

Relationships and sex education policy (including PSHE education)



Greenfields Community Primary School

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1. Overview

The RSE and PSHE policy at Greenfields is underpinned by our school values:

- Aspiration
- Resilience
- Wellbeing
- Teamwork
- Uniqueness

In addition, the policy is supported by the school pillars. The school pillars underpin what we believe makes Greenfields great.

The school has three pillars which are built on one key foundation.

- Foundation - **Feeling Loved**
- Pillar 1 - **Academic Excellence** (What we know)
- Pillar 2 - **Values** (What we are)
- Pillar 3 - **Responsibility** (What we do)

2. Aims of the RSE at Greenfields

The aims of relationships and sex education (RSE) at our 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 relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

3. Aims of the PSHE at Greenfields

The aims of the personal, social, health and economic (PSHE) education at our school are to:

- Provide a framework whereby staff feel supported in teaching sensitive issues and know where they can seek support and guidance, should such issues affect them negatively as a result of personal circumstances.
- Provide children with a wider education around how to keep themselves healthy and safe with regards to personal, social, health and economic issues.

4. Statutory requirements for RSE

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

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 must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Greenfields Community Primary School we teach RSE as set out in this policy.

5. Statutory requirements for PSHE

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.
- We must teach health education under the same statutory guidance.

6. Policy development

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

1. Review – senior members of staff pulled together all relevant information including relevant national and local guidance with regards to the RSE curriculum and statutory guidance.
2. Parents, staff, governors, children and Public Health England (PHE) data (November 2021) were consulted as to additional coverage to supplement the statutory RSE coverage within the PSHE curriculum. This allows PSHE coverage to be specific to a Greenfields' child and the challenges they may face in the wider world.
3. Policy was amended by PSHE lead and then reviewed by senior staff.
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
5. Parent/stakeholder consultation – parents were invited to look at the policy and make recommendations.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

7. Definition

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.

PSHE stands for Personal, Social, Economic and Health Education. It includes RSE but also additional elements including health and wellbeing and living in the wider world.

8. Content and Delivery

8.1 RSE Curriculum Content

Our RSE curriculum is set out as per Appendix 1 which outlines the statutory guidance (section 3) and supports the aims of RSE at Greenfields (section 1).

8.2 RSE Delivery

RSE is taught within the PSHE education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). 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
- Primary sex education which will focus on:
 - Preparing boys and girls for the changes that adolescence brings
 - How a baby is conceived and born

RSE learning will be taught in classes via our curriculum coverage. For more information on when this occurs, see appendix 1. RSE may also be taught in addition to this coverage through PSHE themed weeks, workshops and days. 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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

8.3 PSHE Curriculum Content

The basis of our PSHE curriculum is based on the syllabus from the PSHE association. We have further developed the wider PSHE curriculum in consultation with parents, staff, governors and children, considering 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. Teachers will be supported to do this if necessary, as outlined in section 12.

Statutory primary sex education will focus on preparing boys and girls for the changes that adolescence brings. However, due to concerns raised by parents and staff, and statistics from PHE data, additional sex based education may be delivered at an age appropriate level.

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

Wider, non-statutory aspects of the PSHE education curriculum include, but are not limited to:

- Gang involvement
- Healthy eating and living (including the effects of tobacco, drugs and alcohol and ways to stay mentally and physically healthy).
- Money skills
- Discrimination
- Road and fire safety
- Cultural differences and diversity
- Prejudice and Discrimination
- Aspiration
- First aid and survival skills (including water survival)
- Sex education which will focus on:
 - Preparing boys and girls for the changes that adolescence brings
 - How a baby is conceived and born

8.4 PSHE Delivery

PSHE coverage is not limited to PSHE/RSE lessons alone but may also be covered within phase or year group assemblies, workshops, guided reading topics, English texts and focus days/weeks throughout the year. Each phase will have eight PSHE themed weeks across two cycles on our rolling two-year curriculum. These weeks will focus around:

- Aspiration
- Money
- Culture and cultural differences (including stereotypes and differences across minority groups)
- Health (including primary sex education in UKS2)
- The environment
- Being a good citizen
- Safety

Relevant school trips or external providers may be involved in delivery as approved by the senior leadership team however the majority of teaching responsibility will fall to qualified teaching staff as deemed appropriate by the content. This decision will lie with SLT.

All pupils will be included within PSHE lessons, as outlined in section 8.5 with the exception to primary school sex education which will be taught to those children whose parents have not exercised their right to withdrawal (section 11).

Staff will be supported to approach controversial topics or difficult questions from pupils, such as by ensuring teachers don't let their personal beliefs and attitudes influence teaching and can raise concerns around this as outlined in section 12.

Teaching and assessment in RSE/PSHE will follow the assessment model as outlined throughout school and progress will be reported to parents in the same way as other curriculum subjects through reports and/or as part of parent evenings as outlined in section 13.

8.5 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
 - Give careful consideration to the level of differentiation needed

8.6 Use of Resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

9 Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

10 Roles and responsibilities

10.1 The governing body

The governing body will approve the RSE/PSHE policy and hold the headteacher to account for its implementation.

The governing body will appoint and maintain a RSE/PSHE governor, responsible for overseeing the PSHE and RSE curriculum within school. The current RSE/PSHE governor for Greenfields Community Primary School is Natalie Williams.

10.2 The headteacher

The headteacher (Dan Andrews) is responsible for ensuring that RSE/PSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 11). This role is supported by the RSE/PSHE lead, Kelsie Gibson.

10.3 Staff

All staff at Greenfields Community Primary School have responsibility for teaching RSE. Staff are responsible for:

- Delivering RSE/PSHE in a sensitive way
- Modelling positive attitudes to RSE/PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Endeavouring to sensitively cover and address any RSE/PSHE related content within the wider curriculum, if appropriate.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE through referral to the headteacher.
- Teachers responsible for teaching RSE are as follows:
 - Dan Andrews (Head Teacher)
 - Sam Marshall (Deputy Head Teacher)
 - Steph Mack (Deputy Head Teacher)
 - Richard Minton (Deputy Head Teacher)
 - Kelsie Gibson (Senior Teacher and RSE/PSHE lead)
 - Charlotte Fanning (Senior Teacher)
 - Rebecca Harrison (Senior Teacher)
 - Louise Button-Hampton (Class Teacher)
 - Jodie Buckett (Class Teacher)
 - Dionne Parris (Class Teacher)
 - Emily Baker (Class Teacher)
 - Erin Boddy (Class Teacher)
 - Sarah Jones (Class Teacher)
 - Mandy Jessop (Class Teacher)
 - Dani Padden (Class Teacher)

10.4 Pupils

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

11. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents do have the right to withdraw their children from the non-statutory/non-science 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 school work will be given to pupils who are withdrawn from sex education.

12. Training and support

12.1 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/PSHE.

12.2 Wellbeing and support

In addition to the training outlined in section 9, staff will be supported with the delivery of RSE and PSHE education.

Should a staff member need to seek guidance about matters relating to RSE or PSHE education, they can consult the following parties:

- The headteacher
- A member of the senior leadership team
- The PSHE lead (K. Gibson)
- The PSHE governor (N. Williams)

In the event that the delivery of any aspect PSHE education or RSE coverage should cause any trauma or discomfort to a member of staff, they are encouraged to discuss this with the aforementioned parties so that support can be put in place and if necessary, alternative provision can be arranged for the teaching of the topic in question.

Should welfare concerns or disclosures arise from any RSE or PSHE education coverage, staff must follow the [Greenfields Community Primary School child protection and safeguarding policy](#).

13. Monitoring arrangements

The delivery of RSE/PSHE is monitored by the senior leadership team and PSHE lead through the school's normal monitoring procedures.

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

This policy will be reviewed by the school's leadership team and PSHE lead. At every review, the policy will be approved by the full governing body

14. Links with other policies

This policy links to the following policies and procedures:

- Child Protection and Safeguarding
- Teaching and Learning
- Online Safety Policy
- Behaviour Management Policy
- Mobile Technology and Social Media Policy

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R	Term 1	Families and people who care for me
Year R	Term 5	Being safe
KS1	Cycle A Term 2	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• 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• 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

YEAR GROUP	TERM	TOPIC/THEME DETAILS
KS1	Cycle A Term 5	<p>Physical health and mental wellbeing</p> <ul style="list-style-type: none"> • Characteristics and mental and physical benefits of an active lifestyle • Importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • Risks associated with an inactive lifestyle (including obesity) • How and when to seek support including which adults to speak to in school if they are worried about their health. • Mental wellbeing is a normal part of daily life, in the same way as physical health • There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • Recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • Judge whether what they are feeling and how they are behaving is appropriate and proportionate • Benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

YEAR GROUP	TERM	TOPIC/THEME DETAILS
LKS2	Cycle A Term 1	<p>Internet safety and harm</p> <ul style="list-style-type: none"> • For most people the internet is an integral part of life and has many benefits • The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • Consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • Why social media, some computer games and online gaming, for example, are age restricted • The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • Where and how to report concerns and get support with issues online.
LKS2	Cycle A Term 4	<p>Respectful relationships</p> <ul style="list-style-type: none"> • 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 • Conventions of courtesy and manners • 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 • 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 • Importance of permission-seeking and giving in relationships with friends, peers and adults

YEAR GROUP	TERM	TOPIC/THEME DETAILS
UKS2	Cycle A Term 3	<p>Health, prevention and basic first aid</p> <ul style="list-style-type: none"> • Recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • Safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer. • Importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups and the dentist. • Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • Facts and science relating to allergies, immunisation and vaccination.
UKS2	Cycle A Term 6	<p>Changing adolescent body</p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • About menstrual wellbeing including the key facts about the menstrual cycle.
KS1	Cycle B Term 2	<p>Families and people who care for us</p> <ul style="list-style-type: none"> • Families are important for children growing up because they can give love, security and stability • 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.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
KS1	Cycle B Term 5	<p>Online relationships and being safe</p> <ul style="list-style-type: none"> • People sometimes behave differently online, including by pretending to be someone they are not • 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 • Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • 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 • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • 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
LKS2	Cycle B Term 1	<p>Online relationships and being safe</p> <ul style="list-style-type: none"> • 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 • 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 • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		<ul style="list-style-type: none"> • 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 • 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
LKS2	Cycle B Term 4	<p>Healthy Eating</p> <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content) • Principles of planning and preparing a range of healthy meals • Characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
UKS2	Cycle B Term 3	<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> • Facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
UKS2	Cycle B Term 6	<p>Healthy Eating</p> <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content) • Principles of planning and preparing a range of healthy meals • Characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

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
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

TOPIC	PUPILS SHOULD KNOW
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	