



RSE at Home:

A Guide for Parents and Carers

Supporting your child's learning about relationships, growing up and staying safe.



Graveney Primary School uses the Kapow Primary PSHE and RSE curriculum.

Relationships and Sex Education (RSE) is an important part of helping children develop the knowledge, language and skills they need to understand themselves, build positive relationships, respect others and stay safe.

We know that some aspects of RSE can feel difficult to talk about. This booklet explains what children learn at different stages of primary school and gives practical suggestions for continuing conversations at home.

Contents

- 1) What is RSE?
- 2) Why do we teach RSE?
- 3) Graveney's approach to RSE
- 4) Early Years Foundation Stage
- 5) Key Stage 1 (Year 1 and 2)
- 6) Lower Key Stage 2 (Year 3 and 4)
- 7) Upper Key Stage 2 (Year 5 and 6)
- 8) Talking about bodies and growing up
- 9) Talking about relationships and consent
- 10) Talking about online safety
- 11) When your child asks a difficult question
- 12) Questions parents and carers often ask
- 13) Starting conversations at home
- 14) Working together with school
- 15) Useful sources of support
- 16) Glossary of vocabulary used in RSE



1) What is RSE?

RSE stands for Relationships and Sex Education. At primary school, RSE is much broader than learning about sex.

Children learn about:

- friendships and relationships
- families and people who care for them
- feelings and emotional wellbeing
- kindness, respect and consideration for others
- personal space and boundaries
- privacy
- keeping themselves safe
- appropriate and inappropriate behaviour
- their bodies and how they change as they grow
- puberty and menstruation
- online relationships and safety
- reproduction and how babies are made (where this forms part of the curriculum)

The learning is age-appropriate and carefully sequenced. Children are not expected to learn everything at once.



2) Why do we teach RSE?

Children are growing up in a world where they encounter information from many different sources, including television, films, social media, games, websites and conversations with other children.

RSE lessons at school help children to:

- **Understand themselves**
Children learn about their bodies, feelings, identities and how they develop as they grow.
- **Build healthy relationships**
Children learn what positive friendships and relationships look like and how to communicate respectfully.
- **Recognise boundaries**
Children learn that everyone has a right to personal space and that they should respect other people's boundaries too.
- **Stay safe**
Children learn how to recognise situations that may be unsafe and how to seek help from a trusted adult.
- **Develop confidence**
Children learn appropriate vocabulary and become more confident talking about their bodies, feelings and concerns.
- **Prepare for growing up**
As children get older, they learn about the physical and emotional changes associated with puberty.



3) Graveney's approach to RSE

Our RSE teaching follows a **gradual progression**, introducing concepts at an appropriate stage and revisiting them as children mature.

We aim to create a classroom environment where:

- children can ask questions without embarrassment
- correct and age-appropriate language is used
- different families and experiences are treated respectfully
- children's questions are answered sensitively
- children understand that they can speak to a trusted adult if something worries them
- safeguarding remains central to our teaching

RSE is taught as part of our wider PSHE curriculum and is connected to learning about health, wellbeing, relationships, safety and personal development.



4) Early Years Foundation Stage

For our youngest children, RSE learning is primarily about relationships, feelings, bodies, families and staying safe.

Children may explore:

- naming parts of the body
- recognising and expressing feelings
- understanding that people are different
- friendships and being kind
- families and people who care for them
- personal space
- appropriate and inappropriate touch
- asking for help
- recognising trusted adults
- basic hygiene and looking after themselves

At this stage, learning is generally embedded through everyday experiences, stories, discussion, play and routines.

How can we support this at home?

You can help by using everyday opportunities to talk about:

- **Feelings**
"You look disappointed. Do you want to tell me what happened?"
- **Personal space**
"It's okay to want some space. Everyone needs personal space sometimes."
- **Body vocabulary**
Use correct, age-appropriate names for body parts.
- **Relationships**
"What makes someone a good friend?"
- **Safety**
"Who could you talk to if something made you feel worried?"

Conversation starters

"How are you feeling today?"

"What makes you feel safe?"

"Who are the grown-ups you can talk to?"

"What makes someone a good friend?"

"Is it okay to say no if you don't want a hug?"



5) Key Stage 1

As children move through Years 1 and 2, learning develops their understanding of relationships, respect, boundaries, bodies and safety.

Children may explore:

- different types of families
- friendships
- positive and negative behaviours
- managing disagreements
- recognising feelings
- personal boundaries
- privacy
- appropriate and inappropriate touch
- keeping safe
- trusted adults
- changes that happen as people grow
- basic information about how humans develop

How can we support this at home?

- **Talk about friendships**
Ask:
"What makes a good friend?"
"What could you do if someone was being unkind?"
Help children understand that friendships can change and that disagreements do not necessarily mean a friendship has ended.
- **Talk about boundaries**
Children can learn that they have control over their own bodies.
For example:
"You don't have to give someone a hug if you don't want to."
Also remind them that they need to respect other people's choices.
- **Talk about privacy**
Explain that some parts of our bodies and some activities are private.
Make sure children understand that privacy does not mean they should keep secrets from trusted adults if something worries them.

Conversation starters

"What would you do if someone made you uncomfortable?"

"Who could you tell if you were worried?"

"How can we show someone that we respect them?"

"What does privacy mean?"

"What should you do if a friend asks you to keep an uncomfortable secret?"



6) Lower Key Stage 2

In Years 3 and 4, children begin to develop a deeper understanding of relationships, personal identity, bodies and the changes associated with growing up.

Learning may include:

- healthy friendships
- managing conflict
- respecting differences
- recognising unhealthy behaviours
- personal boundaries
- consent in everyday situations
- privacy
- body changes
- puberty
- personal hygiene
- menstruation
- emotional changes
- online communication and safety

Talking about puberty

It is helpful to begin conversations about puberty **before changes happen**, rather than waiting until your child experiences them.

Explain that puberty is a normal part of growing up and that everyone develops at a different rate.

Depending on age and the curriculum being taught, children may learn about changes such as:

- growth in height and body shape
- body hair
- changes in skin
- increased sweating
- changes to reproductive organs
- periods
- erections and ejaculation
- emotional changes

Not every child will experience every change in the same way.

A useful message

"Growing up happens differently for everyone. There isn't one correct age to start changing."



Talking about periods

It is important that **all children** have an age-appropriate understanding of menstruation. This helps normalise periods and can reduce embarrassment or teasing.

You can explain that:

- periods are a normal part of puberty
- menstruation is part of the menstrual cycle
- people who menstruate can have periods for many years
- periods can vary from person to person
- period products can help manage bleeding
- someone having a period may sometimes need practical or emotional support

Boys and children who will not menstruate also benefit from understanding periods so that they can respond with knowledge and respect.

Conversation starters

"What do you already know about puberty?"

"What changes do you think happen as children become adults?"

"Why do you think people go through puberty at different times?"

"What could you do if someone was embarrassed about a change to their body?"

"Who could you ask if you had a question about growing up?"



7) Upper Key Stage 2

In Years 5 and 6, learning becomes more detailed as children prepare for adolescence.

Children may explore:

- puberty and physical changes
- menstruation
- emotional changes
- personal hygiene
- healthy and unhealthy relationships
- boundaries and consent
- respectful communication
- online relationships
- pressure and influence
- keeping safe
- reproduction
- how a baby develops
- conception, pregnancy and birth where included within the school's curriculum

The purpose is to ensure children have accurate, age-appropriate information before they experience significant changes themselves.

Talking about puberty

By upper Key Stage 2, children may already be experiencing some changes.

It is helpful to reinforce that:

- puberty is normal
- development happens at different rates
- comparisons with friends are not helpful
- bodies should not be mocked or judged
- questions are welcome
- hygiene becomes increasingly important
- emotional changes are also part of growing up

Try to avoid suggesting that there is a single "normal" way for a body to develop.

Talking about reproduction

Children may learn age-appropriate information about how humans reproduce, including how a sperm and egg are involved in creating a pregnancy. If your child asks questions at home, answer honestly and in language they can understand.

You do not need to give every piece of information in one conversation.

You could begin with:

"That's a good question. What would you like to know?"

This helps you understand exactly what your child is asking.



Conversation starters

"What questions do you have about puberty?"

"What does a healthy relationship look like?"

"What does consent mean?"

"How can someone show that they respect another person's boundaries?"

"What would you do if someone pressured you to do something you didn't want to do?"

"Who could you talk to if something online made you uncomfortable?"



8) Talking about bodies and growing up

Keep conversations calm and matter-of-fact

Children often take their cues from adults.

If we react with embarrassment or shock, children may decide that a topic is something they should not talk about.

Instead, try to respond calmly.

You might say:

"That's a really good question."

"I'm glad you asked me."

"Let's talk about that."

"I'm not sure. Let's find out together."

Use accurate language

Correct vocabulary gives children the confidence to communicate clearly.

It can also be important for safeguarding because children need to be able to describe parts of their bodies and explain if something has happened that makes them uncomfortable.

Avoid scare tactics

RSE should help children feel informed and confident rather than frightened about growing up.

It is fine to explain risks, but balance this with positive messages about relationships, growing up and looking after yourself.



9) Talking about relationships and consent

Consent can be introduced to primary-aged children through everyday situations.

Consent means that people should be able to make choices about what happens to them and that those choices should be respected.

It can involve:

- asking
- listening
- respecting someone's answer
- understanding that "no" means no
- recognising that someone can change their mind
- respecting another person's boundaries

Consent is not only relevant to romantic or sexual relationships. It applies to everyday life. For example:

"Would you like a hug?"

"Can I borrow your toy?"

"Do you want to join our game?"

Children can learn that **their boundaries matter and other people's boundaries matter too.**



10) Talking about online safety

Online safety is an important part of children's wider relationships and wellbeing.

Talk regularly about:

- who they communicate with
- what information they share
- photographs and videos
- passwords and privacy
- group chats
- unkind messages
- inappropriate content
- strangers online
- blocking and reporting
- talking to a trusted adult

Most importantly, make sure your child knows:

"You can always tell me if something happens online. You won't be in trouble for telling me."

If children fear losing access to a device or being blamed, they may be less likely to tell an adult when something has gone wrong.



11) When your child asks a difficult question

Children can sometimes ask questions that catch adults by surprise.

Try the following approach:

- **Stay calm**
Even if the question is unexpected, try not to show shock or embarrassment.
- **Find out what they mean**
Ask: "What makes you ask that?" or "What have you heard about it?"
- **Answer the question they actually asked**
You don't need to provide a long explanation.
- **Use accurate, age-appropriate information**
Avoid deliberately misleading explanations that your child may later discover were untrue.
- **Check their understanding**
Ask: "Does that make sense? Or "Is there anything else you'd like to know?"
- **Come back to the conversation later**
RSE does not need to happen in one big conversation.
It is an ongoing dialogue.



12) Questions parents and carers often ask

- **"Is my child too young to learn about RSE?"**

RSE is taught progressively and age-appropriately.

Younger children are primarily learning about relationships, feelings, bodies, personal space, safety and trusted adults.

More detailed information about puberty and reproduction is introduced as children get older.

- **"Why do children need to know the correct names for body parts?"**

Accurate vocabulary helps children understand information about their bodies and communicate clearly.

It can also support safeguarding by helping children describe something that has happened to them.

- **"Will children be taught about sex?"**

The content taught depends on the child's age and the school's curriculum.

Primary RSE includes much more than sex. It focuses heavily on relationships, health, wellbeing, boundaries, safety and growing up.

Where learning about reproduction or conception is included, it is taught in an age-appropriate and factual way.

- **"Why are boys taught about periods?"**

Everyone benefits from understanding menstruation.

Knowledge helps children respond with empathy and respect and reduces the possibility of embarrassment or teasing.

- **"What if my child asks something I don't think they are ready to know?"**

Start by finding out what they are actually asking.

You can give a simple, factual answer appropriate to their age.

If you are unsure, you can always speak to school for guidance.

- **"What if our family has different beliefs or values?"**

Families naturally have different beliefs, experiences and values.

Our role as a school is to provide children with accurate, age-appropriate information and help them develop respectful, safe and healthy relationships.

We encourage families to continue conversations at home in ways that reflect their own family circumstances and values.



- **"What should I do if my child tells me something concerning?"**

Listen calmly and take what your child says seriously.

Reassure them that they have done the right thing by telling you.

If you are concerned about a safeguarding issue, follow the school's safeguarding procedures and seek appropriate professional advice.



13) Starting conversations at home

You don't need to sit down and announce:

"We're going to have a conversation about RSE."

Everyday situations are often the best opportunities.

- **When watching television**
"What did you think about the way those two characters treated each other?"
- **When talking about friendship**
"What makes someone a good friend?"
- **When shopping**
"There are lots of different products people use when their bodies change."
- **When discussing online activity**
"What would you do if someone sent you a message that made you uncomfortable?"
- **When your child notices a physical change**
"That's one of the changes that can happen as people grow."
- **When saying goodbye**
"Remember, you can always tell me if something is worrying you."

Five messages worth repeating

Try to make sure your child knows:

Your body belongs to you.

You can talk to me about anything that worries you.

You can say no to unwanted touch.

You should respect other people's boundaries too.

You will not be in trouble for telling a trusted adult that something has happened.



14) Working together with school

RSE works best when children receive consistent messages from the important adults around them.

We welcome questions from parents and carers and encourage you to speak to us if you would like further information about what your child is learning.

You can find information on our school website about:

- our PSHE and RSE curriculum
- our RSE policy
- the content taught in each year group
- how we answer children's questions
- how RSE links to safeguarding and health education

Please contact the school office if you have any questions.



15) Useful sources of support

Parents and carers may find the following organisations useful for further information and advice.

Kapow Primary

Kapow provides information about its RSE and PSHE curriculum, including resources for parents and carers.

[RSE & PSHE Parent Information | Kapow Primary](#)

NSPCC

The NSPCC provides advice for parents and carers about talking to children about relationships, bodies and staying safe.

[NSPCC | The UK children's charity](#)

Childline

Childline provides free, confidential support for children and young people.

[Childline | Free counselling service for kids and young people](#)

NHS

The NHS provides reliable information about puberty, periods, growing up and health.

[Healthier Together](#)



16) Glossary of Vocabulary used in RSE lessons

This glossary explains some of the vocabulary children may encounter during Relationships and Sex Education (RSE) and PSHE lessons.

The vocabulary children meet becomes more detailed as they get older. Younger children focus on feelings, friendships, families, bodies, privacy and staying safe. As children progress through Key Stage 2, they learn more about relationships, puberty, menstruation, reproduction and the changes associated with growing up.

Please note: The exact vocabulary and timing may vary according to your child's year group.

Important vocabulary for talking about RSE

RSE: Relationships and Sex Education.

It teaches children about relationships, growing up, their bodies, health, safety and related topics in an age-appropriate way.

PSHE: Personal, Social, Health and Economic education.

It helps children understand themselves, other people and the wider world and develop skills for health, wellbeing, relationships and safe decision-making.

Kapow describes RSE and PSHE as supporting pupils to understand themselves, their relationships with others and the world around them.

Trusted adult: A grown-up who can help a child feel safe and supported.

Agreement: Something that people have agreed together. Kapow introduces the idea of creating an agreement for RSE and PSHE lessons, helping children understand how to discuss sensitive subjects respectfully.

Respect: Valuing and showing consideration for other people and their feelings. Kapow explicitly introduces respect as an important concept within its relationships learning.



EYFS and Key Stage 1

Body: The physical parts of a person. Children are encouraged to learn the correct names for parts of their bodies.

Private: Something that is personal and not something that should normally be shared with everyone.

Privacy: Having personal space and being able to keep some things personal.

Personal space: The space around our bodies that helps us feel comfortable and safe.

Boundary: A limit that helps someone feel safe and comfortable. For example, someone might not want to be hugged.

Consent: Giving permission for something to happen. For young children, this can be explored through everyday situations such as asking before giving someone a hug.

Respect: Showing consideration for other people, their feelings, choices and boundaries.

Friendship: A relationship between people who care about and enjoy spending time with each other.

Relationship: A connection between people. Relationships can include relationships with family members, friends, classmates and other people.

Family: A group of people who care for and support one another. Families can look very different from one another.

Trusted adult: A grown-up who a child feels able to talk to and who can help keep them safe.

Safe: Being protected from harm or danger.

Unsafe: A situation or behaviour that could cause harm, danger or make someone feel uncomfortable or worried.



Secret: Something that is kept from other people. Children learn that some secrets can be fun surprises, but they should tell a trusted adult if someone asks them to keep a secret that makes them feel worried or uncomfortable.

Surprise: Something unexpected that is usually revealed later. Children can learn the difference between a happy surprise and a secret that makes them feel unsafe.

Feelings: Emotions or responses that people experience, such as happiness, sadness, anger, fear or worry.

Emotion: A feeling or emotional response.

Kindness: Being caring, helpful and considerate towards others.

Empathy: Trying to understand how another person might be feeling.



Lower Key Stage 2

Puberty: The period of development when a child's body begins to change into an adult body. Puberty happens at different ages and rates for different people.

Growing up: The process of developing physically, emotionally and socially from childhood towards adulthood.

Physical change: A change that happens to the body.

Emotional change: A change in feelings or emotional responses.

Hormones: Chemical messengers produced by the body that help control many processes, including changes during puberty.

Menstruation: The monthly process in which blood and tissue leave the uterus through the vagina. A period is a normal part of the menstrual cycle.

Period: The common term for menstruation.

Menstrual cycle: The cycle of changes that takes place in the body as part of the reproductive system.

Menstrual product / period product: A product used to manage menstrual bleeding, such as a pad, tampon or menstrual cup.

(Kapow uses the terms "menstrual products" or "period products" rather than "sanitary products")

Hygiene: Practices that help keep the body clean and healthy. During puberty, good personal hygiene becomes particularly important because bodies may sweat more and produce more oil.

Sweat: A liquid produced by glands in the skin. People may sweat more during puberty.

Body odour: The smell produced when sweat interacts with bacteria on the skin.



Pubic hair: Hair that grows around the external reproductive organs during puberty.

Armpit hair: Hair that grows under the arms, often during puberty.

Breasts: Parts of the body that develop during puberty. Breast tissue is present in people of different sexes, although development varies.

Nipples: The small raised areas in the centre of the breasts.

Testicles: Two organs in the scrotum that produce sperm and hormones.

Scrotum: The pouch of skin containing the testicles.

Penis: An external reproductive and urinary organ.

Vulva: The external parts of the female reproductive system.

Vagina: A muscular passage connecting the vulva to the cervix and uterus.

Important: The vulva and vagina are not the same part of the body.

Erection: When the penis becomes firm, usually because more blood flows into it. Erections can happen naturally and are a normal part of development.

Wet dream: A common term for ejaculation that happens during sleep. Wet dreams can happen during puberty and are a normal part of growing up.



Upper Key Stage 2

Reproductive system: The body organs and structures involved in reproduction.

Reproductive organs: Body organs involved in reproduction.

Children may learn the correct names for internal and external reproductive organs as part of their RSE learning.

Uterus: An organ in which a pregnancy can develop. It is sometimes called the womb.

Ovaries: Two organs that contain egg cells and release hormones involved in the menstrual cycle.

Fallopian tubes: Tubes connecting the ovaries with the uterus. An egg cell travels along a fallopian tube towards the uterus.

Cervix: The lower part of the uterus that connects to the vagina.

Egg cell: A reproductive cell produced by the ovaries.

Sperm: A male reproductive cell produced in the testicles.

Ejaculation: The release of semen, usually from the penis.

Semen: A fluid containing sperm and other substances, which is released during ejaculation.

Fertilisation: When a sperm cell joins with an egg cell.

Conception: The beginning of a pregnancy following fertilisation.

Pregnancy: The period during which a baby develops inside the uterus.

Embryo: The early stage of development after fertilisation.

Foetus: The developing baby later in pregnancy.

Placenta: An organ that develops during pregnancy and provides the developing baby with oxygen and nutrients while helping remove waste.



Umbilical cord: A cord connecting the developing baby to the placenta. It carries oxygen and nutrients to the developing baby and carries waste away.

Birth: The process through which a baby is born. There are different ways in which babies can be born.

Kapow deliberately uses neutral language around birth rather than language such as "natural birth", recognising that there are different methods of birth.

Relationships and personal safety

Healthy relationship: A relationship in which people treat one another with respect, care and consideration.

Unhealthy relationship: A relationship in which someone's behaviour is harmful, controlling, disrespectful or makes another person feel unsafe.

Respectful: Showing consideration for another person's feelings, choices, rights and boundaries.

Disrespectful: Behaving in a way that does not show consideration for another person.

Boundary: A limit that a person sets around what they are comfortable with. Boundaries can be physical, emotional or personal.

Consent: Freely agreeing to something.

Pressure: Trying to persuade someone to do something they do not want to do.

Coercion: Pressuring, manipulating or threatening someone so that they do something they do not freely want to do.

Personal information: Information about a person that they may not want to share publicly, such as their address, school, passwords or private photographs.

Safeguarding: Actions taken to protect children and adults from harm, abuse or neglect.

Abuse: When someone harms or mistreats another person. Abuse can take different forms, including physical, emotional and sexual abuse.



Bullying: Repeated behaviour intended to hurt, upset or intimidate another person.

Discrimination: Treating someone unfairly because of a characteristic or aspect of who they are.

Stereotype: A fixed or oversimplified idea about a particular group of people.

Inclusion: Making sure that people are welcomed, valued and able to participate.

Diversity: The fact that people are different from one another in many ways.

Families and identity

Family: People who care for and support one another. There are many different kinds of families.

Parent: An adult who has a parental role in a child's life.

Carer: Someone who looks after another person.

Adoption: A legal process through which someone becomes the parent of a child who was not born to them.

Foster care: A way of providing children with a safe and caring home when they cannot live with their birth family.

Marriage: A legally recognised relationship between two people.

Civil partnership: A legally recognised relationship between two people.

Sexual orientation: A person's pattern of emotional, romantic or sexual attraction to other people.



Online relationships and safety

Online: Using the internet or a device connected to the internet.

Digital footprint: The information and content about someone that exists online as a result of their online activity.

Online relationship: A relationship or interaction that takes place through digital technology.

Online safety: Taking steps to protect yourself and others when using the internet and digital technology.

Block: To prevent another user from contacting or interacting with you online.

Report: To tell a website, app or service about something that is inappropriate, harmful or breaks its rules.

Password: A secret combination of letters, numbers or symbols used to protect an account.

Privacy settings: Settings that control who can see or access information shared online.

Inappropriate content: Content that is unsuitable, harmful or upsetting for a particular age group.

Grooming: When someone builds a relationship with a child or young person in order to gain their trust and potentially exploit or abuse them. Children should know that grooming can happen online or offline and that they should tell a trusted adult if someone makes them feel uncomfortable, asks them to keep inappropriate secrets or behaves in a way that worries them.



A note about language

Kapow's current RSE curriculum deliberately uses **accurate, neutral and inclusive language**.

For example:

- "menstrual products" or "period products" rather than "sanitary products"
- correct scientific names for body parts rather than slang or euphemisms
- "vulva" for the external female genital area and "vagina" for the internal passage
- neutral language around birth that recognises different ways babies may be born

Kapow explains that using correct body-part terminology from an early age supports safeguarding because children need to be able to communicate clearly about their bodies and report concerns. Kapow Primary

How vocabulary develops through primary school

Stage	Examples of vocabulary
EYFS	feelings, body, family, friendship, safe, unsafe, trusted adult, personal space
Years 1-2	privacy, boundaries, respect, consent, relationships, body parts, appropriate/inappropriate
Years 3-4	puberty, growing up, hygiene, menstruation, period, menstrual products, breasts, nipples, testicles, scrotum, penis, vulva, vagina, pubic hair
Year 5	hormones, menstrual cycle, uterus, ovaries, fallopian tubes, cervix, erections, wet dreams
Year 6	sperm, egg cell, fertilisation, conception, pregnancy, embryo, foetus, placenta, umbilical cord, birth

The precise timing may differ where we adapt the Kapow scheme due to our mixed-age classes.

Parents and carers should refer to Graveney's PSHE and RSE Curriculum.



For parents and carers

Children may use these words at school before they use them confidently at home.

Don't worry if your child comes home using a word you haven't discussed before.

This is a good opportunity to ask:

➤ **"What does that word mean to you?"**

You can then check their understanding and provide a simple, accurate explanation. You do not need to teach everything at once. Short, calm conversations over time are usually the most effective way to help children develop confidence with RSE vocabulary.

Remember: Correct vocabulary helps children:

- understand their bodies
- communicate clearly
- ask questions
- understand health information
- talk about boundaries
- recognise unsafe situations
- seek help if something has happened to them

There is no need for embarrassment or shame around the correct names for body parts. Using accurate language is simply part of helping children understand themselves and stay safe.



A final message to parents and carers

**You do not need to be an expert!
Your child does not need one big "RSE talk"**

What makes the biggest difference is having lots of small, calm and honest conversations as your child grows.

- Listen to their questions
- Use accurate language
- Respect their boundaries
- Talk about relationships and safety
- Reassure them that they can always come to you

Above all, help your child understand:

You are safe to ask questions.

Your body belongs to you.

Your feelings matter.

Other people's boundaries matter too.

You can always talk to a trusted adult if something worries you.

***Together, we can help children grow into confident, respectful,
healthy and safe young people.***

