

## Contents

1. Aims .....	1
2. Statutory requirements .....	2
3. Policy development .....	2
4. Definition .....	2
5. Curriculum .....	2
6. Delivery of RSE .....	3
7. Roles and responsibilities .....	3
8. Parents' right to withdraw .....	4
9. Training .....	4
10. Monitoring arrangements .....	4
Appendix 1: Curriculum map .....	6
Appendix 2: By the end of primary academy pupils should know .....	13
Appendix 3: Parent form: withdrawal from sex education within RSE .....	15

## 1. Aims

The aims of relationships and sex education (RSE) at our academy 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

Our RSE learning at Lindfield is taken from the Jigsaw PSHE scheme of work. Our aim is to equip children with the ability to understand their thoughts and feelings by building up emotional resilience and developing self-confidence. Through our RSE learning, children will be given their entitlement to information about relationships, puberty and human reproduction appropriate to their age. We believe that Relationships Education at Lindfield should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

## 2. Statutory requirements

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

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are 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](#).

At Lindfield Primary Academy 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 academy 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 a 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 the Local Board 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

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 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 as part of our Jigsaw scheme of learning. All aspects are taught as part of our Jigsaw PSHE lessons, being integral to our learning throughout the school year. Our teaching is differentiated and personalized to ensure accessibility by all children, including children with SEND.

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

In the summer term we teach the 'Relationships' and 'Changing Me' units of learning in PSHE. Across the school, children access their age appropriate RSE learning primarily in these units.

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 Governance

The Local Board will receive updates from the Principal regarding the implementation of this policy.

The Board of Trustees has delegated the approval of this policy to the Principal.

### 7.2 The Principal

The Principal 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 Principal.

All teachers at Lindfield Primary Academy will be delivering the RSE component of PSHE to their own classes.

## 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 Principal.

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 Principal 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 when needed.

## 10. Monitoring arrangements

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

- Good practise within staff meetings
- Learning walks
- Book looks to monitor how the curriculum is being delivered across the school.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Local Board annually. At every review, the policy will be approved by the Principal.

## 11. Policy status and review

<b>Written by:</b>	Jennie Adams and Fiona Marshall
<b>Owner:</b>	Principal – Marcus Still
<b>Status:</b>	Approved
<b>Approval date:</b>	March 2022
<b>Reviewed:</b>	Reviewed by the Local Board – January 2021
<b>Next review date:</b>	January 2023

Appendix 1: Curriculum map

**Relationships and sex education curriculum map**

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
<b>EYFS</b>	Summer 1	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> <li>• <b>I can identify some of the jobs I do in my family</b></li> <li>• <b>I know how to make friends to stop myself from feeling lonely.</b></li> <li>• <b>I can think of ways to solve problems and stay friends.</b></li> <li>• <b>I am starting to understand the impact of unkind words.</b></li> <li>• <b>I can use Calm Me Time to manage my feelings.</b></li> <li>• <b>I know how to be a good friend.</b></li> </ul>	PowerPoint and other resources linked to the Jigsaw PSHE scheme of work.
	Summer 2	<p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> <li>• <b>I can name parts of the body</b></li> <li>• <b>I can tell you some things I can do and foods I can eat to be healthy.</b></li> <li>• <b>I understand that we all grow from babies to adults.</b></li> <li>• <b>I can express how I feel about moving to Year 1.</b></li> <li>• <b>I can talk about my worries and/or the things I am looking forward to about being in Year 1</b></li> <li>• <b>I can share my memories of the best bits of this year in Reception</b></li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer 1	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> <li>• <b>I can identify the members of my family and understand that there are lots of different types of families.</b> <i>I know how it feels to belong to a family and care about the people who are important to me.</i></li> <li>• <b>I can identify what being a good friend means to me.</b> <i>I know how to make a new friend</i></li> <li>• <b>I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</b> <i>I can recognise which forms of physical contact are acceptable and unacceptable to me.</i></li> <li>• <b>I know who can help me in my school community.</b> <i>I know when I need help and know how to ask for it</i></li> <li>• <b>I can recognise my qualities as person and a friend.</b> <i>I know ways to praise myself</i></li> <li>• <b>I can tell you why I appreciate someone who is special to me.</b> <i>I can express how I feel about them</i></li> </ul>	<p>PowerPoint and other resources linked to the Jigsaw PSHE scheme of work.</p> <p><b><u>New words covered:</u></b>  Changes  Life cycle  Baby  Adulthood  Grown up  Mature  Male  Female  Vagina  Penis  Testicles  Anus  Breasts</p>
	Summer 2	<p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> <li>• <b>I am starting to understand the life cycles of animals and humans.</b> <i>I understand that changes happen as we grow and that this is OK</i></li> <li>• <b>I can tell you some things about me that have changed and some things about me that have stayed the same.</b> <i>I know that changes are OK and that sometimes they will happen whether I want them to or not.</i></li> <li>• <b>I can tell you how my body has changed since I was a baby.</b> <i>I understand that growing up is natural and that everybody grows at different rates.</i></li> <li>• <b>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.</b> <i>I respect my body and understand which parts are private</i></li> <li>• <b>I understand that every time I learn something new I change a little bit.</b> <i>I enjoy learning new things</i></li> <li>• <b>I can tell you about changes that have happened in my life.</b> <i>I know some ways to cope with changes</i></li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer 1	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> <li>• <b>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</b> <i>I accept that everyone's family is different and understand that most people value their family</i></li> <li>• <b>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</b> <i>I know which types of physical contact I like and don't like and can talk about this</i></li> <li>• <b>I can identify some of the things that cause conflict with my friends.</b> <i>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</i></li> <li>• <b>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</b> <i>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</i></li> <li>• <b>I recognise and appreciate people who can help me in my family, my school and my community.</b> <i>I understand how it feels to trust someone</i></li> <li>• <b>I can express my appreciation for the people in my special relationships.</b> <i>I am comfortable accepting appreciation from others</i></li> </ul>	<p>PowerPoint and other resources linked to the Jigsaw PSHE scheme of work.</p> <p><b><u>New words covered:</u></b> <b><u>Previous year vocabulary +</u></b></p> <p>Male Female Vagina Penis Testicles Vulva Anus Public Private</p>
	Summer 2	<p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> <li>• <b>I can recognise cycles of life in nature.</b> <i>I understand there are some changes that are outside my control and can recognise how I feel about this</i></li> <li>• <b>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</b> <i>I can identify people I respect who are older than me</i></li> <li>• <b>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</b> <i>I feel proud about becoming more independent</i></li> <li>• <b>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.</b> <i>I can tell you what I like/don't like about being a boy/girl</i></li> <li>• <b>I understand there are different types of touch and can tell you which ones I like and don't like.</b> <i>I am confident to say what I like and don't like and can ask for help</i></li> <li>• <b>I can identify what I am looking forward to when I move to my next class.</b> <i>I can start to think about changes I will make when I am in Year 3 and know how to go about this</i></li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 1	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> <li>• <b>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</b> <i>I can describe how taking some responsibility in my family makes me feel</i></li> <li>• <b>I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener.</b> <i>I know how to negotiate in conflict situations to try to find a win-win solution</i></li> <li>• <b>I know and can use some strategies for keeping myself safe online.</b> <i>I know who to ask for help if I am worried or concerned about anything online</i></li> <li>• <b>I can explain how some of the actions and work of people around the world help and influence my life.</b> <i>I can show an awareness of how this could affect my choices</i></li> <li>• <b>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</b> <i>I can empathise with children whose lives are different to mine and appreciate what I may learn from them</i></li> <li>• <b>I know how to express my appreciation to my friends and family.</b> <i>I enjoy being part of a family and friendship groups</i></li> </ul>	<p>PowerPoint and other resources linked to the Jigsaw PSHE scheme of work.</p> <p><b><u>New words covered:</u></b> <b><u>Previous year vocabulary +</u></b></p> <p>Uterus Womb Puberty Sperm Ovaries Egg Ovum/ Ova</p>
	Summer 2	<p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> <li>• <b>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</b> <i>I can express how I feel when I see babies or baby animals</i></li> <li>• <b>I understand how babies grow and develop in the mother's uterus.</b> <i>I understand what a baby needs to live and grow. I can express how I might feel if I had a new baby in my family.</i></li> <li>• <b>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process.</b> <i>I recognise how I feel about these changes happening to me and know how to cope with those feelings</i></li> <li>• <b>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</b> <i>I recognise how I feel about these changes happening to me and know how to cope with these feelings</i></li> <li>• <b>I can start to recognise stereotypical ideas I might have about parenting and family roles.</b> <i>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes start to think about changes I will make next year and know how to go about this</i></li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer 1	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> <li>• <b>I can recognise situations which can cause jealousy in relationships.</b> <i>I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</i></li> <li>• <b>I can identify someone I love and can express why they are special to me.</b> <i>I know how most people feel when they lose someone or something they love</i></li> <li>• <b>I can tell you about someone I know that I no longer see.</b> <i>I understand that we can remember people even if we no longer see them</i></li> <li>• <b>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</b> <i>I know how to stand up for myself and how to negotiate and compromise</i></li> <li>• <b>I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older.</b> <i>I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend</i></li> <li>• <b>I know how to show love and appreciation to the people and animals who are special to me.</b> <i>I can love and be loved</i></li> </ul>	<p>PowerPoint and other resources linked to the Jigsaw PSHE scheme of work.</p> <p><b><u>New words covered:</u></b> <b><u>Previous year vocabulary +</u></b></p> <p>Making love Having sex Sexual Intercourse Fertilise Conception Menstruation Periods Sperm Penis Egg Testicles Vagina Ovaries Reproduction Unique Puberty Fallopian tubes</p>
	Summer 2	<p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> <li>• <b>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</b> <i>I appreciate that I am a truly unique human being</i></li> <li>• <b>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</b> <i>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</i></li> <li>• <b>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</b> <i>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</i></li> <li>• <b>I know how the circle of change works and can apply it to changes I want to make in my life.</b> <i>I am confident enough to try to make changes when I think they will benefit me</i></li> <li>• <b>I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</b> <i>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</i></li> <li>• <b>I can identify what I am looking forward to when I move to a new class.</b> <i>I can reflect on the changes I would like to make next year and can describe how to go about this</i></li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 1	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> <li>• <b>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</b> <i>I know how to keep building my own self-esteem</i></li> <li>• <b>I understand that belonging to an online community can have positive and negative consequences.</b> <i>I can recognise when an online community feels unsafe or uncomfortable</i></li> <li>• <b>I understand there are rights and responsibilities in an online community or social network.</b> <i>I can recognise when an online community is helpful or unhelpful to me</i></li> <li>• <b>I know there are rights and responsibilities when playing a game online.</b> <i>I can recognise when an online game is becoming unhelpful or unsafe</i></li> <li>• <b>I can recognise when I am spending too much time using devices (screen time).</b> <i>I can identify things I can do to reduce screen time, so my health isn't affected</i></li> <li>• <b>I can explain how to stay safe when using technology to communicate with my friends.</b> <i>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</i></li> </ul>	<p>PowerPoint and other resources linked to the Jigsaw PSHE scheme of work.</p> <p><b><u>New words covered:</u></b>  <b>Previous year vocabulary +</b>  Sanitary towels  Sanitary pads  Tampons  Semen  Erection  Ejaculation  Wet dream  Larynx  Facial hair  Growth spurt  Hormones  Fallopian tube  Fertilisation  Pregnancy  Embryo  Umbilical cord  Contraception  Fertility treatment (IVF)  Pubic Hair  Scrotum</p>
	Summer 2	<p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> <li>• <b>I am aware of my own self-image and how my body image fits into that.</b> <i>I know how to develop my own self-esteem.</i></li> <li>• <b>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</b> <i>I understand that puberty is a natural process that happens to everybody and that it will be ok for me.</i></li> <li>• <b>I can describe how boys' and girls' bodies change during puberty.</b> <i>I can express how I feel about the changes that will happen to me during puberty.</i></li> <li>• <b>I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.</b> <i>I appreciate how amazing it is that human bodies can reproduce in these ways.</i></li> <li>• <b>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</b> <i>I am confident that I can cope with the changes that growing up will bring.</i></li> <li>• <b>I can identify what I am looking forward to when I move to my next class.</b> <i>I can start to think about changes I will make next year and know how to go about this.</i></li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer 1	<p>'Relationships' puzzle piece:</p> <ul style="list-style-type: none"> <li>• <b>I know that it is important to take care of my mental health.</b> <i>I understand that people can get problems with their mental health and that it is nothing to be ashamed of.</i></li> <li>• <b>I know how to take care of my mental health.</b> <i>I can help myself and others when worried about a mental health problem.</i></li> <li>• <b>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</b> <i>I can recognise when I am feeling those emotions and have strategies to manage them.</i></li> <li>• <b>I can recognise when people are trying to gain power or control.</b> <i>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</i></li> <li>• <b>I can judge whether something online is safe and helpful for me.</b> <i>I can resist pressure to do something online that might hurt myself or others.</i></li> <li>• <b>I can use technology positively and safely to communicate with my friends and family.</b> <i>I can take responsibility for my own safety and well-being.</i></li> </ul>	<p>PowerPoint and other resources linked to the Jigsaw PSHE scheme of work.</p> <p><b><u>New words covered:</u></b>  <b>Previous year vocabulary +</b>  Pregnancy  Embryo  Foetus  Placenta  Umbilical cord  Labour  Contractions  Cervix  Midwife  Love  Sexting  Homosexuality  Clitoris  Porn  Sexual abuse  Masturbation  Sexuality  Circumcision</p>
	Summer 2	<p>'Changing Me' puzzle piece</p> <ul style="list-style-type: none"> <li>• <b>I am aware of my own self-image and how my body image fits into that.</b> <i>I know how to develop my own self esteem</i></li> <li>• <b>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</b> <i>I can express how I feel about the changes that will happen to me during puberty.</i></li> <li>• <b>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</b> <i>I can recognise how I feel when I reflect on the development and birth of a baby.</i></li> <li>• <b>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</b> <i>I understand that respect for one another is essential in a boyfriend/girlfriend relationship and that I should not feel pressured into doing something I don't want to.</i></li> <li>• <b>I am aware of the importance of a positive self-esteem and what I can do to develop it.</b> <i>I can express how I feel about my self-image and know how to challenge negative 'body-talk'.</i></li> <li>• <b>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</b> <i>I know how to prepare myself emotionally for the changes next year..</i></li> </ul>	

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• That others' families, either in academy 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships □ The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in academy 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

Being safe

- 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, academy 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 academy to consider			
Parent signature			

  

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents	