



Stamshaw Junior School:

Relationships and Sex Education Policy

2027-2028

Review Cycle:

Approved by:



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1 Introduction

- 1.1 This policy will outline the nature of relationships and sex education, the provision in place and an outline of the curriculum that will be taught to the pupils.
- 1.2 It also includes the review and consultation process as well as guidance on when and how a parent may wish to withdraw their child from the sex education part of the curriculum.

2 Purpose

- 2.1 The purpose of relationships and sex education (RSE) at our academy is 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, and cultivate positive characteristics such as kindness and integrity
 - Create a positive culture around issues of sexuality and relationships
 - Teach pupils the correct vocabulary to describe themselves and their bodies
 - Teach pupils what a healthy relationship looks like and to be accepting and tolerant of different types of relationship in line with our school value of respect



3 Legislation

3.1 As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

3.2 We don't have to follow the National Curriculum, but we are expected to offer all pupils a broad and balanced curriculum that is similar to the National Curriculum, including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

3.3 In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (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

3.4 At Stamshaw Junior School, we teach RSE as set out in this policy.

4 Policy Development

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

1. Review – a member of staff alongside the central trust team 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/carers were sent a draft copy of the policy to comment on and provide feedback
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

5 Definition

5.1 For the purpose of this policy:

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



6 Curriculum

- 6.1 Our RSE curriculum, which follows a curriculum set by the PSHE Association, is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary to respond to the needs of our pupils or the community we reside in.
- 6.2 We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.
- 6.3 We will share all curriculum materials with parents and carers on request.

7 Delivery of RSE

- 7.1 RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Areas of on-line safety are taught within our Computing curriculum.
- 7.2 The school will make sure that:
 - Core knowledge is sectioned into units of manageable size
 - The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
 - The curriculum followed is a spiral curriculum, so pupils will have the opportunity to re-visit core skills that have been previously taught
 - Children with special educational needs will be taught using language and resources appropriate to their ability and will take part in pre-teaching sessions to ensure understanding is promoted
- 7.3 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, kind relationships
 - Online safety and awareness
 - Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born which is taught in year 6

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Discussions



Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

- All resources used are endorsed by the PSHE Association which is accredited by the government to be age appropriate. Teachers will review all resources prior to use to ensure they are appropriate for their current children.
- At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how it will be planned in conjunction with parents and carers. Parents will be informed prior to any sensitive topics being taught, especially around sex education.
- Pupils will be assessed using the PSHE Association assessment guidelines. This will be done through teacher assessment and will not involve any formal written assessments.

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

8 Inclusivity

8.1 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
- 8.2 During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

8.3 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
- Consider the level of differentiation needed

9 Use of Resources

9.1 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 and maturity of the 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

9.2 We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

10 Use of external agencies and materials

As a school we use resources endorsed by the PSHE Association PSHE as guidance with additional bespoke lessons to support the context of Stamshaw Junior School to meet the needs of the pupils. These include resources from CEOP (Child Exploitation and Online Protection Command, a UK law enforcement agency focused on protecting children from sexual abuse and online exploitation), St. John's Ambulance. National Railway Agency, Water Safety Agency, NCA (National Crime Agency), Money Sense and a Mindful Movement Wellbeing Coach, who has been endorsed by Portsmouth City Council.

10.1 We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

10.2 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
- Their 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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers on request

10.3 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
- Work with agencies who don't allow their material to be shared with parents and carers

11 Roles and Responsibilities

11.1 The governing board

11.1 1 The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

11.2 The headteacher

11.2 1 The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

11.3 Staff

11.3 1 Staff are responsible for:

These are examples and need to be updated accordingly.

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group



- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL), Mrs. Samantha Cantini.

11.3 2 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.

- Miss Amanda Bushell is responsible for leading RSE but all class teachers have the responsibility to deliver weekly lessons.

11.4 Pupils

11.4 1 Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

12 Parents' right to withdraw

12.1 Parents/carers do not have the right to withdraw their child from relationships education.

12.2 Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE.

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

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

13 Training

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

13.2 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.

14 Monitoring arrangements

14.1 The delivery of RSE is monitored by Miss Amanda Bushell through: Big Book looks, interviews with pupils, learning walks and meetings with teachers

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

14.3 As part of the University of Chichester Academy Trust, further monitoring will take place by the Trust through the internal quality assurance processes in place to support the academy.

14.4 This policy will be reviewed by Miss Amanda Bushell every two years. At every review, the policy will be approved by the governing board and headteacher.



15 Policy Approval

- 15.1 The governing body is responsible for approving the policy. If there are any future statutory changes directed by the DFE it is the headteachers responsibility to update the policy and share with the governing body for further approval.
- 15.2 The headteacher may wish to delegate this responsibility to another designated member of staff for example the RSE Lead but remains overall accountable for the contents of the policy.
- 15.3 If the headteacher wishes to considerably amend the policy after it has been approved, for example due to a change in process or curriculum, they will need to consult the governing body for approval of changes made.

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16 Appendices

Appendix 1: Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn 1	Foundations to wellbeing ○ Exploring emotions ○ Understanding distraction ○ Managing thoughts and emotions ○ Managing worries ○ Managing responses	Project Evolve Online Wellbeing PSHE Association foundations for wellbeing Year 3
		Me, my friends and belonging ● Personal identity ● Changing and growing up ○ What makes a good friend ○ Falling out with friends ● Belonging and community ○ Belonging to a community ● Healthy relationships ● Collaborative working ● Black history month	Project Evolve Online Wellbeing PSHE Association Me, my friends and belonging
	Autumn 2	Building healthy habits - Food for thought ○ Healthier eating and drinking habits ○ Healthier eating – choices and influences ○ Ready, steady, cook ● Dental health ● Looking after each other – first aid ○ Allergies ○ Bites and stings ○ Calling for help ● People that keep us safe	Project Evolve Online Wellbeing PSHE Association Building healthy habits



Spring 1	People, rules and money • Rules and laws • Classroom and school rules • Dealing with conflict • Human and children's rights. • People, places and customs. • Money – role of money in life.	Project Evolve Online Wellbeing Twinkl life resources
Spring 2	Understanding emotions in ourselves and in others • Feelings and empathy. • Recognising and responding to bullying • Recognising loneliness	Project Evolve Online Wellbeing Twinkl life resources
Summer 1	Making choices online • Creating and managing passwords • Protecting your device • What can we watch? • Can we choose what to watch?	Project Evolve Online Wellbeing NSCS: Cyber sprinters KS2 BBFC: Let's watch a film KS2
Summer 2	Keeping safe out and about – managing risk • Sun safety – managing risks in the sun • Road and rail safety • Risk in the environment ○ Canals and rivers ○ Flood alerts • Describing feelings • Preparing for change	Project Evolve Online Wellbeing PSHE Association Keeping safe out and about



Year 4	Autumn 1	Foundations for wellbeing • Describing feelings • Understanding internal and external distractions • Exploring different thinking habits • Different ways to manage worries • Strategies for calm • Change Loss and Grief ○ How do people manage change and loss	Project Evolve – Digital Wellbeing PSHE Association: Foundations of wellbeing (Year 4) PSHE Association: Change, loss and grief
		Families and growing together ○ Families ○ Family relationships ○ Diverse families ○ Family changes • Consent and physical boundaries • Democracy and rule of law	Project Evolve – Digital Wellbeing PSHE Association: families and growing together Twinkl Life curriculum
	Autumn 2	Exploring ways to manage risk • Firework safety • Keeping safe at home • Road and rail safety ○ Independently crossing the road • Exploring risk in relation to gambling • Drug Education ○ Medicines and household products ○ Smoking, vaping and alcohol • People who help keep us safe and where/how to get help	Project Evolve – Digital Wellbeing PSHE Association: Road safety, firework safety. PSHE Association: Exploring risk to gambling PSHE Association Drug education



Spring 1	Living In The Wider World • Discuss and debate health and wellbeing issues. • Rules and laws. ○ Law in the wider community • Anti-social behaviour	Project Evolve – Digital Wellbeing Twinkl Life resources PSHE Association – democracy.
Spring 2	Forming Respectful Relationships. • Friendship and bullying ○ Valuing friendships ○ Friendship challenges ○ What is bullying • Every Mind matters ○ Kindness • Recognising how feelings can affect thoughts and behaviour • Share points of view – how to listen respectfully even if you disagree.	Project Evolve – Digital Wellbeing PSHE Association- Forming respectful relationships OHID – every mind matters
Summer 1	Living In The Wider World • Money and wellbeing ○ How money is used ○ Making decisions about money • Newswise ○ How news affects feelings ○ Fake or real news? ○ Questioning images in the news	Project Evolve – Digital Wellbeing Guardian Foundation PSHE Association – Money and wellbeing
Summer 2	Me, my body and growing • Changing and growing up Year 4-5 ○ Time to change ○ Menstruation and wet dreams ○ Personal hygiene ○ Emotions and feelings • NSPCC: Talk PANTS – ages 7-9	Project Evolve – Digital Wellbeing Medway: Changing and Growing NSPCC: PANTS



		○ Building confidence • Balanced lifestyle ○ make good choices food, exercise etc ○ Drugs – tobacco, caffeine and alcohol and good medicine (revisit from year 3) • Dealing with negative peer pressure.	Twinkl Life curriculum.
Year 5	Autumn 1	Foundations for wellbeing • Noticing and naming emotions • Directing attention and managing distractions • Changing thinking habits • Rumination and worry • Managing reactivity • Democracy and rule of law	Project Evolve – Digital Wellbeing PSHE Association: Foundations of wellbeing (Year 5)
		Respecting Boundaries • Consent ○ Giving and seeking permission ○ Personal boundaries ○ Appropriate and inappropriate touch • NSPCC: talk PANTS – ages 9-11 ○ How can the PANTS rule help us?	Project Evolve – Digital Wellbeing PSHE Association: Respecting boundaries NSPCC: PANTS ages 9-11
	Autumn 2	Embedding healthy habits and learning first Aid • Melanoma Fund: Sunguarding schools • Sure: Breaking limits – KS2 ○ Confident mover ○ Team player ○ Goal setter • St.John's Ambulance – First Aid ○ Asthma	Project Evolve – Digital Wellbeing St.John's Ambulance First Aid Melanoma Fund: sunguarding schools • Sure: Breaking Limits



		• Head injuries	
Spring 1	Safe Connections • CEOP Play share like (ages 8-10) 8-10s: Like ○ Block him Right Good Alfie ○ Who's Magnus ○ They have fans, we have friends • CEOP connect – Y5-6 ○ Respectful relationships ○ Socialising online • NCA – Making the right cyber choices Y5-6 • Law making – changing laws. • People and customs (democracy)	Project Evolve – Digital Wellbeing PSHE Association – democracy. CEOP (Child Exploitation On-line Protection) NCA (National Crime Agency) – cyber choices	
Spring 2	Friendships, stereotypes and bullying – Y5-6 • Friendship and bullying ○ Including others (to look at loneliness) ○ Positive and respectful friendships ○ Bullying and its impact • Belonging and community – Y5-6 ○ Challenging stereotypes ○ Addressing Extremism • Dealing with emotions and listening to others including raising concerns in a respectful manner • Confidentiality- when to break a confidence	Project Evolve – Digital Wellbeing PSHE Association- Friendships and bullying PSHE Association – Belonging and community Twinkl: Life resources emotions and confidentiality.	



	Summer 1	Positively Engaging With our World - Guardian Foundation – Newswise - Managing feelings about the news - Spotting fake news - Understanding that news is targeted - UCL; Climate Change – empathy and agency – KS2 - Connecting with nature - Everyday - Doing it together - Money – role finance plays in people’s lives - Managing loans, debts, interest and tax - What is enterprise? - Being a critical consumer.	Project Evolve – Digital Wellbeing Guardian Foundation UCL Climate Change Twinkl: Life Money resources
	Summer 2	Mental Health and wellbeing - The effects of positivity and negativity on physical and mental health - Emotions – dealing with complex emotions - Making informed decisions for a balanced lifestyle including food, effect of exercise and drugs etc - Drugs – legal and illegal – including gangs - Celebrating success and having high aspirations.	Project Evolve – Digital Wellbeing Twinkl Life curriculum. PSHE Association mental health and wellbeing resources
Year 6	Autumn 1	Foundations for wellbeing - Foundations for Wellbeing –Y6 - Regulating emotions - Managing distraction - Developing positive thinking habits - Managing rumination and worry - Managing Stress - Change, loss and grief - How do people manage loss and support each other? - Goal setting	Project Evolve – Digital Wellbeing PSHE Association: Foundations of wellbeing (Year 6) PSHE Association Change, Loss and Grief



		- Democracy and rule of law -classroom rules - Hygiene (bacteria and virus) link to Covid	Twinkl: Life resources – democracy and hygiene
		Relationships (Me and my friends) - Committed loving relationships – recognising an unhealthy relationship. - Physical contact – acceptable and unacceptable – <u>consent</u> - Personal boundaries – right to privacy - How actions affect others.	Project Evolve – Digital Wellbeing Twinkl: Life resources – healthy relationships
	Autumn 2	Keeping myself safe in the wider world and AI literacy - Understanding AI: Rights, safety and wellbeing lessons - What is AI? - How does AI affect our rights? - What is AI chatbot - Home Office-Digital deception: Understanding deepfakes – Y5-6 - The impact of generative AI - The ethics of AI images - Pick Your Piks – Y5-6 - Pick your piks - Managing risk and peer pressure - Who can help me stay safe and where to get help	Project Evolve – Digital Wellbeing St.John's Ambulance First Aid PSHE Association – AI Literacy Home Office – digital deception Pick your Piks
	Spring 1	Drug education: assessing risk and managing influences - Drug education Y5-6 - Medicines - Legal and illegal drugs - Influences and pressure - Tobacco, vaping and alcohol in the media - UNICEF rights of the child	Project Evolve – Digital Wellbeing PSHE Association – Drug education – assessing risk and managing influences. UNICEF Rights of the child



		• Illegal practices (understanding that cultural beliefs are over-ridden by human rights e.g. FGM) • Being part of a community and groups that support that community.	Twinkl: Life resources - community
Spring 2	Managing emotions in a changing world)	• Emotions and confidentiality and when to break a confidence • Understanding what makes us different Diversity (including ethnic and religious) • Challenging discrimination, stereotypes and bullying • Managing dares • How to manage conflict and listen to other points of view	Project Evolve – Digital Wellbeing Twinkl: Life resources - emotions
Summer 1	Managing money including on-line	• Money and wellbeing – Y6 ○ Money and emotional wellbeing ○ Being a critical consumer • Exploring risk in relation to gambling – KS2 ○ Chancing it! • Online financial harms ○ Spending influences ○ Wellbeing and support	Project Evolve – Digital Wellbeing PSHE Association – money and wellbeing, exploring risk in relation to gambling, on-line financial harms
Summer 2	Changes ,puberty, sex education and looking to the future	• Changing and growing up ○ Puberty recap ○ Puberty – change and becoming independent ○ Positive, healthy relationships ○ How to make a baby • FGM • The Sleep Factor ○ Getting a good night's sleep • The careers and enterprising company – Careers explorers	Project Evolve – Digital Wellbeing Medway Changing and growing up NHS – The sleep factor Careers and enterprising company – careers explorers



		○ Job skills ○ Choosing a career ○ Career router ● Embracing change and new challenges – Y6 ● Moving to secondary school	PSHE Association – embracing change and new challenges Mindful movement coach
ALL CHILDREN HAVE WELLBEING JOURNALS WHICH THEY USE WEEKLY			

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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration



	• That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online



Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources
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Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		• Class	
Name of parent/carer		• Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	