

Relationships, Health and Sex Education Policy



Trinity Primary School

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Approved by Governors

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Contents

1. Our Rationale Vision and Aims.....	2
2. Statutory requirements	3
3. Policy development.....	3
4. Definition.....	4
5. Curriculum	4
6. Delivery of RSE and SEND	4
7. Roles and responsibilities	5
8. Parents' right to withdraw	5
9. Training.....	6
10. Monitoring arrangements.....	6
10. Linked Policies	6
Appendix 1: Curriculum map	7
Appendix 2: By the end of primary school pupils should know	7
Appendix 3: Parent form: withdrawal from sex education within RSE	23

1. Our Rationale Vision and Aims

At Trinity Primary School we will provide age-appropriate Relationships Health and Sex Education (RHSE) to all pupils as part of the school's curriculum. Our school aims to assure parents and pupils that all aspects of RHSE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHSE will be delivered in a sensitive manner as part of a whole school approach where parents and teachers work in partnership. We endeavor to safeguard our children by providing carefully planned information throughout our progressive curriculum, believing an **uninformed child is a vulnerable child**.

Our school aim is to provide inspiring teaching within a supportive learning environment which empowers children to achieve their full and unique potential.

Through our vision and school ethos, we aim to deliver a high-quality RHSE education with **HEART** (Health, Engagement, Ambition, Respect and Team Trinity (inclusiveness) at the core of our practice to ensure we deliver accurate, relevant and age-appropriate information about Relationships and Health– core stands of RHSE. This will ensure that our children may achieve their full potential and leave our children prepared for the demands of society in their future.

We aim to teach children about Relationships and Health in an engaging, meaningful and age-appropriate manner through a carefully considered spiral curriculum which takes into account the emotional, physical and social maturity of our children. We very strongly believe that the education we provide should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in our particular school. As such, the Sex and Relationship Education strand of our RHSE and Science curriculums have been carefully considered and is constantly being reviewed so that it is inclusive and meets the needs of each and every one of our children, including those with special educational needs or disabilities (SEND).

The aims of relationships and sex education (RHSE) 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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies. Through correct use of terminology pupils will be taught the anatomically correct names for body parts, we will dispel myths and will also understand other names of body parts that can sometimes be used to replace the correct terminology. Sadly, adults who abuse children often use code names for private parts and we need to ensure children are aware of terminology in order to keep them safe. Lessons around keeping safe and how private parts are private must be addressed to ensure pupils are not left vulnerable.
- We aim to provide teaching within a supportive learning environment which empowers children to achieve their full and unique potential.

2. Statutory requirements

At Trinity Primary School we teach RHSE as set out in this policy.

We must provide relationships education to all pupils as per 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 [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We will not discriminate against any of the protected characteristics in the [Equality Act 2010](#) and will be sensitive to the faith and beliefs of those in the wider school community. (Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity)

We must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

Ofsted also fully support the notion that children should be taught about different families and relationships that typify growing up in modern Britain.

We have considered [The quality Act 2010](#), [Sexual Violence and Sexual Harassment between children in schools](#) and Hereford Council [Bullying and child on child abuse](#) when writing this policy and planning our curriculum.

3. 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 – a working group pulled together all relevant information including relevant national and local guidance
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 review and make comment on the policy.

4. Pupil consultation – we investigated what exactly pupils want from their RHSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships and Sex Education is a statutory component of the PSHE and Citizenship curriculum in Primary Schools from September 2020 which involves learning about the many strands of 'relationships' and 'growing up' including: family relationships; friendships and relationships with peers and adults; healthy and unhealthy relationships; staying safe; the characteristics of positive relationships; relationships online; diversity; personal identity and the emotional, social and physical aspects of growing up.

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

RHSE is not about the promotion of sexual activity

5. Curriculum

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

- We have developed the curriculum in consultation with parents, 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. We believe that if a child asks a question, it deserves an answer and staff are given training and guidance to go about this.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

6. Delivery of RHSE

6.1 Delivery

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of RHSE are taught within the science curriculum.

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

For more information about our RHSE 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).

6.2 SEND

The SEND lead will ensure before teaching RHSE, teachers are aware of the individual needs of pupils with SEND. We will ensure that no pupil with SEND is excluded from RHSE and their needs are addressed through quality first teaching, pre-teaching, adapted, personalised activities and appropriate and realistic resources.

Teachers will set the tone and establish ground rules to build a safe environment which encourages all pupils, including those with SEND, to ask questions and express their thoughts. Pupils with SEND can be more vulnerable to abuse, bullying and other issues. They will need to feel that the classroom is a safe space where they are able to explore the topic without fear of judgment from their peers.

When the needs of the pupils suggest it, we will supplement the approach with alternatives such as one-to-one discussions, small-group sessions or targeted sessions. This can help to teach key vocabulary or concepts that pupils may not understand, consolidate learning and ensure content has been understood. It also gives an opportunity for personalised teaching to meet specific needs. At Trinity Primary School, we have a pastoral support team who will provide support both within and outside the classroom environment, as well as offering guidance and advice to teacher.

All pupils, including those with SEND, will benefit from a focus on friendships, healthy relationships, bodily changes and how these can impact on emotional and mental wellbeing.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RHSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher (Mrs L Manning) is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RHSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RHSE

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to put their concerns in writing to the headteacher prior to a discussion.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within RHSE.

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

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

9. Training

Staff are trained in Safeguarding as part of their induction and it is included in our continuing professional development calendar.

We will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RHSE.

10. Monitoring arrangements

The delivery of RHSE is monitored by the RHSE (Mrs S Truelove) and Science (Mr S Goodarzi) subject leaders through:

Planning scrutinise, learning walks, book scrutinise, pupil voice, lesson observations.

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

This policy will be reviewed by Mrs S Truelove every two years. At every review, the policy will be approved by the head teacher and governing body.

10. Linked Policies

Peer on Peer abuse

Behaviour Policy

Safeguarding and CP Policy

SEND Policy

Equality Policy

Early Years Foundation Policy

Health and Safety Policy

Appendix 1: Curriculum map

Relationships Health and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Spring 1	<p><u>Relationships:</u></p> <p>My family and me – identify some of the jobs I do in my family and how I feel like I belong.</p> <p>Make friends, make friends never ever break friends – Know how to make friends to stop myself from feeling lonely.</p> <p>Show respect in how we treat others – Think of ways to solve problems and stay friends.</p> <p>Falling out and bullying part 1 – Starting to understand the impact of unkind words.</p> <p>Falling out and bullying 2 – Use Calm Me time to manage my feelings.</p> <p>Being the best, friends we can be – Know how to be a good friend.</p>	JIGSAW resources
Reception	Spring 2	<p><u>Changing Me -R</u></p> <p>My Body: Name parts of the body.</p> <p>Respecting my body 1: Tell you some things I can do and foods I can eat to be healthy</p> <p>Growing up: Understand that we all grow from babies to adults.</p> <p>Looking after teeth: Visiting the dentist</p> <p>Losing Teeth: Understand that we will lose our baby teeth.</p>	<p>JIGSAW Changing Me resources lessons 1-3</p> <p>Dental nurse</p> <p>1 Decision – Red visits the dentist</p> <p>Oral Health Foundation Planning</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Spring 1	<p><u>Relationships:</u></p> <p>Families – Identify the members of the family and understand that there are lots of different types of families. Know how it feels to belong to a family and care about the people who are important to me.</p> <p>Making friends – Identify what being a good friend means to me. Know how to make new friends.</p> <p>Greetings – Know appropriate ways of physical contact to greet my friends and know which way I prefer. Recognise which forms of physical contact are acceptable and unacceptable to me.</p> <p>People who help us – Know who can help me in my school community. Know when I need help and know how to ask for it.</p> <p>Being my own best friend – Recognise my qualities as a person and a friend. Know ways to praise myself.</p> <p>Celebrating my special relationships – Tell you why I appreciate someone who is special to me. Express how I feel about them.</p>	JIGSAW
Year1	Spring 2	<p><u>Changing Me -1</u></p> <p>Life-cycles – Starting to understand the life cycles of animals and humans.</p> <p>Changing me – Tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>My changing body – Tell you how my body has changed since I was a baby.</p> <p>Boy's and girl's bodies - 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.</p> <p>Learning and growing- Understand that every time I learn something new I change a little bit. Enjoy learning new things.</p> <p>Losing Teeth: Understand that we will lose our baby teeth.</p>	<p>JIGSAW Changing Me Year 1 resources lesson 1-5</p> <p>Oral Health Foundation Planning</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Spring 1	<p><u>Relationships:</u></p> <p>Families – Identify different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. Accept that everyone’s family is different and understand that most people value their families.</p> <p>Keeping safe, exploring physical contact – Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. Know which types of physical contact I like and don’t like and can talk about this.</p> <p>Friends and conflict – Identify some of the things that cause conflict with my friends. Demonstrate how to use the positive problem-solving techniques to resolve conflict with my friends.</p> <p>Secrets – Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. Know how it feels to be asked to keep a secret. I do not want to keep and know a secret and who to tell.</p> <p>Trust and appreciation – Recognise and appreciate people who can help me in my family, my school and my community. Understand how it feels to trust somebody.</p> <p>Celebrating my special relationships – Express my appreciation for the people in my special relationships. Feel comfortable accepting appreciation from others.</p>	JIGSAW resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer 2	<p><u>Changing Me</u></p> <p>Life-cycles in nature - Recognise cycles of life in nature.</p> <p>Growing from young to old - Tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>The changing me - Recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>Boys and Girl's Bodies - Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private.</p> <p>Assertiveness - Understand there are different types of touch and can tell you which ones I like and don't like</p> <p><u>1 Decision</u></p> <p>Growing in our world – Understand the needs of a baby, recognise what you can do for yourself now you are older,</p>	<p>Jigsaw lessons 1-5</p> <p>1 Decision – Our World- Growing in our world</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Spring 1	<p>Relationships:</p> <p>Family roles and responsibilities – Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. Describe how taking some responsibility in my family makes me feel.</p> <p>Friendship – Identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.</p> <p>Keeping myself safe online – Know and can use some strategies for keeping myself safe online. Know who to ask for help if I am worried or concerned about anything online.</p> <p>Being a Global Citizen 1 – Explain how some of the actions and work of people around the world can help and influence my life. Show an awareness of how this could affect my choices.</p> <p>Being a Global Citizen 2 – Understand how my needs and rights are shared by children around the world and can identify how our lives maybe different. Empathise with children whose lives are different to mine and appreciate what I may learn from them.</p> <p>Celebrating my web of relationships – Know how to express my appreciation to family and friends. Enjoy being part of a family and friendship groups.</p>	JIGSAW resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Spring 2	<p>Being Responsible – 1 decision</p> <p>Baseline Assessment – look at the types of things we are responsible for and the reasons why it is important to be responsible.</p> <p>Water spillage – Know how you can help people around you, understand the types of things you are responsible for, know how and the importance of preventing accidents, recognise the differences between being responsible and irresponsible.</p> <p>Practise makes perfect – name ways you can improve in an active support, understand the importance of trying hard and not giving up, able to see the benefits of practising and active sport, able to learn ways to set goals and work to reach them.</p> <p>Helping someone in need – Know how you can help other people, able to recognise kind and thoughtful behaviours and actions, understand the risks of talking to people you don't know very well in the community, able to identify the difference between, being responsible and being irresponsible.</p> <p>Stealing – understand the difference between borrowing and stealing, describe how you might feel if something of yours is borrowed and not returned, know why it is wrong to steal, understand the difference between being responsible and being irresponsible.</p> <p>NSPPCC Building Confidence Identifies different types of touch, building confidence in different ways to respond to unwanted touch and know who to talk to if they need help or support</p>	<p>1 Decision – Being Responsible 5-8</p> <p>NSPCC Building Confidence ages 7-9 lesson</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Spring 1	<p><u>Relationships:</u></p> <p>Jealousy – Recognise situations which can cause jealousy in relationships. Identify feelings associated with jealousy in relationships. Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.</p> <p>Love and loss – Identify someone I love and can express why they are special to me. Know how most people feel when they lose someone or something they love.</p> <p>Memories – Tell you about someone I know that I no longer see. Understand that we remember people even if we no longer see them.</p> <p>Getting on and falling out – Recognise how friendships change. Know how to make new friends and how to manage when I fall out with my friends.</p> <p>Girlfriends and boyfriends – Understand what having a boyfriend / girlfriend might mean and that it is a special relationship for when I am older. Understand that boyfriend/ girlfriend relationships are special and there is no need to feel pressurised into having a boyfriend / girlfriend.</p> <p>Celebrating my relationships with people and animals – Know how to show love and appreciation to the people and animals who are special to me. Love and be loved.</p> <p>.</p>	JIGSAW resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Spring 2	<p>1 Decision Responsibility</p> <p>Baseline Assessment – Looking at how we can be responsible</p> <p>Coming home on time – Recognise the importance of behaving in a responsible manner in a range of situations, describe a range of situations when being on time is important, explain the importance of having rules in the home, describe ways that behaviour can be seen to be sensible and responsible.</p> <p>Looking out for others – recognise why we should take action when someone is being unkind, describe caring and considerate behaviour including the importance of looking out for others, demonstrate why it is important to behave in an appropriate and responsible way, identify how making some choices impact, others' lives in a negative way.</p> <p>Adults and children's views – knowing what our responsibilities are.</p> <p>Stealing – Explain what consent means, recognise the importance of being honest and not stealing, explain the importance of having a trusting relationship between friends and family, identify how making some choices can impact others in a negative way.</p> <p>NSPCC lesson to learn about the importance of treating others respectfully and how the PANTS rules can help.</p>	<p>1 Decision - Responsibility 8-11</p> <p>NSPCC lesson plans and resources for age 9-11</p>

Year 4	Summer 2	<p>Girls and Puberty - Prepare girls for the change's adolescence brings. 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. Have strategies to help me cope with the physical and emotional changes I will experience during puberty. Changes girls go through during puberty.</p>	<u>JIGSAW year 4 lesson 3.</u>
Year 5	Spring 1	<p><u>Relationships:</u></p> <p>Recognising me – Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. Know how to keep building my own self-esteem.</p> <p>Safety with online communities – Understand that belonging to an online community can have positive and negative consequences. Recognise when an online community feels unsafe or uncomfortable.</p> <p>Being in an online community – Understand there are rights and responsibilities in an online community and social network. Recognise when an online community is helpful or unhelpful to me.</p> <p>Online gaming – Know there are rights and responsibilities when playing online games. Recognise when an online game is becoming unhelpful or unsafe.</p> <p>My relationship with Technology, screen time – Recognise when I am spending too much time using devices (screen time). Identify things I can do to reduce screen time, so my health isn't affected.</p> <p>Relationships and technology – Explain how to stay safe when using technology to communicate with my friends. Recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</p>	JIGSAW Planning

Year 5	Autumn 2	<p>Changing Me</p> <p>Self-Image and Body Image – Aware of my own self-image and how my body image fits into that</p> <p>Puberty for girls – Explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>Puberty for Boys - Describe how boys’ and girls’ bodies change during puberty</p> <p>1 Decision</p> <p>Peer Pressure – identify strategies we can use to keep ourselves and others safe, recognise ways to manage peer pressure, explain the potential outcomes that may happen when we take risks, recognise the impact and possible consequences of and accident or incident.</p> <p>Adults and children’s views – know the types of things we need to stay safe from, how to keep ourselves and others safe.</p> <p>Water safety – Identify a range of danger signs, develop and name strategies that can help keep ourselves and others safe, recognise the impact and possible consequences of an accident or incident.</p>	<p><u>Jigsaw lesson 1</u></p> <p><u>School nurse to deliver puberty lessons or Girls</u></p> <p><u>1 Decision 8-11 Keeping/Staying Safe</u></p>
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Year 6	Spring 1	<p><u>Relationships:</u></p> <p>What is mental health? – Know that it is important to take care of mental health. Understand that people can get problems with their mental health and that it is nothing to be ashamed of.</p> <p>My Mental Health – Know how to take care of my mental health. Know how to help myself and others when worried about mental health problems.</p> <p>Love and loss – Understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>Power and control – Recognise when people are trying to gain power or control. Demonstrate ways I can stand up for myself and my friends in in situations where others are trying to gain power or control.</p> <p>Being online: Real or Fake? Safe or unsafe? – Judge whether something on line is safe and unhelpful for me. Resist pressure to do something online that might hurt myself or others.</p> <p>Using Technology Responsibly – Use technology positively and safely to communicate with my friends and family. Take responsibility for my own safety and wellbeing.</p>	JIGSAW resources
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Year 6	Autumn 2	<p><u>Changing Me</u></p> <p>My Self Image – Aware of my own self-image and how my body image fits into that. Know how to develop my own self esteem</p> <p>Boyfriends and Girlfriends – Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. 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</p> <p>Real self and ideal self – Aware of the importance of a positive self-esteem and what I can do to develop it. Express how I feel about my self-image and know how to challenge negative 'body-talk'.</p> <p>Puberty – Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. Express how I feel about the changes that will happen to me during puberty.</p> <p>Conception – Understand how a baby is conceived and born as well as the various stages of pregnancy.</p>	<p>JIGSAW Planning Lessons 1, 3, 4, 5</p> <p>Free sanitary Products for School</p> <p>1 Decision Year 6 puberty lesson</p>
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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

TOPIC	PUPILS SHOULD KNOW
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

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

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 RHSE

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	