

Newburgh
Primary School

Relationships and Sex Education (RSE) and health education Policy

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Policy on Relationships and Sex Education (RSE) and health education

Aims

The aims of relationships and sex education (RSE) and health education at Newburgh Primary school are to:

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

Statutory requirements

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

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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.

The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

We believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.

It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe.

Curriculum

From Summer term 2025 we will be following the Jigsaw PSHE programme for Years 1 – 6 as set out as per Appendix 1, as this is our first year with jigsaw we may adapt this to ensure the children have the prior learning required to access the unit. This PSHE scheme will complement our current Taking Care program for teaching protective behaviours.

In Reception, we use the Early Years Framework which focuses on personal, social and emotional development and building relationships.

We have developed this curriculum in consultation with parents, pupils 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.

Protective Behaviours:

Protective Behaviours is a practical and down to earth approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours Process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear.

Theme 1: We all have the right to feel safe all the time.

Theme 2: We can talk with someone about anything, even if it feels awful or small.

Protective Behaviours using a Rights and Responsibility approach, and encourages children to recognise their Early Warning Signs (EWS) and develop their own support networks of safe adults who they can share their worries with.

For more information about our curriculum, see our curriculum map in Appendix 2.

Delivery of RSE

At Newburgh Primary School we deliver RSE through 'Jigsaw' which covers the statutory requirements for teaching primary Health education and Relationships education. It contains lessons for teaching all aspects of the guidelines, including the non-statutory aspects of primary sex education. The programme develops skills and knowledge in a values-based context which enables schools to convey and enhance their own values, learning and behaviour, supporting these whole-school approaches to developing pupil wellbeing.

Lessons will be used alongside our protective behaviours programme 'Taking Care', as the messages and language used are consistent with and reinforce the learning within such programmes. The 'Taking Care' programme is based on a spiral curriculum beginning in reception, building on key messages through to Year 6.

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).

We believe it is important that this material is delivered by the classroom teacher as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom staff cover all other aspects of the curriculum; we believe it is important that all staff are able to deliver this material to their class. Furthermore, our classroom teachers know all aspects of our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We

believe this makes them ideally placed to deliver the material sensitively to all children in their class.

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).

Answering Children's questions:

We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we as safe adults take responsibility and tackle the question safely and age appropriately.

Staff have received training as to how to deal with children's questions age appropriately. This will be done consistently across the school as follows:

Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.

If a question is relevant to the whole class, we will answer it to the whole group.

However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.

If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: *"that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."*

If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.

If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you."*

This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.

If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.

Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

Parents and parental rights to withdraw

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

All new parents to our school will be given information about the RSE programmes we run as part of their induction to the school, including information of how they can get a copy of this policy.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

Before the specific RSE lessons stated above are delivered in school, we will send home a letter to parents to inform them of the dates the lessons will be delivered. If parents have any concerns, special circumstances we should be aware of, or would like any further information we will have a designated time for them to come into school.

We recognise under the guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2018), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science.

If parents do decide to withdraw their child, they should inform the head who will find other provision for the child to engage in during the lesson. Currently, head teachers must comply with requests to withdraw from any non-statutory lessons in the programme. See Appendix

Policy on Menstruation

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Especially children whose family may not be able to afford or will not provide sanitary products.

We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.

Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school in Year 4. For this reason we deliver puberty lessons to all children in Year 4, 5 & 6.

As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

Menstruation is a healthy biological function for 50% of our school. It should not be something that a person is made to feel embarrassed, shameful or be teased about. As a school we need to treat each other with respect and empathy and this includes changes that take place during puberty such as menstruation.

During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.

In school we have a menstruation kit available in Year 4, 5 & 6 which contains sanitary products, spare underwear and plastic bags to wrap up underwear should there have been any accidents. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.

When school trips or residential visits are arranged for Years 4, 5 & 6 provisions to deal with a child's period needs to be considered and added to the risk assessment and planned for.

Roles and responsibilities

The governing body

The governing body will hold the headteacher to account for the implementation of this policy.

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).

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.

We believe it is important that this material is delivered by the classroom teacher as it highlight to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum; we believe it is important that all staff are able to deliver this material to their class. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

Pupils

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

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 nurse, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by Mrs Wainwright (PSHE Lead) through:

Planning scrutinies, learning walks, book trawls, pupil interviews.

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

This policy will be reviewed by Mrs Wainwright (PSHE Lead). At every review, the policy will be approved by the headteacher.

Appendix 1: Curriculum Jigsaw

Map

Changing Me Puzzle Map - Ages 5-6

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Life cycles	R1, R6	I can recognise cycles of life in nature	I understand that changes happen as we grow and that this is OK
2. Changing Me	R12	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
3. My Changing Body		I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
4. Boys' and Girls' Bodies	R19, R25, R26, R27, R29, H34	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I respect my body and understand which parts are private
5. Learning and Growing Puzzle Outcome: Piece 5 Flowers	R15	I understand that every time I learn something new I change a little bit	I enjoy learning new things
6. Coping with Changes Assessment Opportunity	R32, H2, H3	I can tell you about changes that have happened in my life	I know some ways to cope with changes

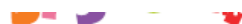
Changing Me Puzzle Map - Ages 6-7

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Life Cycles in Nature		I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this
2. Growing from Young to Old	R12	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
3. The Changing Me	H34	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
4. Boys' and Girls' Bodies	R26, R27, R29, H34	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl
5. Assertiveness	R15, R19, R25, R26, R29, R30, R31, R32	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
6. Looking Ahead Assessment Opportunity	H2, H3	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this

Changing Me Puzzle Map - Ages 7-8

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. How Babies Grow	H2, H3	I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby	I can express how I feel when I see babies or baby animals
2. Babies	H2, H3	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
3. Outside Body Changes	H2, H3, H34	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings
4. Inside Body Changes	R27, H2, H3, H34	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings
5. Family Stereotypes	R1, R2, R3, R4, R18, H2, H3	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
6. Looking Ahead Assessment Opportunity Puzzle Outcome: Ribbon Mobiles	H2, H3	identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this





Changing Me Puzzle Map - Ages 8-9

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Unique Me	R1, R2, R3, R4, R27	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate that I am a truly unique human being
2. Having a Baby	R1, R2, R3, R4, R26, H34	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
2a Having a Baby (alternative lesson)	R1, R2, R4 R5	I understand what responsibilities there are in parenthood and the joy it can bring I can consider what has influenced my life and what might influence the lives of other people	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
3. Girls and Puberty	R26, H34, H35	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	I have strategies to help me cope with the physical and emotional changes I will experience during puberty
4. Circles of Change Puzzle Outcome: Circles of Change	H4	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
5. Accepting Change	H2, H3	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
6. Looking Ahead Assessment Opportunity		I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this

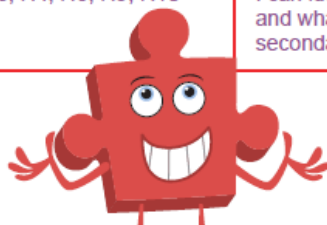


Changing Me Puzzle Map - Ages 9-10

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Self and Body Image	R15, R25, R26, R27, H5, H6, H10, H18	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2. Puberty for Girls	H34	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
3. Puberty for boys	H2, H3, H34	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
4. Conception	H34	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways
5. Looking Ahead 1 Puzzle Outcome: Change Cards	H4, H34	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
6. Looking Ahead 2	H1, H4	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.

Changing Me Puzzle Map - Ages 10-11

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. My Self Image	R15, R27, H1, H4, H6, H7, H9, H10	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2. Puberty	R30, R32, H9, H34, H35	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
3. Babies: Conception to Birth Assessment Opportunity	R1, R4, R32, H9, H35	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
4. Boyfriends and Girlfriends	R4, R7, R8, R9, R13, R19, H9	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
4a. Adolescent Friendships	R7, R8, R10, R11, R12, R13, R15, R16, R19, R21, R25, H6	I know myself well enough to maintain positive relationships with others whilst still keeping my own identity	I can be assertive when appropriate
5. Real self and ideal self	R13, R15, R16, R19, R27, H1, H4, H6 H9, H10	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
6. The Year Ahead	H2, H3, H4, H6, H9, H10	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know know how to prepare myself emotionally for the changes next year.



Appendix 2 Protective Behaviours:

Protective Behaviours - Taking Care Programme Infants: Reception, Year 1 & Year 2				
Reception	Feelings: There is no such things as good or bad feelings Theme 1,	Body Awareness: Naming Private body parts: penis, vulva, & anus. mouths are private too	EWS/Scary body feelings: identifying children's EWS	Telling & Secrets: Theme 2, Children will construct their own support networks hands.
Year 1	Feelings: Feelings are feelings, not good or bad, it is how we behave when we have feelings that matters Theme 1.	Unsafe Feelings & Body Awareness: Our bodies warn us f we feel unsafe - we call these feelings EWS	Body Privacy & Secrets: Naming Private body parts: penis, vulva, & anus. Mouths are private too. Safe & unsafe secrets	Telling & Networks: Theme 2, Children will construct their own support networks hands.
Year 2	Feelings, Rights & Responsibilities: What are Rights & Responsibilities? Theme 1.	Unsafe Feelings, Problem Solving: Recognising EWS. Is my fun, fun for everyone?	Body Awareness & Personal Space: My body belongs to me. No one has the right to touch me in a way I don't like. Theme 2.	Networks & Using Them: Children will construct their own support networks hands. Theme 2.

Protective Behaviours - Taking Care Programme Juniors: Years 3,4,5,& 6				
Year 3	Feelings, Rights & Responsibilities: A feeling is a feeling, not good or bad, right or wrong. What are Rights & Responsibilities? Theme 1.	Unsafe Feelings: Identifying children's EWS. Strategies as to what to do when experiencing their EWS.	Body Awareness & Telling: My rules for safety & my body. My body belongs to me.	Networks & Using Them: Children will construct their own support networks hands. Theme 2.
Year 4	Rights & responsibilities, Feelings: Exploring children's Rights & responsibilities that come with them. Theme 1.	Safe & Unsafe Feelings: Exploring Situations when it feels fun to feel scared. Recognising EWS.	Exploring Theme 2, Secrets: Safe & unsafe secrets. Theme 2	Networks & Using Them: Children will construct their own support networks hands. Theme 2.
Year 5	Rights & responsibilities, Feelings: Exploring the Rights of the child. Theme 1.	Safe feelings, Fun to Feel Scared & EWS: Exploring & creating safe places. Situations when it feels fun to feel scared. Recognising EWS.	Theme 2, Secrets & Networks: Safe & unsafe secrets. Exploring Theme 2 and creating support network hands.	Using Networks: Network review, Who makes a good network person. Keep telling.

Year 6	Rights & responsibilities, Feelings: Exploring the Rights of the child. Emotions Theme 1.	Safe feelings, Fun to Feel Scared & EWS: Theme 1. Is my fun fun for everyone? Recognising EWS.	Theme 2, Secrets & Networks: Safe & unsafe secrets. Exploring Theme 2 and creating support network hands.	Using Networks: Network review, Who makes a good network person. Keep telling.
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Appendix 2: By the end of primary school pupils should know

TOPIC	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

TOPIC	PUPILS SHOULD KNOW
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

TOPIC	PUPILS SHOULD KNOW
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	

Signed:

Date:

[Type here]