

# Bilston CE Primary School Relationship and Sex Education Policy

Review: July 2022



We will aspire through our Christian beliefs and attitudes for all children in our care to flourish both academically and personally; develop respect for others and to reach out to their local and global communities, so, 'hand in hand together with faith we will strive to achieve all things. . .

'I am able to do all things through him (Jesus) who strengthens me.'

*Philippians 4:1*

## Rational and Ethos

Bilston Church of England Primary School is a Voluntary Controlled School. This reflects the partnership between the church and state in providing education for all within a distinctly Christian context. Our role as a school is to equip our children with the skills needed to meet the challenges which lie ahead of them while at the same time holding on to values which are important. Bilston C of E Primary is situated in the centre of a large housing estate. The school is fortunate to have extensive grounds.

The school has 428 children on roll of which 198 pupils are pupil premium. The proportion of pupils from minority ethnic backgrounds is high, but only a very few, who have recently arrived in the country, are at an early stage of learning English. The proportion of pupils with learning difficulties in the school as a whole is average but varies significantly between year groups. The school recognizes the role it can play, as part of the larger community, to promote family health and healthy living

Relationships and Sex Education (RSE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. As a school we take part in the Health-Related Behaviour Survey (HRBS) annually in order to identify health and well-being priorities for our children. Due to the effects, of COVID, the 2018 HRBS data is the most up to date data the school currently has. The three main areas that have been identified within the 2018 data are: **Issues surrounding U18 conception rates, Attitudes and knowledge around body changes, Developing respectful relationships and also a sense of personal safety by developing skills around empathy and healthy, respectful relationships.** It is essential that the children at Bilston C of E Primary School receive an efficient and accurate RSE curriculum that covers all the above identified areas through a range of effective lessons, activities and the use of external visitors.

This updated policy aims to offer additional support on new issues not included within existing guidance; will provide advice which reflects updated legislation, including the Equality Act 2010 and the RSE Health Education Statutory guidance for September 2020.

Other related School policies and documents include the PSHE & Science Schemes of work, Safeguarding, Confidentiality, Behaviour, Inclusion, Anti Bullying, and Health and Safety, External visitor Policy, equality Policy, e-safety policy Extreme radicalisation in schools Policy.

At Bilston c of e Primary School, we believe that Relationships and Sex Education (RSE) should be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices. RSE is important to ensure that children grow up with the ability to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty, sexually healthy and emotionally safe. We teach pupils to be digitally safe with e-safety being a vital message throughout the school.

Effective RSE at Bilston c of e Primary School is dependent on partnerships at many levels; between our parents & carers, the children and young people – and at a more strategic level between the local authority, local faith communities, Health professionals, partners in children's services and the voluntary community.

At Bilston c of e Primary School, we aim to achieve an effective Relationships and Sex Education programme through building on these partnerships and the continued professional development of staff. Enabling the delivery of a developmental, planned programme, that is integrated into the curriculum and delivered over an extended period.

Bilston c of e Primary School believes that Relationships and Sex Education (RSE) has four main elements: -

#### **Attitudes and values – developing a moral code**

- Learning the importance of values, individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children, while recognising the diversity of family groups.
- Learning the value of love, respect and care; honesty and loyalty in relationships.
- Valuing diversity – an acceptance and exploration of difference, promoting equal opportunity, e.g. by considering media gender stereotypes and by being sensitive to the needs of culture and religion.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

#### **Personal and social skills – important life skills**

- Personal skills
- learning to manage emotions and relationships confidently and sensitively
- developing self-respect, and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made

- taking responsibility for one's own actions and learning
- Communication skills
- Listening sensitively to others' opinions
- Asking questions, expressing emotions and opinions, discussing issues openly and without embarrassment
- Reflecting on and evaluation information and opinions, and understanding the impact of external factors, such as the media, Internet and peer pressures.
- Being assertive and an independent decision maker

### **Negotiating with friends and others**

- Practical skills
- Caring for oneself and others
- Being confident to access support and advice when needed
- Decision making skills – making sensible choices in the light of relevant information
- Making moral judgement about what to do, and acting accordingly
- Solving problems
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

### **Knowledge and Understanding**

- Learning and understanding physical development through age-appropriate information
- Understanding human sexuality, reproduction, sexual health, emotions and relationships; and the right to confidentiality.
- Develop understanding of important knowledge, so correcting misconceptions and misinformation.
- Knowing what is and what is not illegal in matters relating to sexual activity.

### **Roles and Responsibilities**

Those involved with the development of this policy include the PSHE Lead, Local Authority advisor/SIA and the Head teacher. Teaching staff and support staff are responsible for the delivery of lessons and key RSE messages. Teaching staff will receive ongoing training as required to support with developing awareness and needs. The PSHE lead will deliver training and resources to key staff members, who teach timetabled weekly lessons and will monitor and report to the School Link Governor, Head Teacher and Governing Body at Bilston c of e Primary School.

The Headteacher will be responsible for – oversite curriculum/policies, deals with issues concerning withdrawal.

LA advisor can support with subject development, sharing best practice, updating any national guidance/training, LA trends.

Safeguarding Lead will be responsible for – checking policy for safeguarding compliance and deal with SG matters should they arise.

Parents carers will be responsible for working in partnership with the school by being conversant with school policy and supporting learning within the home environment.

### **Legislation (statutory regulations and guidance)**

As of September 1<sup>st</sup>, 2020 teaching Relationships and Health Education will be part of the mandatory statutory requirements. See current legislation compliance below:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary guidance SRE for the 21<sup>st</sup> Century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2018)
- Children and Social Work Act (2017)
- Relationships Education, relationships & sex Education (RSE) and Health Education Statutory Guidance (published July 2019).

### **Curriculum Design**

Our RSE program is an integral part of our whole school PSHE provision. It also is supported by statutory requirements as set out in the National Curriculum for Science. Details of our curriculum can be viewed via our school curriculum planning on the school website. We use a variety of approved resources and external visitors to deliver our RSE Health & Relationships curriculum. The curriculum model we use is based upon best practice as established by national organisations such as PSHE Association, Sex Education Forum, Brook Advisory Service, Local Authority resources, Headstart and RAISE (raising awareness in sex education) delivered by Rebecca Jennings.

his will ensure that our delivery is age and stage relevant. Our approach will ensure inclusivity as part of our school ethos. We will ensure differentiation within delivery as outlined in our school '*Learning policy*'. Pupils will be encouraged to reflect upon their own views, opinions and ideas using appropriate assessment for learning methods. These will vary depending on topic and year group. Please refer to curriculum planning document for PSHE.

In each year group we cover:  
(see Appendix one attached)

Because of our curriculum planning Relationships and Sex Education should empower the children at our school to:

- Develop confidence in talking, listening, and thinking about feelings, emotions and relationships
- Mature, build up confidence and self-esteem, emotional wellbeing, and the knowledge and skills needed to deal with the conflicting pressures of young people, to be able to lead confident, healthy, independent lives.
- Know about their bodies and be able to describe the parts and functions.
- Protect themselves and ask for help and support.
- Be prepared for puberty, and move with confidence from childhood to adolescence, and on into adulthood.
- Learn about the nature and importance of marriage and stable relationships for family life and bringing up children, and as key building blocks of community and society.
- Make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.
- RSE can assist and support parents in the difficult and changing role of education their children about relationships and sexual matters.

### **Safe and Effective Practice**

We will ensure a safe learning environment by following our school policies:

- Behaviour Policy
- Safeguarding Policy.
- Keeping Children Safe in Education Policy (KCSIE).
- Health and Safety Policy.
- Online Safety policy
- Computing Policy
- Teaching and Learning Policy.

Staff will be trained in relation to developing a safe learning environment including safeguarding training, dealing with sensitive issues, issues around confidentiality, agreed ground rules shaped by students and using distancing techniques with students. All students will be given the opportunity to raise questions anonymously i.e.; use of ask it basket, worry boxes. All staff will be supported by pre-prepared resources, training in the delivery of resources, supported by internal and external staff e.g. PSHE Lead, safeguarding Lead, SLT, LA advisor.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom (or the school's RSE policy), provision would be made to meet the individual child/young person's needs.

This may involve referring the child/young person back to their parent/carer, School Nurse, or an external agency like a young person's health drop-in service, Base 25, black country women's aid, CAMHS, MASH, RAISE, Educational psychologist, in-power academy, GEM centre, strengthening families, believe to achieve, social care. The school may also feel it

necessary to liaise with a walk in centre or the child's Dr for an answer or seeking advice from the PSHE Lead, Head teacher or Safeguarding officer.

During PSHE lessons and discussions staff will establish clear ground rules with pupils to ensure pupils feel safe, listened to and supported. Although most aspects of RSE teaching will be delivered to mixed gender groups, some aspects will be split into single gender groups e.g.

Puberty lessons in Year 5 and Year 6.

We will address gender issues to reduce gender stereotyping and broaden views of gender roles and expectations, e.g. it is acceptable for boys to show emotion and cry, and girls to have high job aspirations.

We will encourage and support communication between genders and improve understanding by girls and boys playing and working together. Wolverhampton Council has a proud history of meeting its legal requirements on equality, and the Council is committed to continuing this trend in line with the current legislation in this area (Equality Act 2010).

The Act brings together all the legal requirements on equality that the private, public and voluntary sectors need to follow, replacing all previous equality law such as the Sex Discrimination Act 1975, the Race Relations Act 1976 and the Disability Discrimination Act 1995.

## **Safeguarding**

All staff will be trained in safeguarding. Teachers are aware that effective RSE 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. In this situation staff should follow internal safeguarding policies including informing the safeguarding lead. Prior to teaching, teachers will consult with the designated Safeguarding Lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school may be invited to contribute to the delivery of RSE in school.

All visitors will be familiar with and understand the school's RSE policy and work within it as they will be sent a copy as part of the teaching agreement, this policy is also available to view on our school website. As part of school entry to site approach all visitors will be given a copy of safeguarding visitor policy and signed into school with appropriate identification.

As per Safeguarding policy, visitors are supervised/supported by a member of staff;

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on the Headteacher or designated Safeguarding Lead if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The Headteacher will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever

their age, sexuality, faith, ethnicity, gender, disability or additional educational need. Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Sex education, and we will offer provision appropriate to the particular needs of all our students. We will respond to parental requests and concerns and will take specialist advice where necessary.

### **Engaging Stakeholders**

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's RSE and have access to this policy in line with proposed government statutory guidance.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about Relationships and Sex
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues

As part of the RSE curriculum we will support our parents to:

- Help children to learn the correct names of the body
- Talking with their children about feelings and relationships

We will endeavour to make as much information as possible available to support parents in to encourage full involvement. We will consult parents on issues which may arise and will offer opportunity to preview and discuss resources and materials that we intend to use, particularly those used to prepare children for changes experienced at puberty. The RSE programme and policy will be made available to parents before the course begins. Parents will be offered the opportunity to discuss the content and delivery of the programme with the subject co-ordinator.

From 1<sup>st</sup> September 2020 parents will no longer have the right to withdraw their children from Relationships & health Education in primary schools. This includes topics that cover same sex marriage, puberty and LGBT for example. These topics are covered under the Equalities Act 2010. All topics will be covered sensitively with an awareness of the age and developmental maturity of the pupils and the faith, ethnicity and culture of our community. Parents will have the right to withdraw children from any sex education that is not part of the national Curriculum Science programme. We are aware that parental rights have now changed with the introduction of the 2020 guidance on Relationships and Health education. As a school we have taken measures to ensure that by developing sensitive, inclusive policies and practices, and teaching within the agreed framework of our policy, we aim to reassure parents and prevent children from missing aspects of the work. Should any parents request

the right to withdraw their child from RSE education we would encourage them to make an appointment with the Headteacher/PSHE lead to discuss any concerns they may have with the curriculum. Any concerns can be put in writing and handed to the child's class teacher. As a school, every effort will be made to try and encourage parents to keep their child/children in RSE lessons. It is essential that parent partnerships with the school are upheld and we value the support from the diocese on these matters, being a church school. Personal and/ or specific issues relating to individual students will be referred to his/her teacher and dealt with on a one to one basis considering confidentiality and child protection procedures.

### **Monitoring and Evaluation**

This will in the first instance be undertaken by the lead teacher with responsibility for coordinating RSE, (part of the PSHE Lead role), who will monitor the impact of the policy on children's learning, and report to SLT, who will assist the headteacher to report to the governing body. All monitoring will follow school policy.

### **Student voice in determining curriculum.**

Throughout RSE lessons, pupils will have the opportunity to review and reflect upon their own ideas and opinions. These views will not necessarily be written down to ensure inclusion of all pupils.

Pupils will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to this concerning relationships and modern technology. The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as when and they voice concerns. Pupils in older key stages will be able to voice opinions on resources/ external agencies used and whether, on reflection, the curriculum addressed their needs during early key stages.

### **Policy review date**

This policy will be reviewed in the academic year 2021/2022 to ensure compliance with new statutory guidance. Following this review, it will be reviewed biannually to ensure it continues to meet the needs of pupils, staff, parents and the wider community and that it is in line with current DFE advice and guidance.

### **Signed by:**

PSHE Lead: Miss A Wright

Headteacher: Mr G Gentle

Governing body representative:



**Growing Up & Relationships  
Key Stage 1 Content Overview**



	<b>Year 1</b>	<b>Year 2</b>
<b>Lesson 1</b>	<p><b>Thinking about those who are important to you</b></p> <ul style="list-style-type: none"> <li>I know the people who are important to me</li> </ul>	<p><b>Recognising and dealing with our feelings</b></p> <ul style="list-style-type: none"> <li>I can recognise a range of feelings in other people</li> <li>I can use words to describe a bigger range of feelings</li> <li>I know who I can ask for help with big feelings</li> </ul>
<b>Lesson 2</b>	<p><b>Families &amp; Care</b></p> <ul style="list-style-type: none"> <li>I know there are different types of families</li> <li>I know people I can ask for help.</li> </ul>	<p><b>Understanding being loved and cared for</b></p> <ul style="list-style-type: none"> <li>I can tell you when I feel loved or cared for</li> <li>I can tell when I love or care for someone</li> <li>I understand that if someone leaves me they still love me</li> </ul>
<b>Lesson 3</b>	<p><b>Special people</b></p> <ul style="list-style-type: none"> <li>I can tell you about different people who can help me</li> <li>I know where and how to ask for help</li> </ul>	<p><b>Differences – boys and girls</b></p> <ul style="list-style-type: none"> <li>I know that boys and girls are different, but that there are things that are the same</li> <li>I know some people have fixed ideas about these differences</li> </ul>
<b>Lesson 4</b>	<p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>I know that we are all special in different ways</li> <li>I can name some differences between boys and girls</li> </ul>	<p><b>Male and female &amp; naming body parts</b></p> <ul style="list-style-type: none"> <li>I can tell you some differences between males and females</li> <li>I know the correct name for parts of the body</li> </ul>
<b>Lesson 5</b>	<p><b>How we change</b></p> <ul style="list-style-type: none"> <li>I know that some changes are natural and happen by themselves</li> <li>I can tell you how I have changed since I was younger and how I might change in the future.</li> </ul>	<p><b>Correct names for our private parts</b></p> <ul style="list-style-type: none"> <li>I can label and tell you the correct names of male and female body parts</li> <li>I know why it's important to know the proper names</li> </ul>
<b>Lesson 6</b>	<p><b>Keeping Clean</b></p> <ul style="list-style-type: none"> <li>I know how to keep clean and look after myself</li> </ul>	<p><b>Secrets &amp; surprises</b></p> <ul style="list-style-type: none"> <li>I know the difference between a good secret and a bad secret</li> <li>I can tell you different people who I can talk to and ask for help</li> </ul>



**RAISE**  
Supported Delivery

**Growing Up & Relationships**  
**Key Stage 2 Content Overview**

	Year 3	Year 4	Year 5	Year 6
<b>Lesson 1</b>	<p><b>Self-Esteem</b></p> <ul style="list-style-type: none"> <li>To see oneself as special and unique.</li> <li>To recognise strengths, abilities and personal characteristics.</li> <li>To have begun to build self-esteem and confidence by looking at their skills and achievements.</li> </ul>	<p><b>Changes</b></p> <ul style="list-style-type: none"> <li>To consider the changes that can take place in our lives and those of others.</li> <li>To discuss the feelings associated with change and how these are different for different people.</li> <li>To appreciate that as we change we are able to do different things and develop different interests.</li> </ul>	<p><b>What is Puberty</b></p> <ul style="list-style-type: none"> <li>To understand that bodies grow and change as they get older and puberty is a natural part of growing up.</li> <li>To understand the physical and emotional changes that happen during puberty.</li> <li>To have the confidence to ask questions about puberty.</li> </ul>	<p><b>Puberty Changes</b></p> <ul style="list-style-type: none"> <li>To be able to use the correct names for body parts, specifically the reproductive system.</li> <li>To understand that bodies grow and change as they get older and puberty is a natural part of growing up.</li> <li>To understand the changes that happen during puberty.</li> <li>To have the confidence to ask questions about puberty.</li> </ul>
<b>Lesson 2</b>	<p><b>Differences &amp; Similarities</b></p> <ul style="list-style-type: none"> <li>To consider factors that contribute to their own identity</li> <li>To consider similarities and differences between sexes (males and females).</li> <li>To name male and female body parts.</li> </ul>	<p><b>Lifecycle and Body Changes</b></p> <ul style="list-style-type: none"> <li>To describe the main stages of the human lifecycle.</li> <li>To describe the physical and social changes that happen when as we grow and move through this cycle.</li> <li>To understand how we become more independent as we get older.</li> </ul>	<p><b>Puberty for Boys &amp; Girls (separate lessons)</b></p> <ul style="list-style-type: none"> <li>To understand the changes that happen to boys during puberty</li> <li>Understand how puberty affects the reproductive organs</li> <li>Describe how to manage physical and emotional changes</li> <li>Know how to manage hygiene during a period</li> </ul>	<p><b>Puberty Changes</b></p> <ul style="list-style-type: none"> <li>To understand that bodies grow and change as they get older and puberty is a natural part of growing up.</li> <li>To understand the changes that happen during puberty.</li> </ul>
<b>Lesson 3</b>	<p><b>Family Differences</b></p> <ul style="list-style-type: none"> <li>To understand that all families are different and have different family members.</li> <li>To understand that people sometimes have stereotypes (fixed ideas) about families</li> <li>To identify people who are special to them.</li> </ul>	<p><b>What is Puberty?</b></p> <ul style="list-style-type: none"> <li>To begin to understand the changes that happen to girls and boys during puberty.</li> <li>To recognise how we and others may feel about these changes.</li> <li>To identify ways of managing these feelings associated with puberty.</li> </ul>	<p><b>Puberty and Hygiene</b></p> <ul style="list-style-type: none"> <li>To understand why it is important to keep themselves clean during puberty.</li> <li>To know about products and routines that can help them to do so.</li> <li>To understand the feelings and emotions associated with personal hygiene.</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>To look at how relationships will change as they grow up.</li> <li>To recognise that they all have different types of relationships.</li> <li>To begin to explore love and relationship qualities with a boyfriend/girlfriend.</li> </ul>

<b>Lesson 4</b>	<b>Friendship</b> <ul style="list-style-type: none"> <li>To be able to identify qualities of a good friend.</li> <li>To understand why we need friends.</li> <li>To explore different feelings associated with friendship</li> </ul>	<b>Puberty and Hygiene</b> <ul style="list-style-type: none"> <li>To know about the physical and emotional changes that happen during puberty.</li> <li>To understand the importance of keeping clean during puberty.</li> <li>To know how to keep clean during puberty.</li> </ul>	<b>Social Changes During Puberty</b> <ul style="list-style-type: none"> <li>To understand that puberty can bring about social changes as well as physical and emotional changes.</li> <li>To recognise that with new changes come new responsibilities and interests.</li> <li>To explore ways to manage changes of puberty.</li> <li>To celebrate the person each pupil will become as they experience the changes of puberty.</li> </ul>	<b>Reproduction and Conception</b> <ul style="list-style-type: none"> <li>To understand the process of puberty means we are able to reproduce</li> <li>To know and understand the process of conception.</li> </ul>
<b>Lesson 5</b>	<b>Safety – Influences</b> <ul style="list-style-type: none"> <li>To be able to identify potential dangers in different environments.</li> <li>To recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know.</li> <li>To demonstrate basic techniques to resist pressure.</li> <li>To know who they can go to for support and help.</li> </ul>	<b>Personal Safety and Touch</b> <ul style="list-style-type: none"> <li>To consider the touches that we like and dislike.</li> <li>To understand that it is ok to tell the person and a trusted adult when we feel uncomfortable.</li> <li>To discuss how we can tell when we feel uncomfortable, scared or unhappy.</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>To look at how relationships will change as they grow up.</li> <li>To recognise that they all have different types of relationships.</li> <li>To be aware of the qualities that make a good friend.</li> <li>To begin to explore love and relationship qualities with a boyfriend/girlfriend.</li> </ul>	<b>How Babies are Born</b> <ul style="list-style-type: none"> <li>To understand the physical and emotional needs of a baby</li> <li>To understand how babies are conceived and born</li> <li>To understand how having a baby changes your life</li> </ul>
<b>Lesson 6</b>	<b>Personal Hygiene</b> <ul style="list-style-type: none"> <li>To know and understand that you have to take extra care with personal hygiene during puberty</li> </ul>	<b>Periods (Girls only)</b> <ul style="list-style-type: none"> <li>To be aware that periods happen to girls as part of the changes during puberty.</li> <li>To understand that periods start at different times for different girls.</li> <li>To begin to understand how to manage periods.</li> </ul>	<b>Safe Communication / Internet Safety</b> <ul style="list-style-type: none"> <li>To become aware of the personal safety issues of giving away personal information online and how it is possible to get into difficulty.</li> <li>To be aware of the some of the difficulties associated with communicating with people on line</li> <li>To have talked about a range of strategies to deal with difficult situations.</li> </ul>	<b>Safe relationships</b> <ul style="list-style-type: none"> <li>To understand that secrets can be good and bad and to recognise the different feelings associated with these.</li> <li>To identify appropriate touches within a variety of relationships.</li> <li>To recognise what to do and who they can talk to if in a situation where they feel uncomfortable.</li> <li>To become familiar with the NSPCC underwear rule.</li> </ul>