

Relationships, Health and Sex Education policy (from 2020)

Pool Hayes Primary School.



Inspire, challenge, learn

Approved by:	[Name]	Date: Summer 2021
Last reviewed on:	In Consultation	
Next review due by:	Summer 2022	

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1. Aims

RSE is taught as part of our PSHE curriculum and supports the ethos and values of our school. Through PSHE and RSE we aim to help pupils develop their self-esteem, self-confidence and independence by reflecting on a variety of different issues, beliefs and viewpoints. Through a range of appropriate and challenging activities pupils develop the knowledge, strategies, skills, language and confidence required to behave according to their values in new situations.

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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school we must 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](#).

From September 2020, it is statutory for all primary schools to deliver Relationship Education. At Pool Hayes Primary we teach RSE as set out in this policy.

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 member of staff or 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 attend an online meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. 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.

5. Curriculum

RSE is an integral part of our whole school PSHE provision.

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 and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the physical and emotional 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 RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and is planned using guidance provided by the PSHE Association. Biological aspects of RSE are taught within the science curriculum.

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

Across all Key Stages, pupils will be supported in developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others

- Managing conflict
- Discussion and group work

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and caring friendships
- Safe relationships
- Respectful relationships/Respecting ourselves and others
- Belonging to a community
- Online relationships
- Being safe
- Feelings and Emotions

In addition to the aspect covered within the Science curriculum, Sex education focuses on examining and teaching aspects including:

- Physical and emotional changes in puberty
- Personal hygiene routines
- Human reproduction and birth

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).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

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

7.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All class teachers are responsible for the teaching of RSE in school. RSE elements of the PSHE curriculum should be taught by class teachers and supported by the other adults working within the class. Class teachers should be responsible for teaching PSHE as the likelihood of disclosure is higher in these lessons.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, 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-statutory components of sex education within RSE.

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

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

9. Training

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Coordinator through:

- Book scrutinies,
- discussion with pupils and staff,
- learning walks,
- examination of assessment data,
- supportive lesson observations if and when appropriate

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

This policy will be reviewed by the Head teacher and PSHE Coordinator annually. At every review, the policy will be approved by the board of governors.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn	<p><u>Families and Friendships</u></p> <ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children’s lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, foster families, families headed by grandparents etc. <p>about the importance of telling someone — and how to tell them — if they are worried about something in their family</p>	<p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, ‘My special people’</p> <p>Metro charity KS1 Love and respectful Relationships</p>
		<p><u>Safe Relationships</u></p> <ul style="list-style-type: none"> • about situations when someone’s body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission 	<p>NSPCC – The underwear rule resources (PANTS)</p> <p>1 decision (5-8)-Relationships</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p><u>Respecting Ourselves and Others</u></p> <ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns 	<p>1 decision (5-8)-Being responsible</p> <p>Alzheimer's Society -Creating a dementia-friendly generation (KS1)</p>
Year 1	Summer	<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave 	<p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2,</p> <p>'Growing up: the human life cycle'</p> <p>1 decision (5-8)-Feelings and emotions</p>

Year 2	Autumn	<p>Families and friendships</p> <ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else <p>Safe relationships</p> <ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<p>1 decision (5-8) - Relationships</p> <p>NSPCC – The underwear rule resources (PANTS)</p> <p>1 decision (5-8)-Relationships</p> <p>Thinkuknow Jessie and Friends</p> <p>PSHE Association – Inclusion, belonging</p>
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
			and addressing extremism, (KS1). ‘Sameness and difference’

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer	<p>Growing and changing</p> <ul style="list-style-type: none"> • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) 	<p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3,</p> <p>'Everybody's body'</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn	<p>Families and friendships</p> <ul style="list-style-type: none"> • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe <p>Safe relationships</p> <ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour 	<p>Coram Life Education – The Adoptables' Schools Toolkit</p> <p>NSPCC Share Aware</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn	<p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society 	<p>Premier League Primary Stars-KS2</p> <p>Behaviour/relationships Do the right thing</p> <p>Alzheimer's Society -Creating a dementia-friendly generation (KS2)</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn	<p>Families and friendships</p> <ul style="list-style-type: none"> • about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online <p>Safe relationships</p> <ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 	<p>NSPCC Share Aware</p> <p>Google and Parent zone Be Internet</p> <p>Legends</p> <p>Google and Parent zone Be Internet</p> <p>Legends</p> <p>1 decision Computer safety</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn	<p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone 	<p>Premier League Primary Stars KS2 PSHE</p> <p>Diversity</p>
Year 5	Autumn	<p>Families and friendships</p> <ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships 	<p>Premier League Primary Stars KS2 PSHE Inclusion</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn	<p>Safe relationships</p> <ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online 	<p>Premier League Primary Stars-KS2</p> <p>Behaviour/relationships Do the right thing</p> <p>Premier League Primary Stars KS2 PSHE Developing values</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer	<p>Growing and Changing.</p> <ul style="list-style-type: none"> • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes <p>Keeping safe</p> <ul style="list-style-type: none"> • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others 	

Year 6	Autumn	<p>Safe relationships</p> <ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online ‘challenges’ and ‘dares’ • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements 	<p>NSPCC Share Aware</p> <p>Thinkuknow Play Like Share</p> <p>Premier League Primary Stars-KS2</p> <p>Behaviour/relationships Do the right thing</p>
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Autumn	<p>Families and friendships</p> <ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried 	<p>Medway Public Health Directorate</p> <p>Primary RSE-KS2 Y6 Lesson 3 Positive and healthy relationships</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer	<p>Growing and changing 1</p> <ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty • that for some people their gender identity does not correspond with their biological sex <p>Growing and changing 2</p>	<p>Medway Public Health Directorate -</p> <p>Primary RSE lessons (Y4/5), 'Puberty'</p> <p>(see staff files folder)</p> <p>Betty: It's perfectly natural</p> <p>1 decision Growing and Changing</p> <p>Metro charity KS2 Gender</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception² • about the responsibilities of being a parent or carer and how having a baby changes someone's life 	<p>NSPCC Share aware</p> <p>1 decision – Computer safety</p> <p>Childnet Trust me-Y5/6 Lesson 2 Online</p> <p>contact</p>

² Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. PHP will annually decide whether this is appropriate for our community and specific cohort and will approach this sensitively and appropriately as part of Sex Education.

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	