



Relationships and Sex Education and Physical Health and Mental Well Being Policy

Policy Preface

Northumberland Church of England Academy Trust is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of our Trust life.

As a Church of England Academy Trust, we aim to build communities clearly based on the Christian values of love, forgiveness and reconciliation, integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within the Academy Trust.

This policy, and its associated procedures and protocols, is based on these key principles.

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Contents

1	Introduction	3
2	Aims and Objectives	3
3	Definition of Relationships and Sex Education (RSE)	4
4	Roles and Responsibilities.....	4
5	Delivery of RSE	5
6	RSE: Curriculum and Outcomes	6
7	Health Education: Physical health and mental well-being.....	7
8	Pupils with special educational needs and/or disabilities	7
9	Right to request withdrawal from sex education	8
10	Confidentiality and Child Protection.....	8
11	Equal opportunities	9
12	Complaints	9
Annex 1	Curriculum and outcomes.....	Error! Bookmark not defined.
Annex 2	Health Education curriculum and outcomes.....	Error! Bookmark not defined.

1 Introduction

- 1.1 NCEA Castle School believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. The School recognises that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
- 1.2 The School has a responsibility under the Equality Act 2010 to ensure the best for all its pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, RSE will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. The School may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.
- 1.3 The School is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across the school, and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. The School believes that its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.
- 1.4 This policy has been developed in consultation with parents, pupils and staff to ensure that it meets the needs of the whole school community.
- 1.5 The policy will be reviewed annually and parents will be consulted in advance about significant changes.

2 Aims and Objectives

We define ‘relationships and sex education’ as learning which equips children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and wellbeing.

Many of the health needs of the children will already have been defined in their EHCP. This plan explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

We view the partnership of home and school as vital in providing the context in which we teach our pupils and to develop a bespoke RSE curriculum based on what children, young people, parents and carers indicate that they want and need to learn about.

Our school’s overarching aims for our pupils are to prepare them well for life and relationships and to give them secure, safe knowledge and an awareness of their rights. We ensure RSHE is inclusive and meets the needs of all our pupils, including all aspects of special educational needs and disabilities (SEND) by ensuring that we tailor the curriculum to (for example) neurodivergent, non-verbal, visually and auditory impaired pupils.

We ensure that RSHE fosters gender equality and LGBT+ equality by including different families in our curriculum and providing regular opportunities to talk about and explore young people’s experiences of LGBTQ+ identities, including their own.

Through the delivery of high quality, evidence-based and age-appropriate RSE, Relationship and Health Education we aim to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support.

By the end of their education we hope pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

3 Definition of Relationships and Sex Education (RSE)

- 3.1 RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.
- 3.2 **RSE does not encourage early sexual experimentation.** It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- 3.3 RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

4 Roles and Responsibilities

All members of the School community are expected to follow this policy. Roles, responsibilities and expectations of the school community are set out in detail below.

4.1 Board of Trustees

Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Principal to account for the implementation of the policy. Trustees will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the Principal.

4.2 Principal

The Principal, with support from the Senior Leadership Team, will ensure that staff are supported, receive regular professional development training in how to deliver RSE and are up to date with policy changes. They will ensure that RSE is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Principal will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE.

4.3 Staff

Teachers of RSE, Relationships and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

4.4 Parents

The School hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The School hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support from the school where they feel it is needed.

4.5 Pupils

Pupils are expected to take RSE, Relationships and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the School's behaviour policy.

SPECIAL SCHOOLS and SRE

Special and mainstream schools have a duty to ensure that pupils with special educational needs are receiving SRE. The SRE Guidelines states SRE should help all pupils understand their physical and emotional development and enable them to make positive decisions about their lives. The Special Educational Needs Code of Practice (DfE 2001) describes the governing body's responsibilities to 'ensure necessary provision is made for pupils who have special educational needs.' Children and young people with special needs are particularly vulnerable to abuse and SRE can help them to protect themselves now, as well as prepare them for adult

5 Delivery of RSE

- 5.1 RSE will be delivered in a non-judgmental, factual way allowing scope for pupils to ask questions in a safe environment. Teachers will tailor the delivery of RSE to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.
- 5.2 Teaching and assessment is planned through individual, paired, group or whole class activities. Pupils are encouraged to work independently or in groups, whichever is appropriate to the activity and the ability of the pupil.
- 5.3 Our RSHE programme is an integral part of our whole school PSHE education provision and will cover relationships, including online relationships, health and healthy lifestyles, puberty and body changes, reproductive and mental health.

- 5.4 Our RSHE programme is inclusive of all of the SEND needs of the pupils at school. We will ensure RSE is matched to the needs of our pupils by using the specialisms of the trained staff in school to help tailor and modify aspects of the curriculum to meet the needs of all pupils, where appropriate.
- 5.5 Our RSHE programme will be planned and delivered through timetabled classroom lessons. Our RSHE programme will be taught through a range of teaching methods and interactive activities, including discussions and debates, assemblies, whole school focus events such as LGBT History Month and Mental Health Awareness Week. Lessons will be differentiated to meet the individual needs of our pupils. High quality resources will support our RSE provision and will be regularly reviewed and if they are appropriate for the needs of our pupils, resources such as books, cloth models, songs and film clips, will be utilised so that as many pupils as possible can benefit from them.
- 5.6 Learning about relationships and sex education in PSHE education lessons will link to and complement learning in all aspects of school, corresponding to personal targets on EHCPs and ILP's. Assessment in RSHE will take the approach that learning needs to be revisited and reinforced, also at home to consolidate and secure the strong messages about being safe, healthy and moving towards adulthood and independence. Any pupil with specific issues arising within the area of SRE will be addressed in consultation with the parents/carers and only within contexts where pupil, parent/carer and staff feel confident and comfortable.
- 5.7 We will ensure a safe learning environment by ensuring that children have every opportunity to have questions, concerns and issues addressed. We respond to children's curiosity and provide safe learning opportunities to respond to searches carried out on the school's IT network when they show that emotional concerns, guidance about relationships or sexual health are being sought. The school also seeks appropriate training and guidance for parents and carers when we learn of RSHE related learning needs that we have not yet addressed through our curriculum.

6 RSE: Curriculum and Outcomes : Please see Appendix for Progression map

At primary age, pupils are taught about:

- Families and people who care for me
 - Caring friendships
- Respectful relationships
- Online relationships and being safe
- Preparing for adolescence (puberty) and life cycles
- Mental Wellbeing
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and prevention
- Basic First Aid
- Changing Adolescent Body

At Secondary Age, pupils will continue to build upon prior learning and cover the following

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Mental Wellbeing
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and prevention
- Basic First Aid
- Changing Adolescent Body

7 Health Education: Physical health and mental well-being

- 7.1 Castle School wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. We believe that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in a topic based approach and throughout the curriculum

8 Pupils with special educational needs and/or disabilities

- 8.1 Castle School will endeavour to ensure that RSE and Health Education is accessible for all pupils. We are aware that our pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and RSE and Health Education may be particularly important for our pupils. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.
- 8.2 Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the School's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information.
- 8.3 PSHE including SRE is taught using methods and resources that meet the individual needs of all our pupils in a relevant and balanced manner. ILPs are written by class teachers for every pupil on a termly basis and include one target area for Social, Emotional and Mental Health.

9 Right to request withdrawal from sex education

- 9.1 Castle School hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy. Parents have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE.
- 9.2 Before withdrawing or making a request, the school strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships or Health Education or the elements on human growth and reproduction which fall under the science curriculum
- 9.3 Any parent wishing to withdraw their child from sex education should put their request in writing and send it to the Principal who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.
- 9.4 If a pupil is excused from sex education the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

10 Confidentiality and Child Protection

- 10.1 Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue and always follow the school's safeguarding protocol. Visitors and external agencies apply the same sensitive, contextualised approach as our staff
- 10.2 The school hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the schools Child Protection and Safeguarding procedures.
- 10.3 Staff will be carry out training on Sexual violence and sexual harassment between children in schools and colleges. The advice sets out what sexual violence and sexual harassment are, the current evidence on their preponderance in schools and colleges, how to minimise the risk of them occurring and what to do when they do occur or are alleged to have occurred. We are aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment should be taken seriously. Staff will be made aware of the extreme vulnerability of the pupils in Castle school and the need for vigilance.
- 10.4 We aim to foster an understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment which will help ensure that pupils treat each other well and go on to be respectful and kind adults
- 10.5 If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:
- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active;
 - Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children

and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible;

- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

10.6 Pupils in Castle school may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

11 Equal opportunities

11.1 RSE and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.

11.2 Castle School has a commitment to ensure that RSE and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the schools behaviour policy.

12 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Principal in accordance with the School's complaints policy.

Castle School Progression Map (this forms part of our PSHE curriculum)

Key: Formal curriculum: **Semi formal curriculum:** ASDAN New Horizons YR7/8/9: ASDAN Transition Challenge YR10/11: **iASEND**

	EYFS / KS1	KS2	KS3	KS4
<p>Sex and relationship education.</p> <p>iASEND – Relationships and social skills.</p>	<p><u>Making personal choices:</u></p> <p>To develop an awareness of the main parts of their bodies; boys and girls. Body awareness. Action songs.</p> <p>To have the opportunity to choose or reject physical contact with a familiar adult. To recognise self and other familiar images. My rights. Appropriate cuddles. Which people are familiar to me? Who us in my family?</p> <p>To establish and develop personal care routines with an understanding of the need for privacy and to take responsibility for appropriate choices of clothing. Self-help skills – toileting, hand washing, teeth</p>	<p><u>Knowing how I am changing:</u></p> <p>To develop an awareness of changes to the main parts of their bodies. Body awareness and my body parts what is private and public.</p> <p>To establish and develop independent personal care routines with an understanding of the need for privacy. Greater independence with hand washing, toileting, dressing and showering.</p> <p>To have an introductory awareness of changing emotions during puberty. Talk about emotional changes and why. What is a hormone?</p>	<p>ASDAN ‘New Horizons’ Relationships. Covers some of these areas.</p> <p><u>My changing body:</u></p> <p>To develop an awareness of their changing bodies How their body will change as they approach and move through puberty.</p> <p>The basic functions of the reproductive system. . The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.</p> <p>To develop an awareness of their changing relationships. To develop an awareness of their individual sexuality.</p>	<p>ASDAN ‘Transition Challenge’ 14 & 18. Covers some of these areas.</p> <p><u>Understanding my bodily needs:</u></p> <p>To be aware of the availability and methods of birth control and where to get family planning advice. Where is the local family planning clinic? How can the school nurse help? When might I need help?</p> <p>To recognise that the body is continually changing. About the process of growing from young to old and how people’s needs change</p> <p>To learn about personal violation of the body. To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p><u>Teenage pregnancy:</u></p>

	<p>brushing, showering and simple fastenings.</p> <p><u>Personal responsibility:</u></p> <p>To develop an awareness of the people around them and of the wider community and have the opportunity to work and play with a variety of people.</p> <p>Who so I see om a daily basis? Wat is their role in my life? What is a friend? Making new friends.</p> <p>To develop safe work and play practices and take responsibility for themselves and their belonging.</p> <p>How to play safe. Where to run? Where do my belongings live/ so I have a tray, box or coat peg? How to keep my things safe.</p>	<p><u>Rights and choices:</u></p> <p>To develop an awareness of the right to choose and to have the opportunity to make choices.</p> <p>Making a choice between two things. More opportunities to make independence choices.</p> <p>To develop an awareness of the rights of others and recognise that choice may affect others and take responsibility for the choices they make.</p> <p>Making choices between given activities/ objects. Something I can't choose everything and sometimes I might choose the wrong thing.</p> <p><u>Safety in the community:</u></p> <p>To develop an awareness of the need to feel safe and the places that make us feel</p>	<p>Friendships and feelings.</p> <p><u>Awareness and coping:</u></p> <p>To develop an awareness of their own body image and to develop a positive self-body image.</p> <p>What is a positive body image? How to be healthy? How to look after myself (physically and Emotionally).</p> <p>To establish and develop coping strategies for rejection and loss.</p> <p>Explore change and loss and the associated feelings (including moving home, losing toys, pets or friends, death)</p> <p>To understand the important differences between public and private.</p> <p>What should be kept in private? And what should be public? Look at social media accounts and e-safety too.</p> <p><u>Being myself:</u></p>	<p>To recognize the problems associated with teenage pregnancy and where to get help and advice about pregnancy.</p> <p>What is pregnancy? Where can I get advice? How much does a baby cost? How do you provide for a baby?</p> <p>To recognize societies differing attitudes to sex and to be aware of their rights and options. The law on sex and age limits. Religion on sex and relationships. How to get help. How to keep yourself safe. Safe sex.</p> <p><u>Sexual health:</u></p> <p>To be aware of the need for personal protection and recognise the implications of sexually transmitted diseases.</p> <p>What is contraception? Different forms of contraception.</p> <p>To learn about HIV / AIDS and its effects on others and be aware of societies attitudes to HIV / AIDS.</p> <p>What is HIV/AIDAS, where does it come from? Attitude in society both positive and negative 'can you catch it?'</p> <p><u>Relationships and divorce:</u></p>
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		<p>safe and recognise an unsafe environment. What does safe mean? Why I should feel safe. When might I not feel safe? How to get help.</p> <p>To have the opportunity to influence our immediate environment and take responsibility for decisions that influence our safety. What is our immediate environment? Who is in it? What is safety? Including internet safety</p> <p><u>Respecting privacy:</u></p> <p>To develop an awareness of their responsibility for themselves and others. What is responsibility? What is my responsibility?</p> <p>To recognise a need for privacy.</p>	<p>To recognise the difference between real and fantasy relationships. What is real life? Explore fact and fiction stories.</p> <p>To recognise the importance of establishing mutual consent and demonstrate negotiation techniques and understand how to be assertive. What is consent? When do you need consent? Different types of consent. E.g. school trips etc.</p> <p><u>Community belonging:</u></p> <p>To develop a feeling of belonging and the need to be accepted. What does belonging me? How do I belong? What makes me accepted? What is not acceptable?</p> <p>To recognize that there are a variety of family structures and to be aware of their position in their</p>	<p>To learn about shared responsibility and understand the expectations within relationships and learn about breakdown in relationships and understand the impact of divorce on others.</p> <p>What is responsibility? What is divorce? What happens when relationships break down? How can it make me feel?</p> <p><u>Pregnancy and birth:</u></p> <p>To learn about the role of others during pregnancy and to understand about giving birth and be aware of choices during pregnancy.</p> <p>Birth – where, when and who helps? To understand the importance of good health.</p> <p>What is good health? How can I keep healthy?</p> <p><u>Sexuality and enjoyment:</u></p> <p>To understand that things sometimes go wrong and be aware of the laws relating to sexual active.</p>
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		<p>To respect the privacy of others. What is privacy? What are my rights? What are the rights of others?</p> <p>To take responsibility for personal care routines. Hand washing, teeth brushing, hair brushing etc... daily routine of cleanliness. Sun safety applying sun cream.</p>	<p>own family structure. What is family? What does my family look like? There are different types of family.</p> <p>To understand the need for change. What is change? New brother/sister? Transitions in my life.</p> <p><u>Personal sensitivity:</u></p> <p>To develop an awareness of the need to be honest. To develop an awareness of hurting the feelings of others What is truth? What is honesty? Scenario examples. Someone might get into trouble. Why I shouldn't tell lies to hurt other people's feelings.</p> <p>To be aware of pressure from others and learn about making decisions.</p>	<p>Not everything goes right all of the time. What is a law? Why are they there? To protect.</p> <p>To recognise the emotional problems of some pregnancies and understand the advantages of breastfeeding. Hormone change. How do you feed babies. Why?</p>
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			<p>Where can I get help?</p> <p><u>Human development:</u></p> <p>To develop an understanding of conception and human development.</p> <p>Where do babies come from? Human life cycle.</p> <p>To learn the correct names and terms for the human reproductive system and about sexually transmitted diseases.</p> <p>How are babies made? Names of reproductive organs and how STD's come into play.</p>	
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<p>Online relationships</p>	<p>To learn that</p> <ul style="list-style-type: none"> • People sometimes behave differently online, including by pretending to be someone they are not. • The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online. 	<p>Online and media: To learn that</p> <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <ul style="list-style-type: none"> • 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. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • 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. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
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		<ul style="list-style-type: none">• How information and data is generated, collected, shared and used online
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