

Author	Amber Simpson	Target group	All employees, consultants and volunteers
Issued	September 2020		
Approved by	Education Committee	Next review	September 2022

## Relationships and Sex Education (RSE) Policy

### Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

### Statutory requirements

As a primary academy school we must provide relationships education to all students 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 students 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 this school we teach RSE as set out in this policy.

### Policy development

This policy has been developed in consultation with staff, students and parents and approved by the Trust Education Committee. The consultation and policy development process involved the following steps:

1. Review – The Trust Head of Legal reviewed all relevant information including relevant national and local guidance to produce a draft template. This was reviewed by the Trust Education Executive Team and then approved by the Trust Education Committee.
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 sent information about the policy and were invited to ask questions and make comments
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made in light of the consultations, the policy was shared with senior Trust staff and the Local Governing Body and ratified

## Definition

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

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

## Curriculum

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

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students 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

For more information about our curriculum, see our curriculum map in Appendix 1.

## Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students also receive stand-alone sex education sessions delivered by a trained health professional.

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
- Preparing boys and girls for the changes that adolescence brings (Ages 9-11)
- How a baby is conceived and born (Year 6)

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

## Roles and responsibilities

### The Trust Education Committee

The Trust Education Committee will approve the RSE policy and hold the Headteacher to account for its implementation.

### The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see **Parents' right to withdraw**).

### Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students 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 headteacher.

Staff responsible for teaching RSE:

Amber Simpson – PSHE subject lead

Stuart Lawson – Learning Mentor

Class Teachers

### Students

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

### 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 RSE.

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

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

## Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## Monitoring arrangements

The delivery of RSE in our school is monitored by Sarah O'Connell as curriculum lead and Amber Simpson as subject lead through:

- Planning scrutinies
- Learning walks
- Book scrutiny
- Pupil surveys and interviews
- Progression of learning maps

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

This policy will be reviewed by the Trust every two years. At every review, the policy will be approved by the Trust Education Committee.

## Appendix 1: Relationships and sex education curriculum map

Year group	Term	Topic/theme details	Resources
Year 1	Autumn	<p>Relationships</p> <ul style="list-style-type: none"> <li>Families and friendships               <ul style="list-style-type: none"> <li>Roles of different people; families; feeling cared for</li> </ul> </li> <li>Safe relationships               <ul style="list-style-type: none"> <li>Recognising privacy; staying safe; seeking permission</li> </ul> </li> <li>Respecting ourselves and others               <ul style="list-style-type: none"> <li>How behaviour affects others; being polite and respectful</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Medway Public Health Directorate relationships and sex education schemes of work for key stages 1-3 (Lesson 1)</li> <li>NSPCC Pants</li> <li>Metro charity KS1 Love and respectful relationships</li> </ul>
Year 1	Spring	<p>Living in the wider world</p> <ul style="list-style-type: none"> <li>Belonging to a community               <ul style="list-style-type: none"> <li>What rules are; caring for others' needs; looking after the environment</li> </ul> </li> <li>Media literacy and digital resilience               <ul style="list-style-type: none"> <li>Using the internet and digital devices; communicating online</li> </ul> </li> <li>Money and work               <ul style="list-style-type: none"> <li>Strengths and interests; jobs in the community</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Alzheimer's society – Creating a dementia-friendly generation (KS1)</li> </ul>
Year 1	Summer	<p>Health and wellbeing</p> <ul style="list-style-type: none"> <li>Physical health and mental wellbeing               <ul style="list-style-type: none"> <li>Keeping healthy; food and exercise. hygiene routines; sun safety</li> </ul> </li> <li>Growing and changing               <ul style="list-style-type: none"> <li>Recognising what makes them unique and special; feelings; managing when things go wrong</li> </ul> </li> <li>Keeping safe               <ul style="list-style-type: none"> <li>How rules and age restrictions help us; keeping safe online</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>PSHE Association – Mental health and wellbeing lessons (KS1)</li> <li>Medway Public Health Directorate relationships and sex education schemes of work for key stages 1-3 (Lesson 2)</li> </ul>

Year group	Term	Topic/theme details	Resources
Year 2	Autumn	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Families and friendships               <ul style="list-style-type: none"> <li>- Making friends; feeling lonely and getting help</li> </ul> </li> <li>• Safe relationships               <ul style="list-style-type: none"> <li>- Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</li> </ul> </li> <li>• Respecting ourselves and others               <ul style="list-style-type: none"> <li>- recognising things in common and differences; playing and working cooperatively; sharing opinions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• NSPCC – The Underwear rule resources (PANTS)</li> </ul>
Year 2	Spring	<p>Living in the wider world</p> <ul style="list-style-type: none"> <li>• Belonging to a community               <ul style="list-style-type: none"> <li>- Belonging to a group; roles and responsibilities; being the same and different in the community</li> </ul> </li> <li>• Media literacy and digital resilience               <ul style="list-style-type: none"> <li>- The internet in everyday life; online content and information</li> </ul> </li> <li>• Money and work               <ul style="list-style-type: none"> <li>- What money is; needs and wants; looking after money</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PSHE Association – Inclusion, belonging and addressing extremism (KS1), ‘Sameness and difference’</li> </ul>
Year 2	Summer	<p>Health and wellbeing</p> <ul style="list-style-type: none"> <li>• Physical health and mental wellbeing               <ul style="list-style-type: none"> <li>- Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</li> </ul> </li> <li>• Growing and changing               <ul style="list-style-type: none"> <li>- Growing older; naming body parts; moving class or year</li> </ul> </li> <li>• Keeping safe               <ul style="list-style-type: none"> <li>- Safety in different environments; risk and safety at home; emergencies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PSHE Association – Mental health and wellbeing lessons (KS1)</li> <li>• Medway Public Health Directorate relationships and sex education schemes of work for key stages 1-3 (Lesson 3)</li> <li>• Red Cross – Life. Live it ‘Stay Safe’</li> </ul>

Year group	Term	Topic/theme details	Resources
Year 3	Autumn	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Families and friendships               <ul style="list-style-type: none"> <li>- What makes a family; features of family life</li> </ul> </li> <li>• Safe relationships               <ul style="list-style-type: none"> <li>- Personal boundaries; safely responding to others; the impact of hurtful behaviour</li> </ul> </li> <li>• Respecting ourselves and others               <ul style="list-style-type: none"> <li>- Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Coram Life Education – The Adoptables Schools Toolkit</li> <li>• NSPCC Share Aware</li> <li>• Premier League Primary Stars –KS2 Behaviour and relationships – Do the right thing</li> <li>• Alzheimer’s Society – Creating a dementia-friendly generation (KS2)</li> </ul>
Year 3	Spring	<p>Living in the wider world</p> <ul style="list-style-type: none"> <li>• Belonging to a community               <ul style="list-style-type: none"> <li>- The value of rules and laws; rights, freedoms and responsibilities</li> </ul> </li> <li>• Media literacy and digital resilience               <ul style="list-style-type: none"> <li>- How the internet is used; assessing information online</li> </ul> </li> <li>• Money and work               <ul style="list-style-type: none"> <li>- Different jobs and skills; stereotypes; setting personal goals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Google and Parent zone Be Internet Legends</li> </ul>
Year 3	Summer	<p>Health and wellbeing</p> <ul style="list-style-type: none"> <li>• Physical health and mental wellbeing               <ul style="list-style-type: none"> <li>- Health choices and habits; what affects feelings; expressing feelings</li> </ul> </li> <li>• Growing and changing               <ul style="list-style-type: none"> <li>- Personal strengths and achievements; managing and reframing setbacks</li> </ul> </li> <li>• Keeping safe               <ul style="list-style-type: none"> <li>- Risks and hazards; safety in the local environment and unfamiliar places</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PSHE Association – Mental health and wellbeing lessons (KS2 – Y3/4)</li> <li>• Premier League Primary Stars KS2 PSHE Self-Esteem</li> <li>• Premier League Primary Stars KS2 PSHE inclusion</li> <li>• PSHE Association and GambleAware KS2 Lesson 1 Exploring Risk Lesson 1</li> </ul>

Year group	Term	Topic/theme details	Resources
Year 4	Autumn	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Families and friendships               <ul style="list-style-type: none"> <li>- Positive friendships, including online</li> </ul> </li> <li>• Safe relationships               <ul style="list-style-type: none"> <li>- Responding to hurtful behaviour; managing confidentiality; recognising risks online</li> </ul> </li> <li>• Respecting ourselves and others               <ul style="list-style-type: none"> <li>- Respecting differences and similarities; discussing difference sensitively</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• NSPCC Share Aware</li> <li>• Google and Parent Zone Be internet Legends</li> <li>• Premier League Primary Stars KS2 PSHE Diversity</li> </ul>
Year 4	Spring	<p>Living in the wider world</p> <ul style="list-style-type: none"> <li>• Belonging to a community               <ul style="list-style-type: none"> <li>- What makes a community; shared responsibilities</li> </ul> </li> <li>• Media literacy and digital resilience               <ul style="list-style-type: none"> <li>- How data is shared</li> </ul> </li> <li>• Money and work               <ul style="list-style-type: none"> <li>- Making decisions about money; using and keeping money safe</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 2 – Belonging to a community</li> <li>• Compassionate class KS2 RSPCA</li> <li>• Worcester University – Moving and moving home (KS2)</li> </ul>
Year 4	Summer	<p>Health and wellbeing</p> <ul style="list-style-type: none"> <li>• Physical health and mental wellbeing               <ul style="list-style-type: none"> <li>- Maintaining a balanced lifestyle; oral hygiene and dental care</li> </ul> </li> <li>• Growing and changing               <ul style="list-style-type: none"> <li>- Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</li> </ul> </li> <li>• Keeping safe               <ul style="list-style-type: none"> <li>- Medicines and household products; drugs common to everyday life</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Medway Public Health Directorate – Primary RSE lessons (Y4/5) – ‘Puberty’</li> <li>• Betty: It’s perfectly natural</li> </ul>

Year group	Term	Topic/theme details	Resources
Year 5	Autumn	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Families and friendships               <ul style="list-style-type: none"> <li>- Managing friendships and peer influence</li> </ul> </li> <li>• Safe relationships               <ul style="list-style-type: none"> <li>- Physical contact and feeling safe</li> </ul> </li> <li>• Respecting ourselves and others               <ul style="list-style-type: none"> <li>- Responding respectfully to a wide range of people; recognising prejudice and discrimination</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Premier League Primary Stars KS2 PSHE Inclusion</li> <li>• Premier League Primary Stars KS2 Behaviour and relationships: Do the right thing</li> <li>• Premier League Primary Stars KS2 PSHE Developing values</li> </ul>
Year 5	Spring	<p>Living in the wider world</p> <ul style="list-style-type: none"> <li>• Belonging to a community               <ul style="list-style-type: none"> <li>- Protecting the environment; compassion towards others</li> </ul> </li> <li>• Media literacy and digital resilience               <ul style="list-style-type: none"> <li>- How information online is targeted; different media types, their role and impact</li> </ul> </li> <li>• Money and work               <ul style="list-style-type: none"> <li>- Identifying job interests and aspirations; what influences career choices; workplace stereotypes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue</li> <li>• Guardian foundation and National Literacy Trust NewsWise – KS2 lesson 5 Spotting fake news, Lesson 6 understanding news is targeted</li> <li>• Google and Parent zone Be internet's Legends</li> </ul>

Year group	Term	Topic/theme details	Resources
Year 5	Summer	<p>Health and wellbeing</p> <ul style="list-style-type: none"> <li>• Physical health and mental wellbeing               <ul style="list-style-type: none"> <li>- Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</li> </ul> </li> <li>• Growing and changing               <ul style="list-style-type: none"> <li>- Personal identity; recognising individuality and different qualities; mental wellbeing</li> </ul> </li> <li>• Keeping safe               <ul style="list-style-type: none"> <li>- Keeping safe in different situations, including responding in emergencies and first aid</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PSHE Association and Department of Children’s Sleep Medicine at Evelina London Children’s Hospital – The sleep factor</li> <li>• Metro charity KS2 Gender</li> <li>• PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</li> <li>• Primary League Primary Stars – Self-esteem/resilience</li> <li>• British Red Cross Life. Live it KS2 lesson Help save lives, Emergency action</li> <li>• PSHE Association and GambleAware – Lesson 1 Exploring risk</li> </ul>
Year 6	Autumn	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Families and friendships               <ul style="list-style-type: none"> <li>- Attraction to others; romantic relationships; civil partnership and marriage</li> </ul> </li> <li>• Safe relationships               <ul style="list-style-type: none"> <li>- Recognising and managing pressure; consent in different situations</li> </ul> </li> <li>• Respecting ourselves and others               <ul style="list-style-type: none"> <li>- Expressing opinions and respecting other points of view, including discussing topical issues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Medway Public Health Directorate Primary RSE- KS2 Y6 Lesson 3 Positive and healthy relationships</li> <li>• NSPCC ShareAware</li> <li>• Premier League Primary Stars KS2 Behaviour and relationships Do the right thing</li> </ul>

Year group	Term	Topic/theme details	Resources
Year 6	Spring	<p>Living in the wider world</p> <ul style="list-style-type: none"> <li>• Belonging to a community               <ul style="list-style-type: none"> <li>- Valuing diversity; challenging discrimination and stereotypes</li> </ul> </li> <li>• Media literacy and digital resilience               <ul style="list-style-type: none"> <li>- Evaluating media sources; sharing things online</li> </ul> </li> <li>• Money and work               <ul style="list-style-type: none"> <li>- Influences and attitudes to money; money and financial risks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Premier League Primary Stars KS2 PSHE Diversity</li> <li>• PSHE Association Inclusion, belonging and addressing extremism KS2 lesson 3 stereotypes</li> <li>• PSHE association inclusion belonging and addressing extremism KS2 lesson 4 Extremism</li> <li>• Premier League Primary Stars KS2 PSHE Inclusion</li> <li>• NSPCC Share Aware</li> <li>• Google and Parent Zone Be Internet Legends</li> <li>• BBFC KS2 lessons Let's watch a film! Making choices about what to watch</li> <li>• PSHE Association and GambleAware – Lesson 2 Chancing it! Exploring risk in relation to gambling</li> </ul>

Year group	Term	Topic/theme details	Resources
Year 6	Summer	<p>Health and wellbeing</p> <ul style="list-style-type: none"> <li>• Physical health and mental wellbeing               <ul style="list-style-type: none"> <li>- What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</li> </ul> </li> <li>• Growing and changing               <ul style="list-style-type: none"> <li>- Human reproduction and birth; increasing independence; managing transition</li> </ul> </li> <li>• Keeping safe               <ul style="list-style-type: none"> <li>- Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</li> <li>• NSPCC Making sense of relationships</li> <li>• Public Health England Rise Above KS2 Social Media</li> <li>• Guardian foundation and National Literacy Trust NewsWise- KS2 Lesson 3 Managing feelings about the news</li> <li>• Public Health England Rise Above KS2 – Transition to secondary school</li> <li>• NSPCC Making sense of relationships – Secondary school and changing friendship</li> <li>• NSPCC share aware</li> <li>• Childnet Trust me – Y5/6 Lesson 2 online contact</li> <li>• BBC RSE – The Big Talk/Ask Lara</li> </ul>

Resources will continued to be reviewed and updated as they become available.

Below are the changes proposed from parents, pupils and staff after the consultation period, along with the action taken.

Changes proposed from consultation	Action
<p><b>Parent</b> – Suggested topic of coverage - Grooming physically and mentally. Controlling behaviour, breakdown of relationships, differences compared to others whether it be family or how they dress etc.</p>	<p>Covered within the curriculum:</p> <ul style="list-style-type: none"> <li>- Knowing what to do if something makes the child feel uncomfortable online</li> <li>- Knowing the qualities of healthy relationships</li> <li>- Understanding the makeup of different families, awareness of discrimination, stereotypes based on gender, sex, sexual orientation, race, faith etc.</li> </ul>
<p><b>Pupil</b> – Suggested topic of coverage – how to get a job, buy house and pay bills</p>	<p>Covered within the curriculum:</p> <ul style="list-style-type: none"> <li>- Identifying interests in jobs</li> <li>- What might influence that decision</li> <li>- Within this topic to include other important life skills such as housing and bills</li> </ul>
<p><b>Pupil</b> – Topic of coverage that should not be covered – puberty being covered in year 4 is too early.</p>	<p>Covered within the curriculum:</p> <ul style="list-style-type: none"> <li>- Menstruation to be covered in year 4 due to scientific evidence suggesting more girls are starting periods nearer this age.</li> <li>- Wet dreams to be moved to be covered in year 6 along with how babies are conceived and born</li> </ul>
<p><b>Staff</b> – Topic of coverage that should not be covered – I think that potentially wet dreams in year 4 is not age appropriate. However, I definitely agree to look at puberty and periods at the end of Year 4 as the children sometimes start to change in year 5. I think it would also be important to do the lessons as girls and boys mixed to avoid any taboos about the subject.</p>	<p>Covered within the curriculum:</p> <ul style="list-style-type: none"> <li>- Menstruation to be covered in year 4 due to scientific evidence suggesting more girls are starting periods nearer this age.</li> <li>- All children to be taught about menstruation to avoid taboo around the topic.</li> <li>- Wet dreams to be moved to be covered in year 6 along with how babies are conceived and born</li> </ul>
<p><b>Staff</b> - Topic of coverage that should not be covered – FGM is not an area of concern within our community. Would it be more appropriate to have a focus on domestic violence and county lines with this being the two major concerns within the community?</p>	<p>FGM is a safeguarding issue and will be treated like any other child protection concern. Domestic abuse is addressed through visitors into school. The issue of county lines could link to the drug coverage in year 6.</p>

## Appendix 2: By the end of primary school students should know

Topic	Students should know
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> </ul>

Topic	Students should know
	<ul style="list-style-type: none"> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3: Parent form - withdrawal from sex education within RSE /

To be completed by parents			
Name of child		Class	

To be completed by parents			
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	