

Relationship, Sex and Health Education Policy

Rumboldswyke Church of England Primary School

1. Aims

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

- Provide a safe, caring, inclusive community in which children thrive, feel valued, and where their efforts are encouraged and achievements celebrated.
- Give our children the confidence to use initiative and common sense, enabling them to become independent, adaptable, and socially and morally responsible.
- Foster a Christian ethos and enable each child to thrive spiritually, morally, physically, culturally and socially.
- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Rumboldswyke Church of England Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were given the opportunity to look at the policy and ask questions about the policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Our school's approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

“So God created humankind in his image, in the image of God he created them”

(Genesis 2:7)

“I have come in order that you might have life - life in all its fullness”

(John 10:10)

At Rumboldswyke Church of England Primary School, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

RSHE in Rumboldswyke Church of England Primary School is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (sex education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Defining Relationships Education

Relationships Education is learning about how to:

- be appreciative of existing relationships;

- form new healthy friendships; and
- enjoy strong positive, caring, relationships with good boundaries, online and in person.

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

Defining sex education

Sex education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.

The national curriculum for science includes content about human body parts, growth, puberty and gestation. Parents do not have the right to withdraw from this aspect of the curriculum.

In this school we have decided that it is important to include aspects of the sex education curriculum to educate the children in our community for adulthood (and for secondary school) in their last two years of primary school.

The right to withdrawal from sex education

Parents do have the right to excuse their children from this aspect of RSHE and can do so by making concerns known and applying in writing to the Head of School. The school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and to consider the impact of not receiving sex education with peers.

Withdrawing a child from sex education remains a statutory right as a parent or legal guardian. If a pupil is excused from sex education it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from relationships education or health education.

The school will document this process to ensure a record is kept.

Defining health education

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.

5. Curriculum

At Rumboldswyke Church of England Primary School we teach RSHE as part of our PSHE curriculum using the Programme Builders from the PSHE Association.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

6. Delivery of RSHE

RSHE will be delivered professionally and as an identifiable part of PSHE. Where possible it will link to others areas of learning. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way.

RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSHE policy, and hold the head of School to account for its implementation.

7.2 The Head of School

The Head of School is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of School.

Alternative work will be given to pupils who are withdrawn from sex education.

Approved by the Full Governing Body on: 8th November 2021

Head of School signature: _____

Chair of the Governor's signature: _____

RSHE at Rumboldswyke Church of England School

Intent:

RSHE is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. The RSHE curriculum is designed to promote independence, resilience and critical thinking skills to help children stay healthy and safe and maintain their own well-being. Well planned and delivered RSHE education helps children to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

Our philosophy is that children should:

- learn through exploring and challenging their own and other children's ideas and attitudes in a variety of contexts both in and outside lessons.
- be adaptive and responsive to children's changing needs, this may be from what children tell us they want from their RSHE curriculum or to social trends and issues such as Coronavirus and new social media apps.
- be exposed to cross-curricular links to other subjects such as history, science and PE
- be taught with a positive focus.

Implementation:

- We teach through a key question-based model developed using the programme builder from the PHSE Association. The curriculum is split into 3 key areas. Health and Well-being, relationships and Living in the Wider World. It is taught over a two year rolling programme although is adapted to the children's needs.
- RSHE work takes place in discrete lessons and is woven through other curriculum areas as part of our learning experiences as part of our values-based education. There is a progression of skills, knowledge and personal development as children move through the school.
- RSHE work is evidenced in children's books, through artwork and displays around the school promoting values and diversity and during daily worship or special productions.
- Children show their RSHE learning more widely in the school community by embodying the principles of RSHE in their interactions with other children, staff and visitors.
- Staff model positive attitudes to RSHE teaching and embody, promote and value resilience, independence, diversity and mental and physical wellbeing in all areas of school life.
- Staff ensure that RSHE lessons are a safe and respectful place to explore personal and sensitive issues in which each child has the right to a voice.

Impact:

What we expect you to see:

- thoughtful, respectful, knowledgeable and engaged learners

- discussion and reflection at appropriate moments across the school day
- children who have the confidence and language to be able to challenge their perceptions and perspectives and those of others.
- children who respect the differences between people
- children who involve themselves fully in the community life of the school including making decisions about issues
- well-developed and embedded personal qualities and values that will equip them to meet the wider social demands of young adult life
- children who have responsibility for their actions and are aware of their actions on others
- children who use thinking skills to make rational and informed decisions
- children who know what healthy and positive relationships look like and how to deal with changes and conflict in those relationships



Year 1/2

Health and Well Being		Relationships		Living in the Wider World	
Key Questions	Vocab	Key Questions	Vocab	Key Questions	Vocab
In this unit pupils will learn		In this unit pupils will learn		In this unit pupils will learn	
<p>What helps us stay healthy? A</p> <ul style="list-style-type: none"> • Know what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • Know that things people put into or onto their bodies can affect how they feel Know how medicines (including vaccinations and (immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • Know why hygiene is important and how simple hygiene 	<p>Healthy Dentist Doctor Nurse Medicines Vaccinations Hygiene Germs Virus Exercise Rest</p>	<p>What is the same and different about us? A</p> <p>Know what they like/dislike and are good at</p> <p>Know what makes them special and how everyone has different strengths</p> <p>Know how their personal features or qualities are unique to them</p> <p>Know how they are similar or different to others, and what they have in common</p> <p>Use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</p>	<p>Same Different Like Dislike Special Talents Strength Personal Unique Penis Testicles Vagina Male Female</p>	<p>What can we do with money? A</p> <p>Know what money is - that money comes in different forms</p> <p>Know how money is obtained (e.g. earned, won, borrowed, presents) Know how people make choices about what to do with money, including spending and saving</p> <p>Know the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this</p>	<p>Money Bank Account Earn Won Borrowed Presents Spend Save Needs Wants</p>

<p>routines can stop germs from being passed on</p> <ul style="list-style-type: none"> • Know what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing. 					
<p>Who helps to keep us safe? A</p> <p>Know that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</p> <p>Know who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</p> <p>Know how to respond safely to adults they don't know</p> <p>Know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</p> <p>Know how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p>	<p>Community Safety Accident Harm Hurt</p>	<p>Who is special to us? A</p> <p>Know that family is one of the groups they belong to, as well as, for example, school, friends, clubs</p> <p>Know about the different people in their family / those that love and care for them</p> <p>Know what their family members, or people that are special to them, do to make them feel loved and cared for.</p> <p>Know that families are all different but share common features – what is the same and different about them</p> <p>Know about different features of family life, including what families do / enjoy together</p> <p>Know that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</p>	<p>Family Belonging Community Care Love Same Different Special Unique Worried Unhappy Feelings Uncomfortable</p>	<p>How can we look after one another and the world? A</p> <p>Know how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</p> <p>Know the responsibilities they have in and out of the classroom</p> <p>Know how people and animals need to be looked after and cared for</p> <p>Know what can harm the local and global environment; how they and others can help care for it</p> <p>Know how people grow and change and how people's needs change as they grow from young to old</p> <p>Know how to manage change when moving to a new class/year group</p>	<p>Behaviour Kind / unkind Collaboration Local Global Grow Change Harm Environment Natural</p>

What helps us to stay safe? B

Know how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; rail safety in relation to medicines/ household products and online)

Know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them

Know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets

Know how not everything they see online is true or trustworthy and that people can pretend to be someone they are not

Know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them

Rules Safety
Medicines /
Drugs Unsafe
Risky
Familiar
Unfamiliar
Peer Pressure
Trust
Trustworthy

What makes a good friend? B

Know how to make friends with others Know how to recognise when they feel lonely and what they could do about it Know how people behave when they are being friendly and what makes a good friend Know how to resolve arguments that can occur in friendships Know how to ask for help if a friendship is making them unhappy

Friend
Friendship
Friendly
Arguments
Behaviour
Actions
Resolve
Feelings words

What jobs do people do? B

Know how jobs help people earn money to pay for things they need and want Know about a range of different jobs, including those done by people Know they know or people who work in their community Know how people have different strengths and interests that enable them to do different jobs Know how people use the internet and digital devices in their jobs and everyday life

Work Job
Money Earn
Strengths
Internet
Digital Spend
and Save

Year 1/2

<u>Health and Well Being</u>		<u>Relationships</u>		<u>Living in the Wider World</u>	
<u>Key Questions</u> In this unit pupils will learn	Vocab	<u>Key Questions</u> In this unit pupils will learn	Vocab	<u>Key Questions</u> In this unit pupils will learn	Vocab
<p>What helps us grow and stay healthy? B</p> <p>Know that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</p> <p>Know that eating and drinking too much sugar can affect their health, including dental health</p> <p>Know how to be physically active and how much rest and sleep they should have everyday</p> <p>Know that there are different ways to learn and play; how to know when to take a break from screen-time</p> <p>Know how sunshine helps bodies to grow and how to keep safe and well in the sun</p>	<p>Physical activity</p> <p>Sleep and Rest</p> <p>Dental Decay</p> <p>Sun Protection</p> <p>Make changes</p>	<p>What is bullying? B</p> <p>Know how words and actions can affect how people feel</p> <p>Know how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <p>Know why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</p> <p>Know how to respond if this happens in different situations</p> <p>Know how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p>	<p>Bullying Bully</p> <p>Words Actions</p> <p>Respect</p> <p>Permission</p> <p>Respect</p> <p>Excluding</p> <p>Hurtful Online</p>		
<p>How do we recognise our feelings? B</p> <p>Know how to recognise, name and describe a range of feelings</p> <p>Know what helps them to feel good, or better if not feeling good</p> <p>Know how different things / times / experiences can bring about different feelings for different people (including</p>	<p>Names of feelings</p> <p>Loss</p> <p>Change</p> <p>Bereavement</p> <p>Manage</p> <p>Trust</p>				

<p>loss, change and bereavement or moving on to a new class/year group)</p> <p>Know how feelings can affect people in their bodies and their behaviour</p> <p>Know ways to manage big feelings and the importance of sharing their feelings with someone they trust</p> <p>Know how to recognise when they might need help with feelings and how to ask for help when they need it</p>					
--	--	--	--	--	--

<u>Year 3/4</u>					
<u>Health and Well Being</u>		<u>Relationships</u>		<u>Living in the Wider World</u>	
<u>Key Questions</u>	<u>Vocab</u>	<u>Key Questions</u>	<u>Vocab</u>	<u>Key Questions</u>	<u>Vocab</u>
In this unit pupils will learn		In this unit pupils will learn		In this unit pupils will learn	
<p>What keeps us safe? A</p> <ul style="list-style-type: none"> Know how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe Know how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers Know that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable Know how to recognise and respond to pressure to do something that makes 	<p>Hazard</p> <p>Harm</p> <p>Injury</p> <p>Protective</p> <p>Permission</p> <p>Private</p> <p>Emergence</p>	<p>How can we be a good friend? A</p> <p>Know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</p> <p>Know how to recognise if others are feeling lonely and excluded and strategies to include them</p> <p>Know how to build good friendships, including identifying qualities that contribute to positive friendships</p> <p>Know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</p> <p>Know how to</p>	<p>Names of</p> <p>Feelings</p> <p>Excluded</p> <p>Lonely</p> <p>Dispute</p> <p>Resolve</p> <p>Reconcile</p>	<p>What makes a community? A</p> <p>Know how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <p>Know what is meant by a diverse community; how different groups make up the wider/local community around the school</p> <p>Know how the community helps everyone to feel included and values the different contributions that people make</p> <p>Know how to be respectful towards people who may live differently to them</p>	<p>Community</p> <p>Belonging</p> <p>Similarities</p> <p>Differences</p> <p>Respect</p> <p>Groups</p> <p>Inclusion</p>

<p>them feel unsafe or uncomfortable (including online)</p> <ul style="list-style-type: none"> • Know how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) Know how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • Know what to do in an emergency, including calling for help and speaking to the emergency services 		<p>recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</p>			
<p>Why should we eat well and look after our teeth? A</p> <p>Know how to eat a healthy diet and the benefits of nutritionally rich foods Know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist Know how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health Know how people make choices about what to eat and drink, including who or what influences these</p> <p>Know how, when and where to ask for advice and help about healthy eating and dental care</p>	<p>Diet Nutrition Oral health Brushing and Flossing Balanced Acidic Sugar Dental Care</p>	<p>What are families like? A</p> <p>Know how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) Know how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays Know how people within families should care for each other and the different ways they demonstrate this</p> <p>Know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p>	<p>Diversity Features Celebrations Gay Lesbian Adoption Step Parent Similarities Differences Respect</p>		

<p>Why should we keep active and sleep well? A</p> <p>Know how regular physical activity benefits bodies and feelings</p> <p>Know how to be active on a daily and weekly basis – how to balance time online with other activities</p> <p>Know how to make choices about physical activity, including what and who influences decisions</p> <p>Know how the lack of physical activity can affect health and wellbeing</p> <p>Know how lack of sleep can affect the body and mood and simple routines that support good quality sleep</p> <p>Know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.</p>	<p>Exercise Physical Mental health Sleep Mood Routine Screen time</p>	<p>How do we treat one another with respect? B</p> <p>Know how people’s behaviour affects themselves and others, including online</p> <p>Know how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</p> <p>Know about the relationship between rights and responsibilities</p> <p>Know about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</p> <p>Know the rights that children have and why it is important to protect these</p> <p>Know that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</p> <p>Know how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</p>	<p>Courteous Respectful Rights Responsibilities Privacy Confidence Discrimination Protect Rights</p>		
---	---	---	--	--	--

Year 3/4

<u>Health and Well Being</u>		<u>Health and Well Being</u>		<u>Living in the Wider World</u>	
<p>Key Questions</p> <p>In this unit pupils will learn</p>	<p>Vocab</p>	<p>Key Questions</p> <p>In this unit pupils will learn</p>	<p>Vocab</p>	<p>Key Questions</p> <p>In this unit pupils will learn</p>	<p>Vocab</p>

<p>What strengths, skills and interests do we have? B</p> <p>Know how to recognise personal qualities and individuality</p> <p>Know to develop self-worth by identifying positive things about themselves and their achievements</p> <p>Know how their personal attributes, strengths, skills and interests contribute to their self-esteem</p> <p>Know how to set goals for themselves</p> <p>Know how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p>	<p>Qualities Individual Self-worth Personal attributes Self-esteem Goals</p>	<p>How will we grow and change? B</p> <p>Know about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing and erections</p> <p>Know how puberty can affect emotions and feelings</p> <p>Know how personal hygiene routines change during puberty</p> <p>Know how to ask for advice and support about growing and changing and puberty</p>	<p>Puberty Lifecycle Menstruation Physical changes Breasts Pubic hair Sweating</p>	<p>How can our choices make a difference to others and the environment? B</p> <p>Know how people have a shared responsibility to help protect the world around them</p> <p>Know how everyday choices can affect the environment</p> <p>Know how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</p> <p>Know the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</p> <p>Know how to show care and concern for others (people and animals)</p> <p>Know how to carry out personal responsibilities in a caring and compassionate way</p>	<p>Responsibility Rights Protect Choice Respect Alternatives Fairtrade Single use Issues Topical Concern</p>
<p>How do we manage our feelings? B</p> <p>Know how everyday things and our own development can affect feelings</p> <p>Know how feelings change over time and can be experienced at different levels of intensity</p> <p>Know the importance of expressing feelings and how they can be expressed in different ways</p>	<p>Name feelings – loss, grief, change, frustration Physical Mental health Expressing</p>	<p>How can we manage risk in different places? B</p> <p>Know how to recognise, predict, assess and manage risk in different situations</p> <p>Know how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</p>	<p>Assess Predict Familiar Unfamiliar Influence Peer pressure Laws</p>		

<p>Know how to respond proportionately to, and manage, feelings in different circumstances Know ways of managing feelings at times of loss, grief and change Know how to access advice and support to help manage their own or others' feelings</p>	<p>yourself Manage feelings Hormones</p>	<p>Know how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence Know how people's online actions can impact on other people Know how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online Know how to report concerns, including about inappropriate online content and contact</p>	<p>Inappropriate Anti-Social Online content</p>		
---	--	--	---	--	--