

Personal, Social and Health Education and Relationships and Sex Education Policy

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1. Aims

Our overall aim is to have children who are respectful, responsible, resilient, and kind who are able to apply their experiences to the wider world. We are committed to:

- Teaching the characteristics of good physical health and mental wellbeing. We are clear that mental well-being is a normal part of daily life, in the same way as physical health.
- Promote the spiritual, moral, cultural, mental and physical development of our children.
- Putting in the key building blocks of healthy, respectful relationships, focusing on families and friendships, in all contexts, including online.
- Support our children in developing healthy minds and a positive self-esteem and equip them with the knowledge of how to take care of their mental health and receive support if needed. This includes a focus on the importance of talking about our feelings.
- Support our children in having the ability to believe that they can achieve goals, both academic and personal.
- Support our children with the ability to understand that mistakes are learning curves and equip them with the skills to deal with challenging times.
- Preparing our pupils for the opportunities, responsibilities and experiences of later life, thus helping to create happy, successful and productive members of our community.
- Ensuring that our curriculum meets the needs of the current children in the community that we serve.
- Support the development of resilience and responsibility.

- Taking into account the religious backgrounds and beliefs of the children in our community.

2. Statutory requirements

The school was required by law to deliver a Relationships Education and Sex Education curriculum from September 2020. This is outlined:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>. As of September 2020 it was statutory for schools to deliver Relationships Education in primary schools. We were encouraged to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and drawing on knowledge of the human life cycle. Health Education was statutory from September 2020 and covers the key facts about puberty and the changes in adolescence.

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 Sandcross Primary School we teach RSE as set out in this policy.

3. Policy development

The policy was written by the Headteacher and the Leader of health and well being. This was then shared and approved with the schools local committee in November 2020. A consultation of parents happened in December 2020 and they were given a draft overview of the curriculum and its aims. Any enquiries or questions were discussed and the local committee for the school approved the use of Coram Life Education in September 2020. This was then reviewed by the Leader of Health and well being in November 2021 before being passed on for approval by the local committee. This is now being annually reviewed (2022).

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

1. Review –the Headteacher, Local committee and leader of health and well being implemented a whole school curriculum for the teaching of PSHE and RSE called Coram Life Education. By doing so they ensured that all national and local guidance was taken into consideration.
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 invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their PSHE and RSE lessons.
5. Ratification – once amendments were made, the policy was shared with all and ratified

4 & 5 Definition and Curriculum

We will adopt the Coram Life Education curriculum for all year groups and will follow this as our long term coverage. (This is outlined on our school website and on long term plans for each year group) This can also be found on the Coram Life Education RSE lesson plan grid online and within the appendix below. Classes will be taught weekly in whole class groups and when appropriate in split groups or small groups.

Our curriculum choice ensures that RSE is relevant to our pupils and setting. As consistent with equal opportunities procedures, where appropriate, teaching materials, and individual group activities should reflect the cultural and ethnic diversity of our society. Stereotyping in terms of race and gender should be avoided, and pupil's religious beliefs and cultural differences should be respected and celebrated

The Coram Life curriculum ensures that the RSE programme has opportunities for boys, girls and gender diverse children. The curriculum covers a variety of ethnic, religious and cultural topics to enhance pupils understanding and promote respect and understanding for the views of different ethnic, religious and cultural groups.

Our curriculum covers a variety of home and family situations to increase awareness, respect and understanding of various home situations. These are acknowledged and discussed throughout the school journey. It also acknowledges that on average 5% of pupils will define themselves as gay, lesbian, bi or transgender. Pupils may also have family members or friends who define themselves as these. The curriculum acknowledges these in a sensitive and honest manner in order to promote respect and understanding. The school will work closely with families to ensure we support any transgender child and help other children understand the gender identify.

At Sandcross we strongly believe that the children should lead the development of the curriculum, therefore, we have a pupil parliament to gather feedback from pupils. The parliament is involved in making changes to the school that reflect the children's voices.

E-Safety is an ongoing theme that is revisited thoroughly at the beginning of every term, briefly before every computing lesson and integrated within all curriculum areas.

Pupils learn that:

- For most people the internet is an integral part of life and has many benefits.
- People sometimes behave differently online, including by pretending to be someone they are not.
- The same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous.
- The rules are principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.
- Understanding boundaries online.
- The importance of keeping personal information private.
- Where and how to report concerns and get support with issues online.

As with our wider curriculum all pupils will be given support for learning, emotional, behavioural and physical disabilities in order to fully access the content of the lessons.

The teaching of Relationships and Sex Education will be delivered at an age appropriate level. When children have a delayed cognitive development, which could hinder the understanding appropriate to their age, family and SENDCo will meet and agree a plan to ensure safety for the pupil.

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

Outside agencies involved in supporting our curriculum delivery:

- NSPCC – pants awareness campaign
<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/>
- NSPCC – Share aware online safety resources
<https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/>
- Hartswood local dentist visit to the school and other local dental health advisers
- E-safety advisors- CEOP Ambassador
- School liaison police officer

For more information about our curriculum, see our curriculum map in Appendix 1. This may need to be adapted/edited where teachers see necessary.

6. Delivery of Relationships and Sex Education (RSE)

Relationships and health education is compulsory for all pupils receiving primary education. We recognise that parents have the right to withdraw their children from sex education but not health and relationships education.

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

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

RSE is not about the promotion of sexual activity.

We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. Whilst we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

Our RSE teaching and learning is set within our Coram Life Education curriculum, however we also ensure that it remains consistent with our school's values of kindness, responsibility, resilience and respect.

- We recognise that some children have a different structure of support around them, for example, they may be a looked after child, have a single parent or have parents of the same sex.
- It is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture.
- Issues regarding human sexuality should be addressed sensitively.
- Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.
- We are educating our children to live in the real world with all its diversity. We mustn't let our adult knowledge and bias prevent us seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

(See Appendix 1 for Curriculum Coverage and Progression)

7. Roles and responsibilities

7.1 The Local committee

The Local committee will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation.

The Local committee will hold the headteacher to account for the implementation of this policy.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] 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/non-science] 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.

All teachers are responsible for the teaching of RSE in our school. The headteacher and the Leaders of Health and Well being will be responsible for the delivery of RSE.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. All classrooms will have an enclosed worry box for pupils to ask questions to their teachers after lessons.

7.5 Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal PSHE and RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead.

7.6 Confidentiality and Child Protection Issues

If a teacher or member of staff believes that a child is at risk or in danger, she/he needs to talk to the designated safeguarding lead who takes action as laid down in our Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process. Sandcross Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

8. Parents' right to withdraw

Long term plans and coverage will be shared with families to ensure that they are aware of topics being covered and enable them to contribute to the development of values and attitudes respectful to their own family beliefs.

When delivering RSE parents have the right to withdraw students from all or part of the RSE but not for those areas outlined in the national curriculum. Parents are allowed to withdraw their child from sex education but not the relationships elements of the new curriculum as outlined by the DfE (2019) Before teaching Sex Education information will be shared with families upon the content of the curriculum and information regarding withdrawal will be shared. Should a child be withdrawn from the lessons they will be given work appropriate to their age group and be invited to sit within another classroom for supervision purposes

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

9. 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.

We will provide all staff with a confidential audit to assess any concerns they may have about teaching RSE in advance.

10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher, SLT and Leaders of health and well being through:

- Meetings with all year groups during PPA time
 - Pupil and teacher evaluation of the content and learning processes
 - Observations within all year groups carried out by Leaders
 - Staff meetings to review and share ideas
 - Pupil Asset assessments against the Coram Life Curriculum outcomes (EYFS against the Development Matters)
 - End of year transition questionnaires to highlight to the next teacher strengths and weaknesses within the class
 - SLT and Leaders looking at work produced by children across all year groups
 - Pupil Parliament feedback
 - Photographs from lessons used for evidence
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- This policy will be reviewed annually by the Headteacher and the Leader of Health and Well Being. At every review, the policy will be approved by the local committee

Appendix 1: Curriculum maps

PSHE, Relationships and sex education curriculum maps

Coram Life Education is divided into 6 overarching topics. Teachers will ensure that all of these topics are covered within each academic year. These can be taught in any order or referred back to if needed due to children's needs or arising issues. (Road safety to be continually covered across all year groups in line with our travel plan)

Year Group	Me and my relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
Early Years	What makes me special People close to me Getting help	Similarities and differences Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things, friends, environment and money	Keeping my body healthy food, exercise, sleep Growth mindset	Cycles Life stages
Year 1	Feelings Getting help Classroom Rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine safety	Taking care of things Myself Money My environment	Growth Mindset Keeping my body healthy	Getting help Becoming independent My body parts
Year 2	Bullying and teasing Our school rules about Bullying Being a good friend Feelings/Self-Regulation	Being kind and helping others Listening skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation	Growth Mindset Looking after my body	Life Cycles Dealing with Issues Being supportive
Year 3	Cooperation Caring friendships (Includes respectful relationships)	Recognising and respecting Diversity Being respectful and tolerant	Managing risk Drugs and their risk Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Menstruation Keeping safe
Year 4	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarettes and alcohol use) influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings Relationships including marriage
Year 5	Feelings Friendship skills including compromise Assertive skills	Recognising and celebrating difference including religions and cultural Influence and pressure of social media	Managing risk including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities - and those relating to health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
Year 6	Assertiveness Cooperation	Recognising and reflecting on	Emotional needs Staying safe	Understanding media bias	Aspirations and goal setting	Keeping safe Body Image

	Safe/unsafe touches	prejudice based bullying Understanding Bystander behaviour	online Drugs, norms and risks including the law)	including social media Caring communities and the environment Earning and saving money	Managing risk	Self Esteem Touch Consent
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An overview of how RSE is being taught/covered in each year group.

Year Group	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical and Sensory Well Being	<p>Naming parts of the body</p> <p>Talking about which parts of our body are private.</p> <p>Keeping myself and my body healthy</p> <p>How my body will grow and what I would like to be when I grow up.</p>	<p>Labelling the different parts of the human body.</p> <p>Talk about and understand good and bad touches.</p>	<p>To say the names of the different parts of the body (including external genitalia) and the differences between boys and girls. (Can be taught with PANTS)</p> <p>Discussing the importance of what my body needs in order to function and why this is necessary.</p> <p>I understand that humans and animals reproduce and have offspring. I know that baby offspring will grow into adults.</p>	<p>To understand the role of the doctor/ GP and why I might need to visit them. (Including: What are some of the common things a doctor may need to do, why and how it helps me; and I can manage any anxiety I may have around medical visits). To know what is appropriate in an appointment.</p>	<p>To understand the meaning of the word sensory and that humans have sensory needs.</p>	<p>To understand the effects that puberty will have on my hygiene.</p> <p>To understand the term 'body image' and how my opinion of my body can affect my confidence.</p> <p>To understand that bodies come in all shapes and sizes and I can celebrate my body for how it is and the amazing things it can do.</p> <p>To understand that images in the media do not always reflect reality and can affect my body image.</p> <p>To understand the benefit of positive touch. To also know how to refuse this if I want to.</p>	<p>To describe the changes that are happening to my body during puberty. Including, Females: I am prepared for my period starting. Males: I understand that females have periods and how this will affect the females in my life.</p> <p>To have learnt about sexual reproduction. To understand what sex is, why people have sex, the risks involved and how this is a healthy part of a loving relationship for people who are old enough.</p>
Social Well Being	To understand that people's bodies and feelings can	To understand the difference between secrets and nice surprises	To be able to identify who is a special person to me and describe	To understand that there are lots of different types of	To recognise more subtle examples of how people are feeling	To recognise what makes a healthy relationship and have	To understand the terms associated with sex and gender

	<p>be hurt.</p> <p>To discuss young infant care.</p>	<p>(that everyone will find out eventually) and the importance of not keeping any secret that makes me feel uncomfortable or afraid.</p> <p>To identify who are the special people in my life (family/ friends/ carers) and I know how special people should care for each other.</p>	<p>what is acceptable to share with them.</p> <p>To be able to judge what type of physical contact is acceptable/ comfortable/ unacceptable/ uncomfortable and how to respond. Including PANTS campaign.</p>	<p>relationships in my life and the differences between them.</p> <p>To recognise what makes a healthy relationship and have the skills to build a healthy relationship. (Focused on friendships/ relationships in family)</p>	<p>e.g. non verbal cues.</p> <p>To recognise a wider range of feelings in others and have a broad vocabulary related to feelings.</p> <p>To understand what is meant by the word 'confidential' and know when I should keep something confidential.</p>	<p>the skills to build a healthy relationship. (Focused on romantic relationships)</p> <p>To recognise what makes an unhealthy romantic relationship and who to talk to if I need support. (Including aspects of domestic violence)</p> <p>To understand that people can have different sexual orientations. To also understand that people can be discriminated against because of this.</p> <p>To understand that marriage and civil partnerships are a public demonstration of the commitment made by two people who love and care for each other and want to spend their lives together and are of the legal age to. To know that not all people in love have to get married.</p> <p>To understand that marriage is always a choice and a forced marriage is</p>	<p>identity. To also understand that people can be discriminated against because of this.</p> <p>To understand my personal boundaries in relation to touch and sharing information.</p> <p>To know how to respond if anyone crosses my boundaries. (Including sharing images online/ sexting)</p> <p>To know about, understand and accept a wide range of family arrangements, e.g. second marriages, same sex couples, single parents, fostering, adoption, extended families and three or more generations living together.</p>
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RSE Curriculum Skills Progression

Year 4	Year 5	Year 6
<p>Moving House Children will be able to:</p> <ul style="list-style-type: none"> describe some of the changes that happen to people during their lives Explain how the learning line can be used as a tool to help them manage change more easily. Suggest people who may be able to help them deal with change. <p>My Feelings are all over the place Children will be able to</p> <ul style="list-style-type: none"> Name some positive and negative feelings Understand how the onset of puberty can have emotional as well as physical impacts. Suggest reasons why young people sometimes fall out with their parents Take part in role play practising how to compromise. <p>All change! Children will be able to:</p> <ul style="list-style-type: none"> Identify parts of the body that males and females have in common and those that are different. Know the correct terminology for their genitalia Understand and explain why puberty happens. <p>Period Positive Children will be able to:</p> <ul style="list-style-type: none"> Know the key facts of the menstrual cycle Understand that periods are a normal part of puberty for girls Identify some of the ways to cope better with periods. 	<p>How are they feeling? Children will be able to:</p> <ul style="list-style-type: none"> Use a range of words and phrases to describe the intensity of different feelings/ Distinguish between good and not so good feelings, using appropriate vocabulary to describe these. Explain strategies they can use to build resilience. <p>Taking notice of their feelings Children will be able to:</p> <ul style="list-style-type: none"> Identify people that can be trusted. Understand what kinds of touch are acceptable or unacceptable. Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. <p>Dear Hetty Children will be able to:</p> <ul style="list-style-type: none"> Explain how someone might feel when they are separated from someone or something they like. Suggest ways to help someone who is separated from someone or something they like. <p>Changing bodies and feelings Children will be able to:</p> <ul style="list-style-type: none"> Know the correct words for the external sexual organs Discuss some of the myths associated with puberty. <p>Growing up and changing bodies Children will be able to:</p> <ul style="list-style-type: none"> Identify some products that they may need during puberty and why Know what menstruation is and why it happens. 	<p>Helpful or unhelpful? Managing change. Children will be able to:</p> <ul style="list-style-type: none"> Recognise some of the changes they have experienced and their emotional responses to those changes. Suggest positive strategies for dealing with change. Identify people who can support someone who is dealing with a challenging time of change. <p>I look great Children will be able to:</p> <ul style="list-style-type: none"> Understand that fame can be short lived. Recognise that photos can be changed to match society's view of perfect identify qualities that people have, as well as their looks. <p>Media Manipulation Children will be able to:</p> <ul style="list-style-type: none"> Define what is meant by the term stereotype. Recognise how the media can sometimes reinforce gender stereotypes Recognise that people fall into a wide range of what is seen as normal challenge stereotypical gender portrayals of people. <p>Pressure online Children will be able to:</p> <ul style="list-style-type: none"> Understand the risks of sharing images online and how these are hard to control, once shared. Understand that people can feel pressured to behave in a certain way because of the influence of the peer group. Understand the norms of risk taking behaviour and that these are usually lower than people believe them to be. <p>Is this normal? Children will be able to:</p> <ul style="list-style-type: none"> Define the word puberty - giving examples of some of the physical and emotional changes associated with it. Suggest strategies that would help someone who felt challenged by the changes in puberty

		<ul style="list-style-type: none"> • Understand what FGM is and that it is an illegal practice in this country. • Know where someone could get support if they were concerned about their own or another person's safety. <p>Dear Ash</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain the difference between a safe and an unsafe secret. • Identify situations where someone might need to break a confidence in order to keep someone safe. <p>Making babies</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify the changes that happen through puberty to allow sexual reproduction to occur. • Know a variety of ways in which the sperm can fertilise the egg to create a baby • Know the legal age of consent and what it means. <p>What is HIV?</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain how HIV affects the body's immune system • Understand that HIV is difficult to transmit • Know how a person can protect themselves from HIV
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Appendix 2: By the end of primary school pupils should know

	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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	