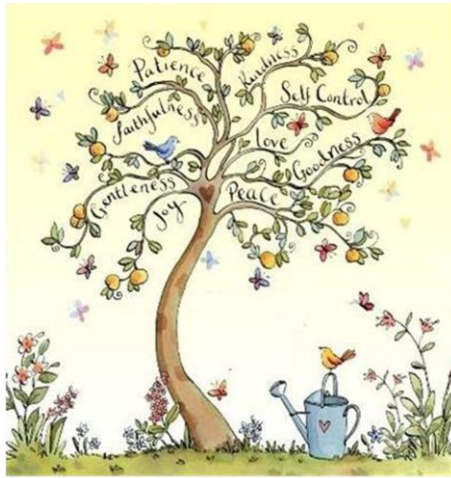




FST Primary Schools Federation

Relationships and Sex Education (RSE) Policy



Love, Learn and Grow Together

At Terrington and Foston Church of England Schools, our commitment to promoting inclusivity, affirming diversity, embracing community and inspiring creativity is rooted in the words of St Paul who wrote, 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control' (Galatians 5 v 22-23). These Christian values are fostered in the pupils and staff building an ethos where all can flourish.

At Stillington Community Primary School, our commitment to promoting inclusivity, affirming diversity, embracing community and inspiring creativity is rooted in the core values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. These core values are fostered in the pupils and staff, building an ethos where all can flourish.

Approved by: Curriculum Link Governor / HT Date:

Last reviewed on: May 24

Next review due by: May 25

Contents

1. Aims	1
2. Statutory requirements	1
3. Policy development	2
4. Definition	2
5. Curriculum	2
6. Delivery of RSE	2
7. Use of external organisations and resources	4
8. Roles and responsibilities	5
9. Parents' right to withdraw	5
10. Training	5
11. Monitoring arrangements	5
Appendix 1: Curriculum map	6
Appendix 2: By the end of primary school pupils should know	9
Appendix 3: Parent form: withdrawal from sex education within RSE	12

1. Aims

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
- Develop positive values and a moral framework that will guide their decisions and behaviour
- Recognise and avoid exploitative relationships both on and offline
- Ensure pupils value, care for and respect their bodies
- Enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making as part of the Christian ethos as well as taking responsibility of their body, relationships, reproduction, sexual health and wellbeing.

2. Statutory requirements

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

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

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

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- DfE statutory guidance on [relationships, sex and health education](#) (June 2019) pg 10 At Terrington, Foston and Stillington, 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 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 governors and ratified

4. Definition

Within RSE, the definition of Relationships is:

the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

This will focus on:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called ‘honour’-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support,
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

As stated in ‘KCSIE 2023 statutory guidance for schools’ DfE.

The definition of sex education is:

Commented [IT1]: Does this need to be included?

Is tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As stated in ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ - DfE

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.

RSE helps develop loving, caring relationships based on mutual respect

RSE teaches pupils about sex education which goes above and beyond the national requirements for the science curriculum including sexual intercourse.

Commented [IT2]: IS this still needed?

5. Curriculum

Our RSE curriculum is set out as per Appendix 1 as part of the PSHE curriculum, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, 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. Primary sex education will focus on:

- How a baby is conceived and born – This will look at different methods of conception for different types of families

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

6. Delivery of RSE

RSE is taught through:

- Weekly personal, social, health and economic (PSHE) education curriculum.
- Sex Education is taught in the summer term in Key Stage Two within the two-year cycle in weekly in PSHE – parents of these children will be notified of the topics and term this will be taught.
- Discretely through interpersonal discussion at age related level
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities, especially our assembly programme, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

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
- Sexual intimacy, intercourse and reproduction which is not included in the science curriculum

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances in line with our Christian and core values (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs. This links to the Equality Act 2010 and the public sector duty.

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

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

6.2 Use of resources

We will consider whether any resources we plan to use:

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

7. Use of external organisations and materials

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

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

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with: This policy; The [Teachers' Standards](#); The [Equality Act 2010](#); The [Human Rights Act 1998](#); The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case study materials and look for feedback from other people the agency has worked with ➤
Be clear on:
 - o What they're going to say
 - o 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

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

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the Federation, and for managing requests to withdraw pupils from non-statutory (sex education beyond the science curriculum) content components of RSE (see section 9).

8.3 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 (sex education beyond the science curriculum) 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 teaching staff across our 3 schools are responsible for teaching RSE guided by our coordinator - Miss India Tordoff.

8.4 Pupils

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

9. 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 (sex education beyond the science curriculum) components of sex education within RSE.

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

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

10. 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.

11. Monitoring arrangements

The delivery of RSE is monitored by India Tordoff (PSHE Lead) through:

- Planning scrutinies
- Lesson observations
- Pupil Voice
- Learning walks
- Teacher feedback

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

This policy will be reviewed by the RSE coordinator for each school annually.

At each review, the policy will be approved by Headteacher and Curriculum Link Governor/s.

Appendix 1: PSHE Curriculum map

PSHE, Relationships and sex education curriculum map

Foston CE, Terrington CE VA & Stillington Primary Schools Progression Map

'Love, Learn & Grow Together'

Subject: **PSHE**



Subject Intent:

We aim to develop resilient, independent, loving and caring individuals who have a sound awareness of the key principles of relationships, respect, careers, health and safety to prepare them for future life.

We wish to:

- develop pupils' cultural capital by giving pupils the information they require to gain a knowledge of the wider world through awe and wonder experiences.
- create an understanding of a multicultural and diverse world in which we live.
 - promote acceptance, respect and celebrate our differences.
- inspire awareness of local and wider communities to make positive changes to the world.
 - embed how to keep safe
 - foster British values and what it means to be British.
- Expand understandings of careers to prepare and inspire pupils.
 - nurture positive relationships (including RSE).
- cultivate positive, healthy strategies for physical and mental wellbeing.

Key Concept	Overview	EYFS	Key Stage 1	Lower Key Stage 2	Key Stage 2
	Topic	What is a relationship?	Making relationships	Healthy relationships	Types of relationships

<p>Me and my relationships</p> <p>Year A</p> <p><u>Community</u></p>	<p>Objectives NC</p>	<p>Who is my family?</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. (R) Build constructive and respectful relationships. (R) Identify and moderate their own feelings socially and emotionally. (R) Think about the perspectives of others. (R) Talk about members of their immediate family and community. (R) 	<ul style="list-style-type: none"> To learn how to be a good friend, e.g., kindness, listening, honesty. To learn about different ways that people meet and make friends. To learn about what causes arguments between friends and how to positively resolve arguments between friends To learn how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else To learn how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online To learn about what bullying and its types as well as how someone may feel if they are being bullied. 	<ul style="list-style-type: none"> To learn about the features of positive healthy friendships such as mutual respect, trust and sharing interests. To learn strategies to build positive friendships and how to seek support with relationships. To learn how to communicate respectfully with friends when using digital devices and how online differs from real life. To learn what to do or whom to tell if they are worried about any contact online. To learn how people may behave differently online including pretending to be someone they are not. To recognise when it is right to share a secret. To learn how to report concerns and seek help if worried or uncomfortable about someone's behaviour. 	<ul style="list-style-type: none"> To learn what makes a healthy friendship and strategies to make people feel included. To learn about peer influence and the impact of the need for peer approval. To learn strategies to manage peer influence and the need for peer approval. To learn that it is common for friendships to experience challenges and how to resolve disputes. To learn that friendships change over time and the benefits of having new and different types of friends. To recognise if a friendship is making them feel unsafe, worried, or uncomfortable. To learn whom to tell if they are concerned about unwanted physical contact.
	<p>Knowledge</p>	<ul style="list-style-type: none"> They can identify their friends. They can identify their family. 	<ul style="list-style-type: none"> They will realise every action has a consequence both positive and negative. They will know the difference between kind and unkind acts. They can describe a friend. 	<ul style="list-style-type: none"> They will know how to and when to share a secret. They will understand good and bad secrets. They will know how and when to report a concern. 	<ul style="list-style-type: none"> To know common friendships challenges are okay. To know always to resolve situations. To know benefits of different types of friendships.

		<ul style="list-style-type: none"> They can develop and maintain friendships 	<ul style="list-style-type: none"> They will know how to respond, who to tell and what to say. 	<ul style="list-style-type: none"> To identify a healthy relationship. 	<ul style="list-style-type: none"> To identify friendships and when to seek support. 			
	Vocabulary	Friend Family Play Share Support trust	Friend Relationship Boy/Male Girl/female Respect Difference Safe Onn/Offline	Teasing Change Worry Right Bullying Healthy	Positive friendships Trusted Network Mutual	Respect Communicate Secret appropriate	Physical contact Reconcile Dispute Resolve	Assertive
Me and my relationships	Topic	What is a relationship? X 3 Who is my family? X 3	Roles of people in a family	Features of a family	Types of families			
Year B <u>Community</u>	Objectives NC	<ul style="list-style-type: none"> To show interest in the lives of people who are familiar to them. (R) To build constructive and respectful relationships. (R) To identify and moderate their own feelings socially and emotionally. (R) To think about the perspectives of others. (R) To talk about members of their immediate family and community. (R) 	<ul style="list-style-type: none"> To learn about people who care for them, e.g., parents, siblings, grandparents, relatives, friends, teachers. To understand the role these different people, play in children's lives and how they care for them. To learn what it means to be a family and how families are different. To learn about the importance of telling someone and how to tell them — if they are worried about something in their family. To learn about situations when someone's body or feelings might be hurt and whom to go to for help. 	<ul style="list-style-type: none"> To learn about different types of families. To learn about positive healthy friendships and strategies to build positive friendships. To learn how to seek support with relationships if they feel lonely or excluded. To learn when it is right to keep or break a confidence or share a secret. To learn how to recognise risks online, how to communicate respectively and how people may behave differently online. To learn how to report concerns and who to seek help if worried. To understand that being part of a family provides support, stability 	<ul style="list-style-type: none"> To learn what a positive family relationship is and the ways people care for others. To learn what to do and whom to tell if family relationships are making them feel unhappy or unsafe. To learn about what privacy and personal boundaries and reporting risks. To understand what it means to be attracted to someone and different kinds of loving relationships and that people who love each other can be of any gender, ethnicity or faith. To understand the difference between gender identity and sexual orientation and everyone's right to be loved 			

			<ul style="list-style-type: none"> To learn about what it means to keep something private, including parts of the body that are private 	and love and about the positive aspects of being part of a family, such as spending time together and caring for each other.		<ul style="list-style-type: none"> To understand what marriage and civil partnership mean and that people have the right to choose whom they marry or whether to get married and that to force anyone into marriage is illegal. To learn strategies to respond to pressure from friends including online. 		
	Knowledge	<ul style="list-style-type: none"> They can identify their friends They can identify their family They can develop and maintain friendships 	<ul style="list-style-type: none"> To identify special people To identify key people who help me and how. To identify groups and how they feel being part of a group. They will know a world of different families and know this is ok 	<ul style="list-style-type: none"> To be able to explain about same sex relationships. To identify properties of a family I.e. love, respect. To name 5 people/places they can go to if they are concerned. 		<ul style="list-style-type: none"> To articulate different relationship, make ups. To know the rules of marriage. To identify 5 people/places to go to to share a concern. 		
	Vocabulary	Friend Family Play Share Support trust	Siblings Relatives Role Single Parents	Private Families Privacy	Blended Personal Boundaries Privacy	Legal Stability Foster Adoptive Social	Pressure Declaration Gender	Sexual orientation Discrimination Forced Commitment
Respecting myself and others	Topic	What is respect and how can I show it?	How can I show respect?		Recognising respecting others		Respecting my body and others	
Year A Diversity	Objectives NC	<ul style="list-style-type: none"> To see themselves as a valuable individual. (R) Express their feelings and consider the feelings of others. (R) 	<ul style="list-style-type: none"> To identify different types of touch and how they make people feel (e.g., hugs, tickling, kisses and punches) To know how to respond if being touched makes them feel uncomfortable or unsafe. 		<ul style="list-style-type: none"> To learn about bullying online and the similarities/differences to face-to-face bullying and who to tell if they see or experience bullying. 		<ul style="list-style-type: none"> To explain the difference in having a joke with friends and how this can impact in a negative way. To identify online bullying and discrimination of groups or individuals. 	

		<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully, lining up, queueing and mealtimes. (R) • Give focused attention to what the teacher says responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. (ELG) • Recognise some similarities and differences between life in this country and life in other countries. (R) 	<ul style="list-style-type: none"> • To recognise when it is important to ask for permission to touch others and to know how to ask for and give/not give permission. • To understand what kind and unkind behaviour mean in and out school. • To understand how kind and unkind behaviour can make people feel. • To know what respect means and about our class rules, being polite to others, sharing and taking turns. 	<ul style="list-style-type: none"> • To learn about bullying and hurtful behaviour as well as the consequences for people involved. • To recognise respectful behaviour and the ways people show it in different cultures and in wider society • To learn what it means to treat others and be treated politely. • To learn how to model respectful behaviour in different situations e.g at home, at school and online. • To learn the importance of self-respect and their right to be treated respectfully by others. 	<ul style="list-style-type: none"> • To learn what discrimination means and different types of discrimination. • To learn 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. • To recognise that everyone should be treated equally. • To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations and how to respond. • To learn how about permission for physical contact and how it feels in a person's mind and body when they are uncomfortable.
	Knowledge	<ul style="list-style-type: none"> • To know they are special • To understand how to take turns • To know that everyone is different. • To celebrate difference 	<ul style="list-style-type: none"> • To know what makes them feel comfortable and uncomfortable • To create class rules • To know who and how to contact childline. 	<ul style="list-style-type: none"> • To define bullying. • To share 1 example of respect at school and 1 examples of respect at home. • To know the 9 protected characteristics. • To explain the difference in having a joke with friends and how this can impact in a negative way. 	<ul style="list-style-type: none"> • To know when someone touches them inappropriately who to speak to. • To know the 9 protected characteristics. • To define consent.

	Vocabulary	Respect Sharing Same Different Feelings special	Unsafe Sharing Kind Behaviour Private	Uncomfortable	Include Value Differences Sensitive Risk	Hurtful Aspiration Bullying Respectful Protected characteristics	Homophobia Transphobia Biphobia Trolling Harassment Discrimination	Respectfully Equality Unacceptable tradition
Respecting myself and others	Topic	What is respect and how can I show it?	Recognising respect	Respecting similarities and differences	Expressing and Respecting points of view			
Year B Diversity	Objectives NC	<ul style="list-style-type: none"> To see themselves as a valuable individual. (R) Express their feelings and consider the feelings of others. (R) Further develop the skills they need to manage the school day successfully, lining up, queuing and mealtimes. (R) Give focused attention to what the teacher says responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. (ELG) Recognise some similarities and differences between life in this country and life in other countries. (R) 	<ul style="list-style-type: none"> To know the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help if they need it. To know how to resist pressure to do something that feels uncomfortable or unsafe. To understand how to ask for help if they feel unsafe or worried. To know what vocabulary to use about the things they have in common with their friends, classmates, and other people To understand how friends can have both similarities and differences. To know how to share their ideas and listen to others, take 	<ul style="list-style-type: none"> To differentiate between playful teasing, hurtful behaviour and bullying, including online. To understand how to respond if they witness or experience hurtful behaviour or bullying, including online. To recognise the difference between 'playful dares and dares which put someone under pressure, at risk, or make them feel uncomfortable. 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. To know about the importance of respecting the differences and similarities between people 	<ul style="list-style-type: none"> To know how to assess the risk of different online 'challenges' and 'dares. To know how to get advice and report concerns about personal safety, including online. To understand what consent means and how to seek and give/not give permission in different situations. To learn about the link between values and behaviour and how to be a positive role model. To know how to discuss issues respectfully To learn how to listen to and respect other points of view and how to constructively challenge points of view they disagree with To learn ways to participate effectively in discussions online and manage conflict or disagreements 			

			part in discussions, and give reasons for their views					
	Knowledge	<ul style="list-style-type: none"> To know they are special To understand how to take turns To know that everyone is different. To celebrate difference 	<ul style="list-style-type: none"> To explain what a secret is. To show what is unsafe in their everyday life. To identify different groups. To learn how to say no to pressure. 		<ul style="list-style-type: none"> To identify bullying behaviour. To explain why we celebrate the protected characteristics. To give examples of bullying. To understand peer pressure with examples. 	<ul style="list-style-type: none"> To understand why you need consent. To know about internet 'games' which are dangerous. To identify a positive role model. 		
	Vocabulary	Respect Same Different Feelings special	Surprises Pressure Secrets Unsafe Secrets	Discussions Resist Pressure Similarities Uncomfortable	Include Value Aspirations risk	Pressure Bullying Differences	Permission Challenges Risk assessment	Conflict Challenge Consent Role model
Me and my future Year A	Topic	What I need to know and what I want to be?	Why we need rules?		Rights & Responsibilities	Accountability in society		
Community	Objectives NC	<ul style="list-style-type: none"> Explain the reasons for the rules. (ELG) Know right from wrong and try to behave accordingly. (ELG) Recognise that people have different beliefs and celebrate special times in different ways. (R) Show resilience and perseverance in the face of a challenge. (R) 	<ul style="list-style-type: none"> To learn about examples of rules in different situations, e.g., class rules, rules at home, rules outside. To understand that different people have different needs and how we can care for them. To understand how we can look after the environment. To understand how we are a part of different groups, and the role they play in these groups e.g. class, teams, faith groups. 		<ul style="list-style-type: none"> To learn about their rights and responsibilities. To learn what human rights are and how they protect people. To know why we have rules and the importance of abiding by the law as well as the consequences. To understand the make-up of a community. What are my responsibilities within my community? 	<ul style="list-style-type: none"> To know and recognise prejudice and discrimination. To show how to recognise stereotypes in different contexts how to challenge this. To learn about how resources are allocated and the effect this has on individuals, communities and the environment To know the importance of protecting the environment and how everyday actions can either support or damage it. 		

		<ul style="list-style-type: none"> Set and work towards simple goals. (ELG) Being able to wait for what they want and control their immediate impulses when appropriate. (ELG) 	<ul style="list-style-type: none"> To understand the different rights and responsibilities that they have in school and the wider community. To recognise that they are all equal, and ways in which they are the same and different to others in their community. 	<ul style="list-style-type: none"> To know how to show compassion towards others in need and the shared responsibilities of caring 	<ul style="list-style-type: none"> To know how to show responsibility for the environment, animals and other living things and how money impacts this.
	Knowledge	<ul style="list-style-type: none"> To follow the class rules To know what the right thing is to do To take turns playing with my toys. To set a challenge for myself. 	<ul style="list-style-type: none"> To name 5 ways in which they can care for the environment. To name and describe rules that they must follow in school, in public and at home. To recognise and name different groups in our community. 	<ul style="list-style-type: none"> Understand what a community is and be able to define the term. They can belong to a range of communities. Identify that individuals and groups help the community and explain how they help. To be able to articulate three UN rights. To describe the meaning of the 3 R's 	<ul style="list-style-type: none"> To list 3 ways, they can improve their environment. To learn how much money is spent by the government and how that impacts their environment. To know what prejudice and discrimination is. To demonstrate knowledge of how we can save water. To describe the meaning of the 3 R's
	Vocabulary	<p>Rules Money Jobs Right Wrong Challenge</p>	<p>Community Included Equal rights Strengths Care for Responsibilities Environment Rules Needs</p>	<p>Laws Society Rights Contribute Consequence Volunteering Compassion Shared responsibility Citizen</p>	<p>Resources Compassion Prejudice Discrimination Stereotypes Influence Attitude Opinions Strategies Environment</p>
Money and Jobs	Topic	What I need to know and what I want to be?	What is Money and its use?	Making money	Influences surrounding money

<p>Year B</p> <p>Sustainability</p>	<p>Objectives NC</p>	<ul style="list-style-type: none"> • To explain the reasons for rules. (ELG) • To know right from wrong and try to behave accordingly. (ELG) • To recognise that people have different beliefs and celebrate special times in different ways. (R) • To show resilience and perseverance in the face of a challenge. (R) • To set and work towards simple goals. (ELG) • To be able to wait for what they want and control their immediate impulses when appropriate. (ELG) 	<ul style="list-style-type: none"> • To know about how different strengths and interests are needed to do different jobs. • To know about different jobs and the work people do in the community. • To know about what money is and its different forms e.g., coins, notes, and ways of paying e.g., debit cards and electronic payments. • To know about getting, keeping and spending money. • To know that people are paid money for the job they do. • To know how people make choices about spending money, including thinking about needs and wants. 	<ul style="list-style-type: none"> • To learn how people make different spending decisions based on their budget, values and needs. • To learn about different ways to pay for things such as cash, cards, e-payment and the reasons for using them that how people spend money. • To learn how to keep track of money and why it is important to know how much is being spent. • To learn about jobs that people from different sectors and that people can have more than one job at once or over their lifetime. • To learn about skills needed to do a job and recognise how interests, skills and achievements and how these might link to future jobs. • To learn about common myths and gender stereotypes related to work and how to challenge stereotypes. 	<ul style="list-style-type: none"> • To learn about the role that money plays in people's lives, attitudes towards it and what influences decisions about money. • To learn about value for money and how companies encourage customers to use payment to buy things. • To learn how having or not having money can impact on a person's emotions, health and wellbeing. • To learn how money can be gained or lost. • To identify jobs that they might like to do in the future and the role ambition can play in achieving a future career. • To learn about the importance of diversity and inclusion to promote people's career opportunities and stereotyping in the workplace. • To understand the common risks associated with money, including debt, fraud and gambling. • To understand how to get help.
	<p>Knowledge</p>	<ul style="list-style-type: none"> • To follow the class rules • To know what the right thing is to do 	<ul style="list-style-type: none"> • To understand what money is and how it can be used to pay for things. 	<ul style="list-style-type: none"> • To know 5 methods of paying for things. • To learn about charity work. • To understand job sectors. 	<ul style="list-style-type: none"> • To know jobs, they can do in the future and what they need to achieve them.

		<ul style="list-style-type: none"> To take turns playing with my toys. To set a challenge for myself. 	<ul style="list-style-type: none"> To be able to name a range of jobs and to understand how this impact the community. To understand how to keep money safe and how to spend it responsibly. 	<ul style="list-style-type: none"> To know how to budget. 	<ul style="list-style-type: none"> To identify stereotypes in the workplace. To identify 1 university. To explain the impact of money.
	Vocabulary	Rules Money Jobs Right Wrong challenge	Jobs Community Coins Notes Debit cards Needs Wants Pay Money Spending.	Budget Valves Needs E-payment Charities Stereo STEM Skills Interests Achievements.	Apprenticeships University Stereotyping Inclusion Diversity Career opportunities Working conditions Fair pay Financial risk Debt
My healthy lifestyle	Topic	How can I stay healthy?	Keeping my body healthy	Healthy choices and habits	Physical and Mental health care

<p>Year A Creativity</p>	<p>Objectives NC</p>	<ul style="list-style-type: none"> Managing their own needs and personal hygiene. (R) Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG) Know and talk about the different factors that support their overall health and wellbeing, regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine. (R) 	<ul style="list-style-type: none"> To learn what it means to be healthy and why it is important and who helps us keep healthy. To learn of ways to take care of myself each day and why hand washing is important. To learn about healthy and unhealthy foods and how it keeps people healthy. To learn about different types of physical play and how it keeps us healthy. How can I keep safe in the sun? 	<ul style="list-style-type: none"> To identify the everyday healthy and unhealthy choices that could affect my health. To learn that regular exercise such as walking or cycling has positive benefits for their mental and physical health. To understand what is meant by a healthy, balanced diet. To learn about the things that affect feelings and strategies people use to share them as they change overtime. To learn what can help people to make healthy choices and what might negatively influence them. 	<ul style="list-style-type: none"> To understand that mental health as important as physical health and recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support. To identify where they and others can ask for help and support with mental wellbeing in and outside school and the importance of asking for support from a trusted adult. To learn about the changes in life including death, and how these can cause conflicting feelings of loss or grief and how to receive support with loss, grief or other aspects of change. To learn how balancing time online with other activities helps to maintain their health and wellbeing as well as strategies to manage time and whom to tell if we are concerned. To share different feelings and how negative experiences can affect mental wellbeing and what positive strategies help manage feelings.
------------------------------	----------------------	--	--	--	---

	Knowledge	<ul style="list-style-type: none"> To know how to brush my teeth. To know what foods are good for me. To know how to wash my hands To know why I need sleep To know to drink water to keep hydrated 	<ul style="list-style-type: none"> To understand that we need to follow basic hygiene routines to keep ourselves healthy. To understand how to keep our bodies healthy through food and exercise. To be able to name the people that keep them safe and healthy. 	<ul style="list-style-type: none"> To understand the different types of exercises. To realise the importance of exercise on their physical and mental wellbeing. To understand changes in friendships. 	<ul style="list-style-type: none"> To understand what their mental wellbeing is and how and why we should look after it. To understand who we can talk to when we are experiencing difficulties with our mental wellbeing. To understand how to manage different feelings, particularly feeling of loss and grief. 			
	Vocabulary	Food Water Washing Dressing Sleep Brushing teeth health	Health, Hygiene healthy foods, unhealthy foods	mental wellbeing, hand washing, trusted adult	Mental wellbeing, exercise, balanced diet,	healthy lifestyle, habits, feeling.	Mental wellbeing, mental ill-health, support,	trusted adult, conflicting feelings, grief, habit.
My healthy lifestyle Year B Creativity	Topic	How can I stay healthy?	Healthy sleep & teeth	Oral hygiene	Protecting body			
	Objectives NC	<ul style="list-style-type: none"> To manage their own needs and personal hygiene. (R) To manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG) 	<ul style="list-style-type: none"> To know about routines and habits for maintaining good physical and mental health including getting enough sleep and rest. To know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies. 	<ul style="list-style-type: none"> To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally. To learn what good physical health means and how to recognise early signs of physical illness. 	<ul style="list-style-type: none"> To understand how sleep contributes to a healthy lifestyle and to recognise healthy sleep strategies and how to maintain them. To learn about the benefits of being outdoors and in the sun for physical and mental health. To understand how to manage risk in relation to sun exposure, 			

		<ul style="list-style-type: none"> To know and talk about the different factors that support their overall health and wellbeing, regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine. (R) 	<ul style="list-style-type: none"> To know the importance of, and routines for, brushing teeth and visiting the dentist and how food and drink that can affect dental health. To know how to describe and share a range of feelings and find ways to feel good, calm down or change their mood e.g., playing outside, listening to music, spending time with others. To know how to manage big feelings including those associated with change, loss and bereavement. To understand when and how to ask for help, and how to help others, with their feelings. 	<ul style="list-style-type: none"> To understand that common illnesses can be quickly and easily treated with the right care. To learn how to maintain oral hygiene and dental health, including how to brush and floss Correctly. To understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health. 	<p>including skin damage and heat stroke</p> <ul style="list-style-type: none"> To know how medicines can contribute to health and how allergies can be managed. To know that some diseases can be prevented by vaccinations and immunisations. To understand that bacteria and viruses can affect health and know how they can prevent the spread of bacteria and viruses with everyday hygiene routines. 		
	Knowledge	<ul style="list-style-type: none"> To know how to brush my teeth. To know what foods are good for me. To know how to wash my hands To know why I need sleep To know to drink water to keep hydrated 	<ul style="list-style-type: none"> To understand a range of feelings and how to make ourselves calm down. To understand how to take care of their teeth through brushing and eating the right food. To understand how to look after our physical and mental health. 	<ul style="list-style-type: none"> To understand the importance of regular dental checks. To understand the importance of maintaining oral hygiene. First aid 	<ul style="list-style-type: none"> To know why and how to apply sunscreen. To know how to remedy heat stroke. To know of current bacteria's/viruses. To learn about allergies. First Aid 		
	Vocabulary	Food Water Washing	Clean Medicine Chemist Dentist Diet	Healthy Unhealthy Wash sleep	Balanced Dietary Health Hygiene routine	Resilience	Sun exposure Healthy eating Cleanliness Care

		Dressing Sleep Brushing teeth health					
Keeping myself safe Year A <u>Sustainability</u>	Topic	How can I keep safe?	Safety in different environments	Risks and hazards of environments	Protecting myself in different environments and situations		
	Objectives NC	<ul style="list-style-type: none"> To be a safe pedestrian. (R) To talk about the lives of people around them and their roles in society. (ELG) To show sensitively to their own and to other's needs. (ELG) 	<ul style="list-style-type: none"> To learn how to stay safe outside with road safety. To learn how to stay safe around fire. To learn how to stay safe at home with household products. To learn about creams and medicines and how they affect people. To learn who keeps us safe and how to get help in an emergency. 	<ul style="list-style-type: none"> To predict, assess and manage risk in everyday situations. To understand the importance of following safety rules from parents and other adults How can I stay safe on the roads? To learn about fire safety at home including the need for smoke alarms. To learn how to help keep themselves safe in the local environment: rail, water and firework safety. 	<ul style="list-style-type: none"> To identify when situations are becoming risky, unsafe or an emergency and how to take responsibility for your safety. To differentiate between positive risk taking (e.g., trying a challenging new sport) and dangerous behaviour. To understand what is meant by a hazard. To learn about FGM and who to tell if they are concerned. To learn how to respond in an emergency, including when and how to contact different emergency services. 		
	Knowledge	<ul style="list-style-type: none"> I will know how to cross a road. I will know not to speak to strangers. To learn what number to call for help. 	<ul style="list-style-type: none"> To state some common reasons for house fires and understand the need for smoke alarms. To know what number to call in an emergency. To know how to keep themselves safe when near roads and on farms. 	<ul style="list-style-type: none"> To understand how to cross the road safely. To understand the importance of following safety rules. To identify common hazards in everyday situations. 	<ul style="list-style-type: none"> To articulate about FGM. To state some common reasons for house fires and understand the need for smoke alarms. To understand the importance of following safety rules. To articulate what a hazard is. 		

					<ul style="list-style-type: none"> To explain why some alarms are used. 	<ul style="list-style-type: none"> To explain how to respond in an emergency. 		
	Vocabulary	Safety Road Key person Community Area Walker	999 Emergency services Harm Trusted adult Fire safety Fire detector Fire alarm Highway code	Safer stranger Water Medicine Fire Fire alarm Fire detector Fire safety Home products Medicine Cream Highway code	Choices Dangerous Electricity Road safety Uncomfortable	Water safety Wellbeing	Action Advice Decision independence	Informed Mature Situation Support
Keeping myself safe	Topic	How can I keep safe?	Why do we have rules and age restrictions?	Medicines		Drug use and the law		
Year B	Objectives NC	<ul style="list-style-type: none"> To be a safe pedestrian. (R) To talk about the lives of people around them and their roles in society. (ELG) To show sensitively to their own and to other's needs. (ELG) 	<ul style="list-style-type: none"> To know how rules can help to keep us safe. To understand why some things, have age restrictions, e.g., TV and film, games, toys or play areas. To know the basic rules for keeping safe online. To know whom to tell if they see something online that makes them feel unhappy, worried, or scared. 	<ul style="list-style-type: none"> To recognise what is meant by a 'drug' and drugs that are common in everyday life. To identify some of the risks of drugs common to everyday life including developing habits. To learn about the importance of taking medicines correctly/using household products and their side effects. To learn how to ask for support and advice with substance abuse. 	<ul style="list-style-type: none"> To recognise why people, choose to use drugs. To learn about media messages and age restrictions and how they can keep us safe. To know where and how organizations are available for people to get help with drug use. To learn about the risks and effects of different drugs. To learn about the laws surrounding illegal and legal drugs. 			
<u>Diversity</u>								

			<ul style="list-style-type: none"> To know who to tell if they see something online that makes them uncomfortable. 					
	Knowledge	<ul style="list-style-type: none"> I will know how to cross a road. I will know not to speak to strangers. To learn what number to call for help. 	<ul style="list-style-type: none"> To know what age restrictions on films and games are and how they keep us safe on the internet. To know who we can go to if we feel unsafe or uncomfortable on the internet. To understand the rules that they must follow to stay safe. 	<ul style="list-style-type: none"> To name common every-day drugs and to understand how these can affect their health. To understand that some drugs can be addictive and know who to tell if they are worried. To understand how to take medicines correctly. 	<ul style="list-style-type: none"> To understand how to keep their personal information safe online. To know the laws around drug use. To know the organisations where they can find support if they have questions about drug use. 			
	Vocabulary	Safety Road Key person Community Area Walker	Danger E-safety Trusted adult Choke Hazard	Online Risk Rules Safer Stronger	Drugs Medicines Shock Casualty Addiction	Allergies Habit Health	Consequence Responsible Unfamiliar Age restrictions Pressure	Substances Support
Growing and changing Year A	Topic	How am I growing and changing?	Growing older	Physical and emotional puberty changes	Sex education and identity			
Creativity	Objectives NC	<ul style="list-style-type: none"> Express preferences and decisions, try new things and start establishing their autonomy. (ELG) Form positive attachments to friendships with peers. (ELG) To work and play cooperatively and take turns with others. (ELG) To show an understanding of their own feelings and those of 	<ul style="list-style-type: none"> To recognise what makes them special and unique including their likes, dislikes and what they are good at. To identify how to manage and whom to tell when finding things difficult, or when things go wrong. To understand how to recognise feelings in themselves and others how feelings can affect how people behave. 	<ul style="list-style-type: none"> To recognise how strengths and interests form part of a person's identity and to be able to identify their own. To recognise common challenges to self -worth e.g., finding schoolwork difficult, friendship issues and to find basic strategies to manage and reframe setbacks To know about the physical and emotional changes that happen during puberty and to identify external genitalia and reproductive organs. 	<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, To learn about the transition to secondary school and how this may affect their feelings To about how relationships may change as they grow up or move to secondary school. To learn about sexual 			

		<p>others and begin to regulate their behaviour accordingly. (ELG)</p> <ul style="list-style-type: none"> To be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (ELG). 	<ul style="list-style-type: none"> To learn about the human life cycle and how people grow from young to old. To identify and name the main parts of the body including external genitalia (e.g., vulva, vagina, penis, testicles) To learn about change as people grow up, including new opportunities and responsibilities. To learn and prepare to move to a new class and setting goals for next year 	<ul style="list-style-type: none"> To know the key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams. To develop strategies to manage the changes during puberty including menstruation. To know the importance of personal hygiene routines during puberty including washing regularly and using deodorant. To know how to discuss the challenges of puberty with a trusted adult and how to get information, help and advice about puberty. 	<p>reproduction.</p>
	Knowledge	<ul style="list-style-type: none"> To use a knife and fork. To zip up their coat. To get their bag ready for home. To eat on their own. To pour their own drink. 	<ul style="list-style-type: none"> To be able to name key body parts, including external genitalia. To understand how our bodies and our responsibilities change as we grow older. To be able to describe what makes them special, including what they like and dislike. 	<ul style="list-style-type: none"> To know what a period is and why it happens. To understand the importance of hygiene when our body changes. To name the reproductive organs. To identify what a wet dream is. 	<ul style="list-style-type: none"> To know what reproduction is. To know the names of: Penis, vulva, vagina, testicles and breasts. To know about different relationships with regards to reproduction. To know how a baby is made include medically supported/surrogacy.
	Vocabulary	<p>Toilet Help Fork Knife</p>	<p>Develop Differences Independence</p>	<p>Anxious Hormones Identity Puberty</p>	<p>Self-esteem Mood swings Body image</p>

		New confidence	Respect Unique Coping Emotions Trusted adult Worried	Reproduction Oestrogen Testosterone Menstruation Gender	Stressed
Media literacy and Digital resilience Year B	Topic	How am I growing and changing?	Using the internet	How the internet and data is used	Targeting media
Creativity	Objectives NC	<ul style="list-style-type: none"> To express preferences and decisions, they also try new things and start establishing their autonomy. (ELG) To form positive attachments to friendships with peers. (ELG) To work and play cooperatively and take turns with others. (ELG) To show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (ELG) To be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (ELG). 	<ul style="list-style-type: none"> To understand how and why people use the internet for both factual and entertainment purposes. To understand how people find things out and communicate safely with others online The ways in which people can access the internet e.g., phones, tablets, computers To recognise the purpose and value of the internet in everyday life through the usage of devices To recognise that not all information online might always be true 	<ul style="list-style-type: none"> To be able to understand what a digital footprint is and how the internet can be used positively. To be able to understand why personal information is used within online adverts and what online adverts look like. To be able to recognise images can be altered from the truth and why. To be able to recognise images can be altered from the truth and why. To be able to understand if search results are reliable and how to make safe choices surrounding them. To be able to know how to identify hazards and report online concerns. 	<ul style="list-style-type: none"> To be able to understand what social media and devices are used for and to understand the risks including image sharing. To be able to recognise when images have been manipulated and understand why images are manipulated. To be able to assess if online content promotes stereotypes or is biased. To learn how to protect personal information online and how to say no to requests. To be able to assess which search results are more reliable than others. To be able to understand what appropriate online content is, recognise unsafe online content and know how to report it.
	Knowledge	<ul style="list-style-type: none"> To use a knife and fork. To zip up their coat. 	<ul style="list-style-type: none"> To know how to safely use a search engine. 	<ul style="list-style-type: none"> To know they have a digital footprint. 	<ul style="list-style-type: none"> To identify media outlets. To know about GDPR.

		<ul style="list-style-type: none"> - To get their bag ready for home. - To eat on their own. - To pour their own drink. 	<ul style="list-style-type: none"> - To understand the ways in which they can safely access the internet to help them research at home and at school. - To be able to tell the difference between true and untrue information. 	<ul style="list-style-type: none"> - To know what information should be shared online. - To identify fake news. 	<ul style="list-style-type: none"> - To identify appropriate content. - To manage risks. - To understand online manipulation. 			
	Vocabulary	Toilet Help Fork Knife New confidence	Communicate Device Information Messaging Network Personal	Information Private Social Media Text Message Video call	Harmful content Impact Information sharing Manipulation	Misinformation Privacy Shared Information Trolling Permission	Appropriate Consent Data Digital footprint False profiles	Internet cookies Privacy settings Secure sites Sharing

Appendix 2: By the end of primary school pupils should know as part of the
RSHE statutory guidance for all schools

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 <input type="checkbox"/> ➤ 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
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	

