

### Intent

#### **Mission Statement**

The Gates School aims to create a friendly, caring and secure environment, in which children are recognised as individuals, and challenged to achieve their best in all aspects of school life.

#### **Aims and Key Principles**

Our PSHE programme promotes the spiritual, cultural, mental and physical development of all our pupils at The Gates Primary School, preparing them for opportunities, responsibilities and experiences that they may come across throughout their lives. We have followed the Department of Education's recommendations and used the PSHE Associations programme of study to develop a tailored curriculum that reflects the needs of our pupils in consultation with parents, staff and children. Relationships and sex education is taught as part of our PSHE curriculum.

We believe that children of all year groups should be enabled to develop knowledge and understanding, skills, and attitudes and values relating to growth and change, personal safety and relationships within the context of family life, thus equipping them for their lives now, through puberty, adolescence and adulthood. Emphasis is placed on the physical and emotional health and wellbeing of the child.

Documents that inform the school's PSHE and Relationship and Sex Education Policy include:

- *Education Act (1996)*
- *Learning and Skills Act (2000)*
- *Education and Inspections Act (2006)*
- *Equality Act (2010)*

*Supplementary Guidance for SRE for the 21st century (2014)* Our school's overarching intent for our pupils is to provide a **Personal, Social, Health and Economic** (PSHE) education programme of study which ensures that all pupils are provided with opportunities to:

- grow with both an understanding and a respect for others. To recognise that they are unique in both physical appearance and character. To develop through sensitive teaching, skills that enable each child to realise that growth and change is an ongoing experience for everyone
- reflect on opportunities on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- to develop each child's sense of individual worth and self-respect and to emphasise that everyone has rights, responsibilities, and control over their own body.
- develop critical thinking and relationship skills; fostering gender equality and LGBT+ (lesbian, gay, bisexual, transgender) equality and challenge all forms of discrimination in PSHE lessons and in everyday school life
- develop knowledge and understanding of the changes that happen to them as they are growing up, and to recognise puberty as a special time.

- learn about how to get treatment and help from sources such as the school nurse and other health and advice services including reliable information online (understanding reliable sources and distinguish between fact and opinion)
- draw upon knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.
- discuss real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse and safe relationships online.
- to gain accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.
- to develop skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.

### **Implementation**

The scheme of work has three core themes, the same for each key stage which builds upon previous learning. Due to having mixed year groups topics are taught on a two-year cycle. Each core theme is divided up into three topic areas:

#### **Core Theme 1: Relationships**

Topic areas:

- Families and friendships
- Safe relationships
- Respecting ourselves and others

#### **Core Theme 2: Living in the wider world**

Topic areas:

- Belonging to a community
- Media literacy and digital resilience
- Money and work

#### **Core Theme 3: Health and Wellbeing**

Topic areas:

- Physical health and Mental wellbeing
- Growing and changing
- Keeping safe

Whilst PSHE is split into three separate core themes, there will always be extensive overlap. PSHE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. The content has been adapted and tailored to the specific needs of our school.

### **Content and Organisation**

PSHE (which includes Sex and Relationships Education) will be taught weekly, through discrete lesson time and through other National Curriculum subjects, e.g. Science, RE, Literacy. It will be delivered by teachers and other relevant outside agencies e.g. School Nurse, Community Police (stranger danger). Correct terminology will be used in class to avoid confusion. For example, Key Stage 1 Science and PSHE lessons will include naming external parts of the body including sexual organs.

Our curriculum has whole school activities and events embedded throughout. We have themed weeks such as Kindness Week, whole school events, visiting speakers, home learning linked to PSHE and a variety of clubs on offer (e.g. Mindfulness Club). A variety of teaching methods will be used including discussion, worksheet, stories, videos, and circle time activities. There is an opportunity to attend the Key Stage 2 residential trip where the focus is on developing pupil's self-esteem, improving mental health, resilience, growth mindset, developing independence, leadership skills and positive teamwork.

### **Resources**

Resources used will be appropriate to the maturity and understanding of children. Resources will be inclusive in terms of images, language, and learning styles and will avoid racism, sexism, gender, and transphobic stereotyping. We incorporate and respect and tolerance in social, moral, spiritual, and cultural issues, encouraging our children to think about their place and roles as citizens. We include the five British Values within all our teaching to establish a safe and effective school environment. Physical resources are stored in a shared cupboard in school. The school is a member of the PSHE Association, an excellent website which is endorsed by the DfE and includes curriculum guidance, lesson plans, resources, and CPD training and this is well used online resource.

### **Dealing with questions**

The SRE aspect of the PSHE programme, children will be encouraged to ask questions, this could be using an 'ask it' basket anonymously or generally as part of a lesson. Some questions may need further consideration and as such do not need to be answered directly. Questions will be answered sensitively, honestly, and appropriate to the age and understanding of children, either in class, individually or referring to the child's parent.

### **Disclosure**

Teachers are aware that effective PSHE and RSE can raise many discussions and reflections. For instance, it brings an understanding of what is and what is not appropriate in a relationship for example and this can lead to a disclosure of a child protection issue. Visitors/external agencies which support the delivery of PSHE will be accompanied and any disclosures that may be made can be followed up by the trained staff in school. All staff will consult with the designated safeguarding lead or in their absence and this will be followed up in accordance with the Safeguarding Policy.

### **EYFS Teaching**

In the Early Years Foundation Stage, PSHE is taught as an integral part of the topic/themed work covered during the year. It is related to the PSHE aspects of the children's work to the areas of learning set out in the EYFS guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Understanding the World and Communication and Language. In particular, the Nursery staff place focus on 'PSHE' linked strands of the EYFS profile as it is a Prime Area of Learning. (For EYFS Ages and Stages see Appendix 1)

### **Teaching PSHE to children with SEND**

All pupils, regardless of their needs must be part of PSHE & RSE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are gifted and talented or have learning difficulties. When teaching PSHE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE targets. For gifted and talented pupils, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

### **Equality and Diversity**

At The Gates Primary School, PSHE education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010.

### **PSHE and ICT**

Learning in PSHE will compliment learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an e-safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. Children will also have the opportunity to discuss the reliability of content on the internet, have discussions around to identify potential risks of personal information being misused. They will learn a range of strategies for dealing with requests for personal information or images of themselves and learn how to report the misuse of personal information or sharing of upsetting content/ images online.

## **Impact**

### **Assessment and Recording**

We will assess the pupils; learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.
- Pupils' work will be recorded and marked on SeeSaw in line with the school's marking policy.

### **Working with parents**

Parents will be informed by letter when SRE and puberty lessons will be taking place in order to enable them to have further discussions with their child if they so wish. Parents have the right to withdraw their child from any sex education which does not form part of the National Curriculum and goes beyond the teaching of Science. However, relationships education is compulsory. Any parents who wish to do so should speak with the Headteacher to discuss any concerns so that any misunderstandings might be resolved before such a decision is taken.

**Monitoring and Evaluation**

The PSHE Leader is responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of PSHE, by giving them information about current developments in the subject.

**Review**

The policy was written in the 2019/2020 academic year by the PSHE Leader, after consultation with parents and staff and has been approved by the governors. It is up to date with current guidance from the Government and DfE. This policy will be reviewed on a bi-annual basis, by the Governing Body, and up-dated where appropriate; however if a weakness is identified in school procedures, the policy will be reviewed and revised immediately.

GOVERNOR SUBCOMMITTEE	VERSION	DATE OF REVIEW	DATE OF IMPLEMENTATION
Full Governing Board	3	June 2020	September 2020
Full Governing Board	4	January 2022	February 2022

Appendix 1  
Curriculum Overview

CYCLE A		
KS1		
AUTUMN TERM Relationships	SPRING TERM Living in the wider world	SUMMER TERM Health and Wellbeing
<p>Families and friendships-Role of different people; families; feelings care for</p> <p>Safe relationships- Recognising privacy; staying safe; seeking permission.</p> <p>Respecting ourselves and others- How behaviour affects other; being polite and respectful</p>	<p>Belonging to a Community- What rules are; caring for others' needs; looking after the environment</p> <p>Media literacy and digital resilience- Using the internet and digital devices; communicating online</p> <p>Money and work- Strengths and interests; jobs in the community</p>	<p>Physical health and Mental wellbeing- Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p>Growing and Changing- Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>Keeping safe- How rules and age restrictions help us; keeping safe online</p>
LKS2		
AUTUMN TERM Relationships	SPRING TERM Living in the wider world	SUMMER TERM Health and Wellbeing
<p>Families and friendships- What makes a family; features of family life</p> <p>Safe relationships- Personal boundaries; safely responding to others; the impact of hurtful Behaviour</p> <p>Respecting ourselves and others- Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<p>Belonging to a Community- The value of rules and laws; rights, freedoms and responsibilities</p> <p>Media literacy and digital resilience- How the internet is used; assessing information online</p> <p>Money and work- Different jobs and skills; job stereotypes; setting personal goals</p>	<p>Physical health and Mental wellbeing- Health choices and habits; what affects feelings; expressing feelings</p> <p>Growing and Changing- Personal strengths and achievements; managing and reframing setbacks</p> <p>Keeping safe- Risks and hazards; safety in the local environment and unfamiliar places</p>

UKS2		
AUTUMN TERM Relationships	SPRING TERM Living in the wider world	SUMMER TERM Health and Wellbeing
<p>Families and friendships- Managing friendships and peer influence</p> <p>Safe relationships- Physical contact and feeling safe</p> <p>Respecting ourselves and others- Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>	<p>Belonging to a Community- Protecting the environment; compassion towards others</p> <p>Media literacy and digital resilience- How information online is targeted; different media types, their role and impact</p> <p>Money and work- Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>	<p>Physical health and Mental wellbeing- Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>Growing and Changing- Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>Keeping safe- Keeping safe in different situations, including responding in emergencies, first aid</p>

CYCLE B		
KS1		
AUTUMN TERM <i>Relationships</i>	SPRING TERM <i>Living in the wider world</i>	SUMMER TERM <i>Health and Wellbeing</i>
<p>Families and friendships- Making friends; feeling lonely and getting help</p> <p>Safe relationships- Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>Respecting ourselves and others- Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p>Belonging to a Community- Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>Media literacy and digital resilience- The internet in everyday life; online content and information</p> <p>Money and work- What money is; needs and wants; looking after money</p>	<p>Physical health and Mental wellbeing- Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>Growing and Changing- Growing older; naming body parts; moving class or year</p> <p>Keeping safe- Safety in different environments; risk and safety at home; emergencies</p>
LKS2		
AUTUMN TERM <i>Relationships</i>	SPRING TERM <i>Living in the wider world</i>	SUMMER TERM <i>Health and Wellbeing</i>
<p>Families and friendships- Positive friendships, including online</p> <p>Safe relationships- Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>Respecting ourselves and others- Respecting differences and similarities; discussing difference sensitively</p>	<p>Belonging to a Community- What makes a community; shared responsibilities</p> <p>Media literacy and digital resilience- How data is shared and used</p> <p>Money and work- Making decisions about money; using and keeping money safe</p>	<p>Physical health and Mental wellbeing- Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>Growing and Changing- Physical and emotional changes in puberty; external genitalia; personal hygiene routines;</p> <p>Keeping safe-Medicines and household products; drugs common to everyday life</p>
UKS2		
AUTUMN TERM <i>Relationships</i>	SPRING TERM <i>Living in the wider world</i>	SUMMER TERM <i>Health and Wellbeing</i>
<p>Families and friendships- Attraction to others; romantic relationships; civil partnership and marriage</p> <p>Safe relationships- Recognising and managing pressure; consent in different situations</p> <p>Respecting ourselves and others- Expressing opinions and respecting other points of view, including discussing</p>	<p>Belonging to a Community- Valuing diversity; challenging discrimination and stereotypes</p> <p>Media literacy and digital resilience- Evaluating media sources; sharing things online</p> <p>Money and work- Influences and attitudes to money; money and financial risks</p>	<p>Physical health and Mental wellbeing- What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>Growing and Changing- Puberty Human reproduction and birth; increasing independence; managing transition</p> <p>Keeping safe- Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>

## EYF/FS Ages and Stages Knowledge and Skills:

The Gates Primary School Westhoughton		Skills Progression in PSHE at Foundation Stage						The Gates Primary School Westhoughton	
		Expectations for Nursery		Expectations for Reception			ELG	Links to KS1	
Self-regulation/Making relationships	Can talk about the feelings 'happy' and 'sad'	Can talk about some feelings, such as 'angry', 'scared', 'surprised' and 'excited'		Continues to develop a wider awareness of their own feelings, such as 'jealous', 'worried' and 'frightened'		To be aware of synonyms for previously learnt feelings	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly  Show sensitivity to their own and to others' needs  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate  Be confident to try new activities and	PSHE Association: H11, H12, H13, H14, H15, H16, H18, H19  PSHE Association: R6, R7, R8, R9, R22, H22, R14, R15, R19, R20	
	Recognises when they might be 'happy' or 'sad'	Can recognise when they feel some feelings, such as 'angry', 'scared', 'surprised' and 'excited'	Responds appropriately to some feelings	Recognises when they feel a wider range of feelings, such as 'jealous', 'worried' and 'frightened'		Responds appropriately to a wider range of feelings			
	Begins to understand how others might be feeling	Offers comfort when others are distressed	Recognise the feelings of characters in stories	Begin to understand their actions have a consequence	Recognise when and how they need to respond to a friend, showing sensitivity when needed	Can offer reasons for how a person is feeling			
	Celebrates accomplishments of goals	Beginning to develop an 'I can't do it yet' attitude	Continue to develop an 'I can't do it yet' attitude by doing something difficult that they want to achieve		Can persevere to reach their intended goal	Shows perseverance and resilience in the face of challenge			
	Takes turns in 1:1 activities with support	Takes turns in small group activities with support	Takes turns in 1:1 and small group activities without support	Takes turns in games and group activities with support	Takes turns in games and group activities without support	Initiates unstructured play and accepts the roles of others			

	Sometimes	Knows to ask	Helps to finds solutions to conflicts and		Suggests	Negotiates and	show independence,	
	shares resources with adults	for adult support when needed	rivalries, such as accepting that not everyone can be Spiderman		alternative ideas to solve problems	solves problems without aggression	resilience and perseverance in the face of challenge	
	Develops confidence with a familiar adult and separates from main care giver	Develops confidence to talk to familiar adults about interests and wants, such as asks for help	Begins to communicate in a socially acceptable way, e.g. by saying their name first or saying ‘excuse me’	Develops confidence when speaking to unfamiliar adults	Can say when they do or don’t need help	Thinks about the perspective of others	Work and play cooperatively and take turns with others  Form positive attachments to adults and friendships with peers	
	Selects and uses resources independently to support their solitary play	Develops confidence to play alongside another child during self chosen activities	Starts to interact with others during play, engaged in the same themes		Starts to accept the needs and ideas of others during co-operative play	Initiates unstructured play and accepts the roles of others		
	Is able to focus on one activity	Is able to focus on one activity and stop when asked to listen	Can shift focus of attention from one activity/instruction to another		Can complete a task and understand an instruction at the same time in 1:1 situations	Can complete a task and understand an instruction at the same time in group situations	Give focused attention to what the teacher is saying, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions	
	Can follow instructions involving 1-2 information carrying words		Can follow instructions involving 2-3 information carrying words		Can follow instructions involving 3-4 information carrying words			
Managing self	Has an awareness of rules and routines	Begins to understand right and wrong with adult modelling.	Can increasingly follow rules independently		Have an awareness of rules and why we need to follow them.	Can remind friends of the rules when needed.	Explain the reasons for rules, know right from wrong and try to behave accordingly	
	See PD Skills Progression						Manage their own basic hygiene and	

	Is aware of healthy and unhealthy foods	Makes healthy choices	Is aware that you can eat unhealthy food in moderation and is able to explain the importance of washing hands	Is able to explain the effects of exercise, sleep and reducing screen time	Can understand why they need to brush their teeth twice a day and the basic effects of unhealthy foods on their teeth	personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	
	Independently accesses the outdoor area for exercise and knows why we need to exercise						

## Appendix 3 – Physical Health and Mental Wellbeing

### By the end of primary school:

<b>Mental Wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</li> </ul>

<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene, including visits to the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</li> <li>• about immunisations.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• know how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Appendix 4 – Relationship Education

### By the end of primary:

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• 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.</li> </ul>
<b>Respectful friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>

**Being safe****Pupils should know**

- 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.
- 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, and to keep trying until they are heard.
- 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.

**Review**

This policy will be reviewed on an annual basis, by the PSHE Lead and up-dated where appropriate.