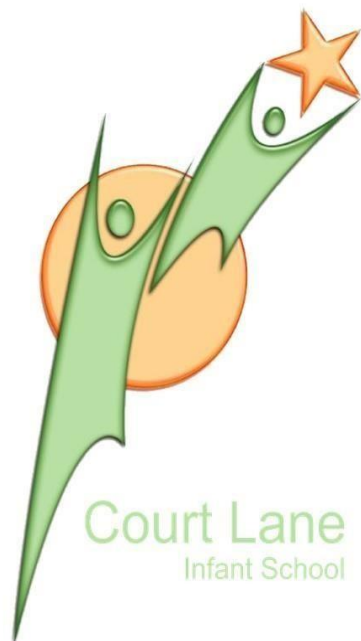


Relationships and Sex Education Policy

Court Lane Infant Academy/Court Lane Junior Academy



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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- To provide a framework in which sensitive discussions can take place
- To enable pupils to thrive as individuals and as members of society
- To create a positive culture around issues of sexuality and relationships
- To provide children with the skills and correct vocabulary to build and maintain good, healthy relationships, manage emotions, describe their bodies and communicate effectively in a range of different situations
- To equip pupils with accurate, relevant knowledge to live healthy lifestyles including managing and maintaining their physical, mental and emotional health
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To give pupils the opportunity to explore, clarify, challenge and reflect on their own and others attitudes
- To give pupils the opportunity to make informed choices and understand what influences decisions
- To encourage children to be global citizens that respect and take responsibility for the environment

2. Statutory requirements

As an Infant and Junior School, 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 Court Lane Academies, 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 small working group (RSHE leads and head teachers) pulled together all relevant information including relevant national and local guidance
2. Share - the RSHE policy was shared and reviewed by governors and amendments were made
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to review the RSHE policy
5. Pupil consultation – we investigated what exactly pupils want from their RSE through discussion
6. Ratification – once amendments were made, the policy was re-shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils.

RSE is about discussing issues, current affairs and topics.

RSE is about listening to other people's views and reflecting on personal views.

RSE is about educating children and preparing them for life in today's modern world.

RSE involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves exploring language, which allows children to communicate and express their thoughts, feelings and emotions appropriately.

RSE is not about the promotion of sexual activity

5. Curriculum

Our curriculum is set out as per Appendix 1 but this may need to be adapted 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 that children are fully informed and do not seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings – Year 5 and 6 ➤
- How a baby is conceived and born – Year 6

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. Many biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). RSE is also linked closely with our computing curriculum and addresses the emerging need of keeping children safe online in today's modern world.

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

Our Relationships Education and Health Education programme is an integral part of our whole school PSHE education provision.

This provides opportunities for pupils to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles
- discuss the importance of British values and give examples of what this may look like in society today recognise how to stay safe online
- know basic first aid

In Year 5 and 6, children will learn the changes that adolescence brings. In Year 6 the children will learn how a baby is conceived and born. This policy reflects and is in line with the schools' equal opportunities policy and the schools ensure that the Relationships Education teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and helps all pupils to feel valued and included, regardless of their gender, ability, disability, experiences and family background. Relationships Education strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answering appropriate questions and offering support.

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).

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

7. Roles and responsibilities

7.1 The governing body

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

The governing board will hold the headteacher to account for the implementation of this policy.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] 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 [nonstatutory/non-science] components of RSE

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

All class teachers will have the responsibility of teaching RSE in our school.

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/non-science components of sex education within RSE (see Year 6 curriculum plan in Appendix 1, Lesson 3).

Please speak to your child's class teacher to discuss the content of the session. Requests for withdrawal should be then put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

9. Training

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE subject leaders, Mrs Thomas at Court Lane Infant School and Miss Miles at Court lane Junior school through:

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

Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic mind maps, drawings, task outcomes, questioning, quotes from children and observation. At the end of each half term, each teacher reviews the programme they have implemented and pass on any comments to the lead as part of the monitoring cycle.

We conduct planning scrutinies, learning walks and review pieces of work and discussions from the children.

This policy will be reviewed by the PSHE subject leaders every two years. At every review, the policy will be approved by the Local Governing Body and Headteachers.

Policy Update Notice (Added October 2025)

This policy is based on the DfE's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, which is in force until 31 August 2026.

The DfE published updated statutory guidance in July 2025, which will come into force from **1 September 2026**. We are currently reviewing our RSE provision in light of this new guidance and will consult with parents/carers, pupils, and staff Spring/Summer 2026 before updating this policy.

We will publish our updated policy by July 2026 and the new curriculum will be implemented from September 2026.

If you have any questions about the upcoming changes, please contact [RSE lead name and contact details].

Date Approved	31.03.2024
Owner	Local Governing Body

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Early Years Foundation Stage
Personal, Social and emotional Development

Self Regulation

Autumn Baseline	Autumn Checkpoint	Spring Checkpoint	Summer ELG
Express their feelings and giving simple reasons - I want Mummy, I feel sad, I feel happy because Nanny is picking me up today. (Happy, Sad, Excited, Worried, Scared)	Talk about their feelings - happy, sad, worried, excited, scared). Giving reasons why they feel as they do.	Identify and moderate their own feelings socially and emotionally.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
Allow another adult to offer comfort. Seek help by finding an adult.	When upset talk with an adult and explain why and bounce back after an upset with more independence and resilience.	Understand how own actions can affect the feelings of others.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
Recognise when a peer is upset.	Begin to show an ability to wait for what they want and control their immediate impulses.	Wait with increased patience when wanting to speak to an adult or take turns in a activity/ play with a toy/game.	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.
Begin to understand and follow simple routines and instructions - eg lining up for lunchtime/ sitting down during class input.	Follow familiar routines and instructions with increased independence.	Link events to emotions - eg excited about a birthday/ weekend event.	

Managing Self

Autumn Baseline	Autumn Checkpoint	Spring Checkpoint	Summer ELG
Begin to take off cardigan/ jumper and put it on.	Put on a coat/ cardigan and begin to do it up independently.	Show resilience and perseverance in the face of challenge.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Be increasingly independent in meeting their own care needs, e.g., using the toilet, washing and drying their hands thoroughly.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity/ healthy eating/toothbrushing	Manage their own needs - undressing and dressing independently for PE Discuss and sort healthy lifestyle choices - e.g., food/ physical activities/ screen time/ need for sleep/ need for sleep	Explain the reasons for rules, know right from wrong and try to behave accordingly.
Join in an activity when invited to by an adult.	Remember rules without needing an adult to remind them.	Understand the need for rules and develop understanding in why it is important to follow them.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Try new activities with increasing independence by themselves or with their peers.		

Building Relationships

Autumn Baseline	Autumn Checkpoint	Spring Checkpoint	Summer ELG
Become more outgoing with unfamiliar people, both adults and peers, in the safe context of their setting.	Develop their sense of responsibility and membership in a community by joining in with a group of children who are playing. Play cooperatively and taking turns with support if needed.	Build constructive and respectful relationships with a range of adults.	Work and play cooperatively and take turns with others.
Show more confidence in new social situations.	Begin to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Think about the perspective of others.	Form positive attachments to adults and friendships with peers.
		Hold conversations with peers, listening and sharing and responding to ideas.	
Show interest in their peers and begin to form friendships.	Form closer friendships and seek these friends out to play a game or activity during discovery times.	Take turns and share with minimal support.	Show sensitivity to their own and to others' needs.

KS1 Year 1 PSHE Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How do I care for myself and others?	How do I keep myself safe?	How do I keep safe online?	What makes me happy?	How do I look after myself and others?	How do families look after you?
Relationships 2 Caring friendships Relationships 3 Respectful Relationships	Relationships 5 Being Safe	Relationships 4 Online Friendships			Relationships 1 Families and people who care for me
Physical health and mental wellbeing 4 Healthy Eating	Physical health and mental wellbeing 1 Mental wellbeing	Physical health and mental wellbeing 2 Internet safety harms Physical health and mental wellbeing 5 Drugs, alcohol and tobacco	Physical health and mental wellbeing 1 Mental wellbeing	Physical health and mental wellbeing 6 Health and prevention Physical health and mental wellbeing 7 Basic first aid	Physical health and mental wellbeing 3 Physical health and fitness
<ul style="list-style-type: none"> • H16. About ways of sharing feelings; a range of words to describe feelings • R21. About what is kind and unkind behaviour, and how this can affect others • R22- about how to treat themselves and other with respect. How to be polite and courteous. • R6- about how people make friends and what makes a good friendship. 	<ul style="list-style-type: none"> • H3. About how physical activity helps us to stay healthy; and ways to be physically active every day. • H18 different things they can do to manage big feelings, to help calm themselves down and/ or change their mood when they don't feel good. • H11. About different feelings that humans can experience. • H12. How to recognise and name different feelings • H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it • R18- about the importance of not keeping adults' secrets (only 	<ul style="list-style-type: none"> • H34- Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. • H37. About things that people can put into their body or on their skin; how these can affect how people feel. • H6. That medicines (including vaccination and immunisations and those that support allergic reactions) can help people to stay healthy • H9. About different way to learn and play; recognising the importance of knowing when to take a break from time online or TV. • H28. About rules and age restrictions that keep us safe • R12- that hurtful behaviour (off and online) including teasing, name calling, bullying and 	<ul style="list-style-type: none"> • R12- that hurtful behaviour (off and online) including teasing, name calling, bullying and deliberately excluding others, is not accessible. How to report bullying. The importance of telling a trusted adult. • R11- about how people may feel if the experience hurtful behaviour or bullying. • R9- How to ask for help if a friendship is making them unhappy. 	<ul style="list-style-type: none"> • H36. How to get help in an emergency (how to dial 999 and what to say) • H8. How to keep safe in the sun and protect skin from sun damage. • H35. About what to do if there is an accident and someone is hurt • H7. About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. • H5. Simple hygiene routines that can stop germs from spreading. 	<ul style="list-style-type: none"> • R2- to identify the people who love and care for them and what they do to help them feel care for. • R3- about different types of families including those that may be different to their own.

	<ul style="list-style-type: none"> • happy surprises that others will find out eventually). 	<ul style="list-style-type: none"> • deliberately excluding others, is not accessible. How to report bullying. The importance of telling a trusted adult. • R10- that bodies and feeling can be hurt by words and actions. That people can say hurtful things online. • L7 about how the internet and digital devices can be used safely to find things out and communicate with others. • L8. About the role of the internet in everyday life 		<ul style="list-style-type: none"> • H4. About why sleep is important and different ways to rest and relax • H17. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) 	
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KS1 Year 2 PSHE Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How can we stay safe and healthy?	What makes a family and how are they the same and different?	Are all friendships real?	What makes a good friend?	How do we show respect?	Why should we express our emotions?
Relationships 5 Being Safe	Relationships 1 Families and People Who Care For Me	Relationships 4 Online Friendships	Relationships 2 Caring Friendships	Relationships 3 Respectful Relationships	
Physical health and mental wellbeing 3 Physical Health and Fitness	Physical health and mental wellbeing 1 Mental Wellbeing	Physical health and mental wellbeing 2 Internet Safety Harms	Physical health and mental wellbeing 7 Basic First Aid	Physical health and mental wellbeing 6 Health and Prevention	Physical health and mental wellbeing 1 Mental Wellbeing
Physical health and mental wellbeing 4 Healthy Eating					
Physical health and mental wellbeing 5 Drugs, Alcohol and Tobacco					

<ul style="list-style-type: none"> • H37. About things that people can put into their body or on their skin; how these can affect how people feel. • H3. About how physical activity helps us to stay healthy; and ways to be physically active every day. • H6. That medicines (including vaccination and immunisations and those that support allergic reactions) can help people to stay healthy • H7. About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. • H1. About what keeping healthy means; different ways to keep healthy • H2. About foods that support good health and the risks of eating too much sugar • H31. That household products (including medicines) can be harmful if not used correctly 	<ul style="list-style-type: none"> • H18 different things they can do to manage big feelings, to help calm themselves down and/ or change their mood when they don't feel good. • H11. About different feelings that humans can experience. • R2- to identify the people who love and care for them and what they do to help them feel care for. • R3- about different types of families including those that may be difference to their own. • R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried 	<ul style="list-style-type: none"> • H34- Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. • H9. About different way to learn and play; recognising the importance of knowing when to take a break from time online or TV. • R12- that hurtful behaviour (off and online) including teasing, name calling, bullying and deliberately excluding others, is not accessible. How to report bullying. The importance of telling a trusted adult. • R10- that bodies and feeling can be hurt by words and actions. That people can say hurtful things online. • R14. That sometimes people may behave differently online, including by pretending to be someone they are not • L7 about how the internet and digital devices can be used safely to find things out and communicate with others. • L9. That not all information seen online is true 	<ul style="list-style-type: none"> • H36. How to get help in an emergency (how to dial 999 and what to say). • H35. About what to do if there is an accident and someone is hurt • H29. To recognise risk in simple everyday situations and what action to take to minimise harm • R11- about how people may feel if the experience hurtful behaviour or bullying. • R6- about how people make friends and what makes a good friendship. • R8. Simple strategies to resolve arguments between friends positively 	<ul style="list-style-type: none"> • H8. How to keep safe in the sun and protect skin form sun damage.R9- How to ask for help if a friendship is making them unhappy. • R18- about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually). • R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private • R16. About how to respond if physical contact makes them feel uncomfortable or unsafe 	<ul style="list-style-type: none"> • H5. Simple hygiene routines that can stop germs from spreading. • R7. About how to recognise when they or someone else feels lonely and what to do • R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe • R23. To recognise the ways in which they are the same and different to others • R22- about how to treat themselves and other with respect. How to be polite and courteous. •
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PSHE/RSE at Court Lane Junior School 2025-26

Core theme: Health and Wellbeing (**Relationships and Sex Education**, **Health Education**)

Core theme: Relationships

Core theme: Living in the Wider World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Relationships How can we be a good friend? Caring friendships Medway changing and growing up</p>	<p>Health and Wellbeing What keeps us safe? Respectful relationships Online Relationships Being Safe Health and prevention Basic first aid Changing adolescent body Internet safety and harms PSHE Ass. Keeping safe at home resources</p>	<p>Relationships What are families like? Families and people who care for me PSHE Ass. Families resources</p>	<p>Living in the Wider World What makes a community? Respectful relationships PSHE Ass. Belonging and community resources</p>	<p>Health and Wellbeing Why should we eat well and look after our teeth? Physical Health and Fitness Healthy eating Health and prevention PSHE Ass. Health Education L1, 2, 5 & Dental health KS2 resources</p>	<p>Health and Wellbeing Why should we keep active and sleep well? Physical Health and Fitness Healthy eating Health and prevention Internet safety and harms PSHE Ass. Health Education L4 & The Sleep factor KS2 resources</p>
Year 4	<p>Health and Wellbeing What strengths, skills and interest do we have? Respectful relationships Premier League Primary Stars Developing values & Self-esteem resources plus PSHE Ass. Personal identity pack</p>	<p>Relationships How do we treat each other with respect? Respectful relationships Online Relationships Being Safe Mental well being Internet safety and harms PSHE Friendship/bullying</p>	<p>Health and Wellbeing How can we manage our feelings? Mental well being PSHE Ass mental wellbeing</p>	<p>Relationships How can friends communicate safely? (Moved from Y5 Sp2) (Friendships) Caring friendships Respectful relationships Internet safety and harms PSHE Ass. consent</p>	<p>Living in the Wider World How can our choices make a difference to others and the environment? RSPCA Respectful relationships</p>	<p>Health and Wellbeing How can we manage risk in different places? - Road safety Being Safe</p>
Year 5	<p>Health and Wellbeing How can we help in an accident or emergency? Basic first aid- St John's Ambulance First aid resources</p>	<p>Health and Wellbeing Respectful relationships Online Relationships How can we help in an accident or emergency? Basic first aid St John's Ambulance First aid resources</p>	<p>Living in the Wider World What decisions can people make with Money?</p>	<p>Health and Wellbeing What makes up our identity? Respectful relationships PSHE Ass. Belonging and Community: addressing discrimination and extremism resources</p>	<p>Health and Wellbeing How will we grow and change? (Moved from Y4 Sp2) Changing adolescent body Medway Changing and Growing up resource Y4/5</p>	<p>Health and Wellbeing How can drugs common to everyday life affect health? Families and people who care for me Healthy eating Drugs, alcohol and tobacco Health and prevention PSHE Ass. Drugs and alcohol education resources</p>

Year 6	<p>Health and Wellbeing How can we keep healthy as we grow? Caring friendships Mental well being Physical Health and Fitness Healthy eating Drugs, alcohol and tobacco Health and prevention NHS Every Mind Matters – Sleep, social media & physical wellbeing resources x6 Sure Breaking Limits resources x4</p>	<p>Living in the Wider World How can the media influence people? Online Relationships Internet safety and harms Newswise trusting media resources x3 BBFC Let's watch a film resources x2 PSHE Ass. Pick your pics resource x1 NCA Cyberchoices resource x1 PSHE Ass. Money and Wellbeing resources x2</p>	<p>Relationships What will change as we become more independent? How do friendships change as we grow? Families and people who care for me Caring friendships Mental well being Changing adolescent body PSHE Ass. Committed relationships and marriage resource Medway Changing and Growing up resource Y6</p>
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships □ The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within 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	