

# Our Lady of Peace Catholic Primary and Nursery School

**'With Christ in our hearts, together we grow'**



## Relationship and Sex Education Policy

By order of the Governing Body of Our Lady of Peace Catholic Primary and Nursery School

<b>Review Dates:</b>	<b>Date Reviewed:</b> April 2020 – to be ratified at FGB Meeting 16 <sup>th</sup> July 2020	<b>To be reviewed:</b> July 2022
<b>Signatures:</b>	<b>Headteacher:</b> Mrs JR O'Keeffe	<b>Chair of Governors:</b> Mrs Anne Bishop

*This policy has been adopted from the Catholic Education Service in accordance with their guidance.*  
Statutory

**The school has a commitment to safeguarding and promoting the welfare of children.**

### **COVID-19**

All policies need to be considered in accordance with the School's risk assessment "Planning and Risk Assessment for opening", the Covid-19 section in the Federation Safeguarding Policy, and recent Government Guidance relating to opening schools and Early Years settings:

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

## **Our Mission**

Our mission is to be a happy, caring and compassionate Catholic community where each child's gifts are developed to the full and the foundations for lifelong learning are laid down. Everyone will be supported, nurtured and inspired to be the very best they can be and to persevere to overcome life's challenges.

With God's help, we will educate our children to live safely and responsibly, to care for His wonderful creation and to live their lives through the example of Jesus and the values of the Gospel.

## **Introduction**

Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. For this reason, we encourage Catholic schools to speak about Relationship and Sex Education (RSE) rather than Sex and Relationship Education (SRE), since this emphasises the importance of healthy relationships to human well-being, as the core learning within an RSE curriculum.

As a maintained primary school, from 2020, we must provide relationship and health education (RS&HE) to all pupils as per section 34 of the Children and Social work act 2017. As we already deliver a comprehensive PSHE program; we have reviewed and adjusted it to meet the Department of Education (DfE) expectations (see Appendix 2) and are due to deliver it from September 2020.

Relationship and health education will be taught as part of our PSHE curriculum. We are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their PSHE education, pupils in Years 5 and 6 will receive stand-alone sex education lessons, delivered by a member of staff.

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

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

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

## **Right to withdraw**

Parents do not have the right to withdraw their child from relationship education; however, they do have the right to withdraw their children from the non-statutory /non-science components of sex education within PSHE.

### **Definition of RSE**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. In primary schools the focus should be on positive and safe relationships. This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

### **Pedagogical principles**

A good RSE programme must enshrine core pedagogical virtues – that it is, it must, above else, qualify as good education. Therefore, it will be:

#### **Progressive & Developmental**

The learning needs to reflect each stage of the development of the person. It needs to be part of both the Primary and Secondary phase of education and it needs to be appropriate to the age and stage of development of children and young people during the different phases of their education. It also needs to be continuous and developmental. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

#### **Differentiated**

Schools must ensure that RSE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods will need to be adapted and specialist resources and training will need to be provided for those with particular needs. Schools, therefore, should ensure that children with special educational needs and disabilities are not at any point withdrawn from RSE because of lack of resources and training or to catch up in other subjects.

#### **Cross-curricular**

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Whilst, for example, some aspects of RSE will be more appropriately explored in within the personal, social, health and economic (PSHE) education curriculum, the more biological aspects taught in science lessons and others more appropriately explored in RE lessons, each should be informed by the other. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

#### **Integrated**

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of RSE.

#### **Co-ordinated**

None of these educational goals are possible if RSE is not given the time and importance it deserves by those who plan and implement its delivery in school. RSE must be taken seriously by school leaders; led properly by someone who has the time and expertise to co-ordinate the subject with dedication and commitment at a senior level; taught by those committed to doing it well; taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

## **Balanced**

Whilst promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

## **Aims**

The aims of relationships and sex education (RSE) at our school are:

*To develop the following attitudes and virtues:*

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

*To develop the following personal and social skills:*

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity

*To know and understand:*

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

### **The structure of this model curriculum.**

This model curriculum covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils. The three themes are:

- Created and loved by God (this explores the individual)  
The Christian imperative to love self, made in the image and likeness of God, Shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- Created to love others (this explores an individual's relationships with others)  
God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- Created to live in community – local, national & global (this explores the individual's relationships with the wider world) Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme (Go Givers).

### **Christian virtue and RSE**

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience, and are gained through imitation the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

### **Monitoring and Review**

The PSHE Co-ordinator and SLT are responsible for monitoring the standards of children's work and the quality of teaching through learning walks, monitoring of work and planning at regular intervals. Staff are supported in the teaching of PSHE and provided with training where required.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy

## Appendix 1

### Theme 1: Created and Loved by God

#### EYFS & KS1

#### KS2

Education in virtue	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>1.1.1.1. Respectful of their own bodies and character            1.1.1.2. Appreciative for blessings            1.1.1.3. Grateful to others and to God            1.1.1.4. Patient when they do not always get what they want</p>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>2.1.1.1. Respectful of their own bodies, character and giftedness            2.1.1.2. Appreciative for blessings            2.1.1.3. Grateful to others and to God            2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods            2.1.1.5. Discerning in their Decision making            2.1.1.6. Determined and resilient in the face of difficulty            2.1.1.7. Courageous in the face of new situations and in facing their fears</p>
Religious understanding of the human person: loving myself	<p>Pupils should be taught:</p> <p>1.1.2.1. We are made by God and are special            1.1.2.2. We are all God's children            1.1.2.3. Ways of expressing gratitude to God            1.1.2.4. About the sacrament of Baptism</p>	<p>Pupils should be taught:</p> <p>2.1.2.1. We are special people made in the image and likeness of God            2.1.2.2. We are children of God with an innate dignity myself            2.1.2.3. God has created us for a purpose (vocation)            2.1.2.4. Life is precious and their body is God's gift to them            2.1.2.5. Prayer and worship are ways of nourishing their relationship with God            2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics.</p>

#### EYFS & KS1

#### KS2

Me my body and my health	<p>Pupils should be taught:</p> <p><b>Me</b>            1.1.3.1. We are all unique individuals            1.1.3.2. We all have individual gifts, talents and abilities</p> <p><b>My body</b>            1.1.3.1. The names of the external parts of the body            1.1.3.2. The similarities and differences between girls and boys</p> <p><b>My Health</b>            1.1.3.3. How to maintain personal hygiene            1.1.3.4. What constitutes a healthy life-style, including physical activity, dental health and healthy eating.</p>	<p>Pupils should be taught:</p> <p><b>Me</b>            2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy</p> <p><b>My body</b>            2.1.3.2. Strategies to develop self-confidence and self-esteem            2.1.3.3. Each person has a purpose in the world            2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)            2.1.3.5. Their body will change and develop as they grow            2.1.3.6. About the growth and development of humans and the changes experienced during puberty            2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)</p> <p><b>My health</b>            2.1.3.8. How to make informed choices That have an impact on their health</p>
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Life cycles and fertility	<p><b>Pupils should be taught:</b>  <b>Life cycles</b>  1.1.5.1. That there are life stages from birth to death</p>	<p><b>Pupils should be taught:</b>  <b>Life cycles</b>  2.1.5.1. How a baby grows and develops in its mother's womb  2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, old age)  <b>Fertility</b>  2.1.5.3. The nature and role of menstruation in the fertility cycle  2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova</p>
Emotional well-being and attitudes	<p><b>Pupils should be taught:</b>  <b>Emotional well-being</b>  1.1.4.1. That we all have different likes and dislikes  1.1.4.2. A language to describe feelings and move through puberty  <b>Attitudes</b>  1.1.4.3. A basic understanding that feelings and actions are two different things  1.1.4.4. Simple strategies for managing feelings and behaviour  1.1.4.5. That choices have consequences</p>	<p><b>Pupils should be taught:</b>  <b>Emotional well-being</b>  2.1.4.1. Their emotions may change as they approach as they grow and move through puberty  2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings  2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media)  2.1.4.4. To recognise how images in The media do not always reflect reality and can affect how people feel about themselves  <b>Attitudes</b>  2.1.4.5. That some behavior is unacceptable, unhealthy or risky  2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources</p>

## Theme 2: Created to love others

### EYFS & KS1

### KS2

Education in virtue	<p><b>In a Catholic school, pupils are growing to be:</b>  1.2.1.1. Friendly, able to make and keep friends  1.2.1.2. Caring, attentive to the needs of others and generous in their responses  1.2.1.3. Respectful of others, their uniqueness, their wants and their needs  1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them  1.2.1.5. Courteous, learning to say, "please" and "thank you."  1.2.1.6. Honest, able to tell the difference between truth and lies</p>	<p><b>In a Catholic school, pupils are growing to be:</b>  2.2.1.1. Loyal, able to develop and sustain friendships  2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble  2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different  2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships  2.2.1.5. Courteous in their dealings with friends and strangers  2.2.1.6. Honesty, committed to living truthfully and with integrity</p>
Religious understanding of human relationships: loving others	<p><b>Pupils should be taught:</b>  1.2.2.1. We are part of God's family  1.2.2.2. That saying sorry is important and can help mend broken friendships  1.2.2.3. Jesus cared for others  1.2.2.4. That we should love other people in the same way Jesus loves</p>	<p><b>Pupils should be taught:</b>  2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese  2.2.2.2. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness  2.2.2.3. The sacrament of marriage involves commitment and self-giving</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal Relationships</p>	<p><b>Pupils should be taught:</b></p> <p>1.2.3.1. The characteristics of positive and negative relationships</p> <p>1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special.</p> <p>1.2.3.3. There are different family structures and these should be respected</p> <p>1.2.3.4. How their behaviour affects other people and that there are appropriate and inappropriate behaviours</p> <p>1.2.3.5. To recognise when people are being unkind to them and others and how to respond.</p> <p>1.2.3.6. Different types of teasing and bullying which are wrong and unacceptable</p>	<p><b>Pupils should be taught:</b></p> <p>2.2.3.1. How to maintain Positive relationships and strategies to use when relationships go wrong.</p> <p>2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family</p> <p>2.2.3.3. How to make informed choices in relationships and that choices have positive, neutral and negative consequences</p> <p>2.2.3.4. An awareness of bullying (including cyber-bullying) and how to respond</p> <p>2.2.3.5. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond</p> <p>2.2.3.6. To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurized</p> <p>2.2.3.7. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Keeping safe and people who can help me</p>	<p><b>Pupils should be taught:</b></p> <p><b>Keeping safe</b></p> <p>1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</p> <p>1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable</p> <p>1.2.4.3. The difference between good and bad secrets</p> <p>1.2.4.4. Identifying and correctly name their "private parts" (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation.</p> <p><b>People who can help me</b></p> <p>1.2.4.5. Who to go to if they are worried or need help</p> <p>1.2.4.6. That there are a number of different people and organisations they can go to for help in different situations.</p>	<p><b>Pupils should be taught:</b></p> <p><b>Keeping safe</b></p> <p>2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>2.2.4.2. How to use technology safely</p> <p>2.2.4.3. That not all images, language and behaviour are appropriate</p> <p>2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p><b>People who can help me</b></p> <p>2.2.4.5. That there are a number of different people and organisations they can go to for help in different situations and how to contact them</p> <p>2.2.4.6. How to report and get help if they encounter inappropriate materials or messages</p>



Education in virtue	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally and globally</p> <p>1.3.1.2. People who serve others, locally, nationally and globally</p> <p>1.3.1.3. Active in their commitment to bring about change</p>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>
Religious understanding of the importance of human communities	<p><b>Pupils should be taught:</b></p> <p>1.3.2.1. That God is Father, Son and Holy Spirit</p> <p>1.3.2.2. Some scripture illustrating the importance of living in community</p> <p>1.3.2.3. Jesus' teaching on who is my neighbour</p>	<p><b>Pupils should be taught:</b></p> <p>2.3.2.1. God is Trinity – a communion of persons</p> <p>2.3.2.2. The key principles of Catholic Social Teaching</p> <p>2.3.2.3. The Church is the Body of Christ</p>
Living in the wider world	<p><b>Pupils should be taught:</b></p> <p>1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community</p> <p>1.3.3.2. That their behavior has an impact on the communities to which they belong</p> <p>1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them;</p> <p>1.3.3.4. About what harms and improves the world in which they live</p> <p>1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands</p>	<p><b>Pupils should be taught:</b></p> <p>2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour based violence and forced marriage, human trafficking etc.)</p> <p>2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers</p> <p>2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p> <p>2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</p>

## Appendix 2

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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>
Caring friendships	<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>
Respectful relationships	<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>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<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	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>