy or unhealthy: www.brook.org.uk/traffic-lights

iv. Childnet guidance for schools: Online sexual harassment:
https://www.childnet.com/resources/step-up-speak-up/guidance-and-training-for-schools- and-professionals/guidance-for-schools-1

v. Keeping Children Safe in Education (KCSIE)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

vi. The Children Act, Kenya 2022
http://kenyalaw.org/kl/fileadmin/pdfdownloads/Acts/2022/TheChildrenAct_2022.pdf

3.2 Pornography:

i. For primary schools: Growing up Safe from Big Talk Education
http://www.bigtalkeducation.co.uk/resources-for-primaries.html

ii. For secondary schools: Planet Porn from BISH: http://bishtraining.com/index.php/planet- porn/

3.3 Sharing of nudes or semi-nudes (sexting):

i. For primary schools: Big Talk resources about explicit images:
http://www.bigtalkeducation.co.uk/resources-for-primaries.html

ii. NSPCC resource to support children with getting help about sexting
http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx

Appendix 1

PSHE PROGRAMME OF STUDY

FORM II	SHELL	LOWER V	UPPER V
Relationships Fairness in relationships Healthy/Unhealthy relationships	**Understanding healthy & unhealthy relationships:**	**Sexual health:** STIs and Contraception	**Sexual Harassment and Sexual Violence in Schools-** Boys & Girls. Legal consequences
Dealing with the change or end of a relationship? Emotional Awareness Emotion Regulation Support systems	**Body Image** **Sexual attraction**	**Abuse in relationships** Exploitation, bullying, harassment and control Recognising manipulation, persuasion or coercion Victim blaming	**Sex** Mental readiness Consent Boundaries
Managing friendship challenges Self-evaluation Problem identification Conflict resolution Qualities of a good friend Seeking external help or mediation	**Different types of relationships** Families, Friendships, Romantic, Intimate	**Gender Identity** Terms and phobias Diversity and tolerance.	**Relationships** Emotions at different stages Ending relationships Online relationships Cultural beliefs and practices on sex and relationships
Media influence on body image	**Communication in relationships**	**Sex portrayed in the media and social media**	**Reproductive Health** Fertility, Conception, Miscarriages and Pregnancy Unintended Pregnancy Teenage Parenthood
	Pornography		**Pornography:** Role of sex in the media and its impact on sexuality.
	Relationship Breakdown Loss, bereavement, separation & divorce.		**Body Image**

Relationships and Sex Education in Year 7/8 (at Peponi House): By the end of Prep, pupils should know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
(FAMa) that there are different types of committed, stable relationships	7:5,				7:2, 7:3, 8:2	7:3, 8:1, 8:2
(FAMb) how these relationships might contribute to human happiness and their importance for bringing up children						7:2, 7:3, 8:1, 8:2
(FAMc) what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony	8:5					7:2, 7:3,
(FAMd) why marriage is an important relationship choice for many couples and why it must be freely entered into				8:5		
(FAMe) the characteristics and legal status of other types of long-term relationships						7:3, 8:2
(FAMf) the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting				7:3		
(FAMg) how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed	7:4, 7:5, 8:1				8:3, 8:5	8:4
(RRa) characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (nonsexual) types of relationship	7:5, 8:2				7:1, 7:2, 7:3, 7:5, 8:2, 8:3, 8:4	
(RRb) practical steps they can take in a range of different contexts to improve or support respectful relationships	7:5, 7:6, 8:4	7:1, 7:2, 7:3, 7:5			7:1, 7:2, 7:3, 7:5, 8:2, 8:6	
(RRc) how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)	8:3	7:3, 7:4, 8:3, 8:4				

(RRd) 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 people in positions of authority and due tolerance of other people's beliefs	8:3	7:1, 7:4, 8:1-4			7:5, 8:2, 8:4, 8:6	8:1, 8:2
(RRe) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help		7:1, 7:4, 7:5, 8:4, 8:5			8:4	
(RRf) that some types of behaviour within relationships are criminal, including violent behaviour and coercive control					8:2, 8:4, 8:6	
(RRg) what constitutes sexual harassment and sexual violence and why these are always unacceptable						
(RRh) the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	8:5	7:4, 8:3-5				
(OMa) their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	7:4, 7:6		8:3		7:5, 8:1, 8:5	7:4, 8:3, 8:4
(OMb) about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online	7:4		8:3		7:5, 8:1, 8:5	
(OMc) not to provide material to others that they would not want shared further and not to share personal material which is sent to them	7:4				8:5	8:4
OMd) what to do and where to get support to report material or manage issues online	7:4, 7:6		8:3			8:1, 8:2, 8:5
(OMe) the impact of viewing harmful content	7:4		8:3			8:4
OMf) that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners						8:4
(OMg) that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail						8:4
(OMh) how information and data is generated, collected, shared and used online	7:4				8:5	
(BSa) the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based					7:1, 8:5	7:1, 8:1

violence and FGM, and how these can affect current and future relationships						
(BSb) how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)					7:1, 7:5, 8:2	
(ISRa) how to recognise the characteristics and positive aspects of healthy oneto-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship					7:1-3, 8:2	7:3, 7:4, 8:1, 8:2
(ISRb) that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing						7:1, 7:5, 8:1-3
(ISRc) the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause						71, 7:2
(ISRd) that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	7:3				7:5, 8:6	
(ISRe) that they have a choice to delay sex or to enjoy intimacy without sex						7:3, 8:1, 8:2
ISRf) the facts about the full range of contraceptive choices, efficacy and options available						
(ISRg) the facts around pregnancy including miscarriage					7:2	
(ISRh) that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)					7:2	
(ISRi) how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing						
(ISRj) about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment						
(ISRk) how the use of alcohol and drugs can lead to risky sexual behaviour						8:5
(ISRl) how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment					7:1, 7:2	

Relationships Education- Year 1-6 By the end of Primary pupils should know:	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
(R1) that families are important for children growing up because they can give love, security and stability		3:1,			1:1, 2:1, 3:1,	3:5, 4:1, 4:2' 6:1,
(R2) 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		3:1,			1:1, 2:1, 3:1, 4:6	3:5, 4:1, 4:2
(R3) 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		3:1, 6:2,			1:1, 2:1, 3:1,	3:5, 4:1, 4:2
(R4) 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		3:1			1:1, 2:1, 3:1, 4:6	3:5, 4:1, 4:2, 6:3, 6:4,
(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		3:1			2:1,	1:6,
(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	1:2, 6:5,	1:5, 2:6, 3:2		6:3, 6:4,	1:2, 2:3, 4:1, 4:2	6:4,
(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	3:1, 4:1, 6:5,	1:5, 2:6, 3:6		4:1, 6:3, 6:4,	1:2; 2:3, 3:2, 4:4,	6:4,
(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	1:3, 3:1, 4:1,	1:5, 2:6,		4:1, 4:2, 4:5	1:2, 1:5, 2:6, 3:2, 4:4, 4:5, 6:4,	6:4,
(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	3:1, 4:1	1:5, 2:5, 3:5, 5:3, 5:4,		4:5,	1:2, 1:5, 2:3, 3:2, 6:4,	6:4,
(R10) 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		1:5, 2:6, 3:5, 5:3, 5:4,		4:2, 4:5,	1:2, 1:5, 2:3, 3:2, 4:4, 6:4,	
(R11) 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	4:2,	1:5, 2:4, 3:3, 3:4, 4:2, 4:3		4:1, 4:2, 4:5, 4:6,	1:2, 1:4, 2:5, 3:3, 4:4, 5:2, 5:6,	

(R12) 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	1:3, 1:6; 2:2-6, 3:2, 4:2, 4:3, 5:3, 5:4, 6:2-6,	1:1, 1:2, 1:6, 2:5, 2:6, 3:5, 3:6, 4:2, 5:1, 5:2, 6:2, 6:5,	1:3, 2:3, 3:1, 4:3, 5:5, 5:6, 6:4,	4:5, 4:6, 5:4,	1:2, 1:6, 2:3, 2:5, 3:2, 4:4-6, 5:2-6,	
(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	2:5, 2:6, 3:3, 4:5, 5:4, 6:4-6,	1:5, 2:4, 2:5, , 3:5, 4:1, 4:2, 5:6, 6:5, 6:6,	2:3, 2:4, 3:6, 6:4,	4:1, 4:2, 4:5,	1:6, 2:5, 3:6, 4:4, 4:5, 5:1-6, 6:4-6,	6:4, 6:5,
(R14) the conventions of courtesy and manners	1:2, 1:3, 2:2-6, 3:5, 3:6, 4:2, 4:4, 5:3-6, 6:4,	2:4, 2:5, 3:5,	2:3-6, 3:5, 4:5,	4:6,	2:2-5, 4:4, 4:5, 5:2-6,	
(R15) the importance of self-respect and how this links to their own happiness	2:3, 2:4, 5:3,	3:6, 4:5, 4:6, 5:6, 6:1,	2:2, 3:5, 5:3, 6:1,	1:6, 3:6, 4:6, 5:4, 5:5, 6:1, 6:6,	1:5, 5:1, 6:2,	1:5, 2:5, 5:1, 6:1, 6:5,
(R16) 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	1:3, 1:6, 2:2-4, 3:3, 4:3, 5:2,	1:1, 1:2, 2:4-6, 3:5, 3:6, 4:5, 4:6, 5:1, 6:5, 6:6,	1:3, 2:3-6, 4:6, 5:4, 6:6,	4:5, 4:6, 5:4, 6:5, 6:6,	1:4, 1:6, 2:2-5, 3:6, 4:4-6, 3:3, 5:2, 5:3,	6:5,
(R17) 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		1:3, 1:4, 2:3, 3:3-5, 4:3, 5:4, 6:4,			5:2, 6:4,	
(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		2:1, 2:2, 3:5, 4:3, 5:1, 6:2,		5:4,	3:3,	
(R19) the importance of permission seeking and giving in relationships with friends, peers and adults	2:2, 3:5, 3:6, 4:4,	1:5, 2:4, 2:5, 6:3,	2:4-6,	4:2, 4:6, 6:6,	1:3, 1:4, 2:2, 2:4, 3:2, 4:4, 4:6, 5:2, 5:3, 6:4,	1:4, 2:5, 6:4, 6:5,
(R20) that people sometimes behave differently online, including by pretending to be someone they are not		2:4, 3:5, 4:2,		3:5,	2:4, 3:3, 4:2, 4:5, 5:2-6, 6:5,	
(R21) 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	3:4,	2:3, 3:5, 4:2, 6:3,		3:5, 4:2,	3:3, 5:2-6, 6:5, 6:6,	
(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them		2:3, 4:2, 4:3,		3:4, 3:5,	2:4, 3:3, 4:2, 4:6, 5:2-6, 6:5, 6:6,	
(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met		3:5,		3:4, 3:5,	3:3, 5:2-6, 6:5, 6:6,	
(R24) how information and data is shared and used online				3:4, 3:5,	3:3, 5:2-6, 6:5, 6:6,	

(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	2:2, 3:6, 4:5, 6:4,	1:5, 2:4, 2:5, 3:5, 4:2, 6:3,		3:4, 3:5, 4:2, 4:5, 4:6, 5:4, 6:3, 6:4,	1:3, 1:5, 2:2, 3:3, 4:4, 4:5, 5:2, 5:3, 6:4-6,	1:4, 2:5, 5:1,
(R26) 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				3:4, 3:5, 6:6,	1:3, 2:4, 3:3, 5:2, 5:3, 6:4-6,	1:4, 2:4, 2:5, 4:2, 4:3, 5:1,
(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact				5:4, 6:1, 6:6,	1:3, 2:4, 6:1, 6:2,	1:4, 2:4, 2:5, 3:4, 4:1, 5:1, 6:1, 6:5,
(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know				3:4, 3:5,	1:3, 2:2, 6:4-6,	1:4, 2:4,
(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		1:3, 1:4, 4:5, 5:3,		3:4, 3:5, 4:5, 5:3,	2:2, 2:4, 5:2, 5:3, 6:5,	1:4, 2:5,
(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		2:4, 3:4, 4:4, 5:3, 6:4,	1:5, 2:2,	3:4, 3:5,4:3, 4:4, 5:3, 6:5, 6:6,	1:5, 2:2, 5:2, 6:4,	2:5, 6:2,
(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		1:4, 2:4, 4:3, 5:2, 6:3, 6:4,		3:4, 3:5, 4:3, 4:4, 5:3, 6:1-6,	2:4, 2:5, 2:4, 2:5, 5:2, 6:4,	2:5,
(R32) where to get advice e.g. family, school and/or other sources	2:2,	1:4, 2:4, 4:3, 5:3, 5:4,		3:4, 3:5, 4:3-5, 5:3, 6:1-6,	1:4, 2:2, 2:4, 3:3, 4:4, 5:2, 6:1-6,	1:6, 2:5, 6:2, 6:3,