

# Relationships and Sex Education Policy (RSE)



Mareham Le Fen CE Primary School

Approved by:

Date:

Last reviewed on:

Next review due by:

## 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

Mareham Le Fen CE Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Citizenship, Health and Economic Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

These aims complement those of the Science curriculum in KS1 and KS2.

## 2. Statutory requirements

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

We are not required to provide sex education; however, 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](#).

At Mareham Le Fen CE Primary School we teach RSE as set out in this policy.

Should you like to see the guidance from the government please visit:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## 3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 4. Curriculum

Our RSE curriculum is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Sexual difference and naming body parts
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

For more information about our curriculum, see our curriculum map in Appendix 1 and what pupils should know by the end of primary Appendix 2.

## 5. Delivery of RSE

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus

preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

We carry out the main RSE curriculum in PSHE lessons, however we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

RSE will be taught in single year groupings.

## **Science Curriculum**

The following are the elements of sex education taught in the science curriculum:

**Early Years Foundation Stage** children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

### **In Key Stage 1 (yrs. 1 – 2) children learn:**

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### **In Key Stage 2 (yrs. 3 – 6) children learn:**

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
  
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## **Teaching and Learning including delivery of the RSE curriculum**

In Key Stage 2 (years 3 - 6) we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

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

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

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

## **6. Roles and responsibilities**

### **6.1 The governing board**

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

### **6.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

### **6.3 Staff**

Staff are responsible for:

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

Class teachers are responsible for teaching RSE at Mareham.

### **6.4 Pupils**

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

### **6.5 Parents**

The school expects that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved

## **7. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

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

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

## **8. Confidentiality**

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

## **9. Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## **10. Equal Opportunities**

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

## **11. Complaints Procedure**

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Mareham complaints procedure if they feel things are not resolved.

## **12. Monitoring arrangements**

The delivery of RSE is monitored by SLT through, for example, planning scrutinies, learning walks and lesson observations. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the SLT annually. At every review, the policy will be approved by the governing body.

## **13. Further policies**

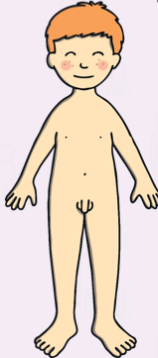
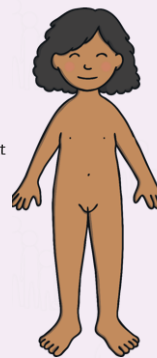
In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and Child Protection policy
- Anti-bullying policy and procedures
- Mental health and wellbeing policy
- Online safety policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	THESE ARE PP SLIDES THAT WILL BE USED TO INTRODUCE KEY/NEW WORDS-these are introduced in a sensitive way
Reception	autumn	<b>All about me</b> <ul style="list-style-type: none"> <li>-changes since a baby</li> <li>-parts of the body</li> <li>-Myself and my family</li> <li>-rules and routines</li> </ul>	-funny bones book
Year 1	Summer 2	<b>It's My Body</b> <ul style="list-style-type: none"> <li>• I can choose what happens to my body</li> <li>• I can choose to keep my mind and body safe</li> </ul>	Little, deal, tricky, serious, problems, scared, help, choice, decision, consequence, safe
Year 2	Summer 2	<b>Growing Up</b> <ul style="list-style-type: none"> <li>• name the main parts of boys' and girls' bodies</li> <li>• to respect my own and other people's bodies</li> <li>• to understand that we are all different and different people like different things</li> <li>• to describe how I have changed since I was a baby</li> <li>• to describe how I will change as I get older</li> <li>• to describe things that may change in a person's life and how it might make them feel</li> </ul>	<div> <div> <h3>Boys' Bodies</h3>  <ul style="list-style-type: none"> <li>• Boys have a body part called a <b>penis</b>.</li> <li>• People have other names they use for this part of the body, but the scientific word is penis.</li> <li>• Behind the penis are the <b>testicles</b>.</li> <li>• These body parts are only on males – that's boys and men.</li> </ul> </div> <div> <h3>Girls' Bodies</h3>  <ul style="list-style-type: none"> <li>• Females – that's girls and women – don't have a penis or testicles.</li> <li>• Girls have a <b>vulva</b> on the outside and a <b>vagina</b>, which is inside.</li> <li>• People have other names for these too, but vulva and vagina are the scientific words.</li> </ul> </div> </div>

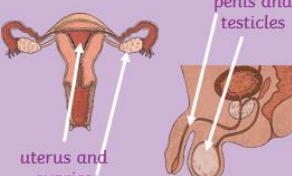
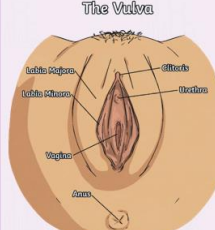
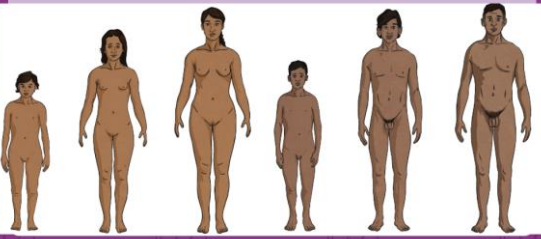
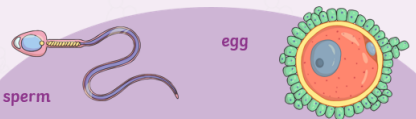


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Year 3	Summer 2	<b>It's My Body</b> I know I can choose what happens to my body and how to say no	Choice, consent, guidelines, ChildLine, consequences, independence, decide, decision, problem

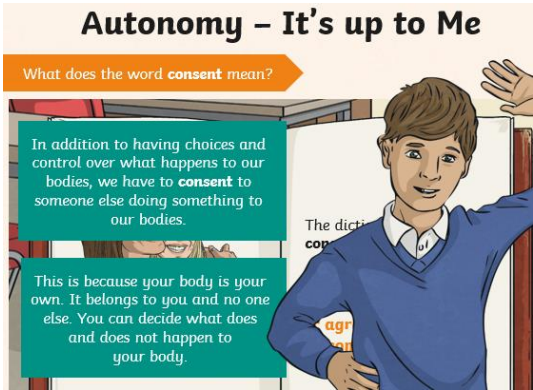
- It's my body, my choice.
- What's under your underwear is private, always.
- Decide if a problem is a little deal, tricky or a big deal.

If it's a big deal – tell.

Tell a grown-up you trust.  
 Tell your teacher or another adult at school.  
 Call **Childline** on **0800 1111**.



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THESE ARE PP SLIDES THAT WILL BE USED TO INTRODUCE KEY/NEW WORDS-these are introduced in a sensitive way
Year 4	Summer 2	<p><b>Growing Up</b></p> <ul style="list-style-type: none"> <li>I can describe male and female body parts and explain what they are for</li> <li>I can describe how boys' and girls' bodies will change through puberty</li> <li>Changing emotions</li> <li>Different types of relationships in families</li> <li>To describe how babies are made and how they are born</li> </ul>	<p>Reproduction, male, female, ovaries, penis, vagina, breasts, womb, uterus, egg, foetus, baby, testicles, sperm, puberty, testes, menstruation, testosterone, oestrogen, parents, grandparents, siblings, gay, lesbian, same-sex, single parent, married, civil partnership, step-, half-</p> <div data-bbox="840 308 1176 587"> <p>But some things inside are quite different.</p>  <p>uterus and ovaries</p> <p>penis and testicles</p> </div> <div data-bbox="1220 292 1646 598"> <p><b>Changes in Boys</b></p> <p>You may notice you are getting an Adam's apple – this is your voice box getting larger, which makes your voice deeper.</p> <p>Your testes (or testicles) will grow bigger and your penis grows longer and wider.</p> <p>You grow more hair on your body, such as under your arms, around your penis and on your chest.</p> <p>You may notice your penis getting hard sometimes. This is called an erection. It's nothing to worry about and it doesn't last long.</p> <p>Your body will grow bigger and stronger.</p> </div> <div data-bbox="1668 292 2116 598"> <p><b>Female Bodies and Periods</b></p> <p>It is important to know the parts of the body and the correct terms. We know that male and female bodies have different parts. Let's look at the female genitals and what the different parts are called.</p>  <p>The Vulva</p> </div> <div data-bbox="750 598 1310 1013"> <p><b>Reproduction</b></p> <p>Boys and Girls Growing and Changing</p> <p>You discussed the differences between female and male bodies at the start of the lesson. You have probably been aware of these differences since you were very young. As children grow into adults, their bodies change. Adult female and male bodies are still different.</p>  </div> <div data-bbox="1344 598 1803 933"> <p><b>Reproduction</b></p> <p>Our Amazing Bodies</p> <p>Both the male and the female are needed to make a baby. They each produce and store a special ingredient needed for human reproduction.</p>  <p>sperm</p> <p>egg</p> <p>The male body makes and stores sperm in the testicles.</p> <p>The female body makes and stores eggs in ovaries, joined to the uterus by the fallopian tubes.</p> </div> <div data-bbox="784 1029 1198 1268"> <p>When the sperm and the egg meet, they join together and form the start of a baby.</p> <p>When the baby is growing inside the female's body, it is called a <b>foetus</b>.</p>  </div> <div data-bbox="1512 933 2139 1396"> <p><b>Relationships Within Families</b></p> <p>Families can contain parents, children, grandparents, brothers, sisters, aunts, uncles and cousins.</p> <p>Some families contain <b>half</b>-brothers or half-sisters.</p> <p>Some families contain <b>step</b>-dads, step-mums, step-brothers or step-sisters.</p> <p>Some families have no parents, while others have two mums or two dads. Two mums (a <b>lesbian couple</b>), or two dads (a <b>gay couple</b>) are called <b>same-sex</b> parents.</p> <p>When there is just one parent in a family, they are called <b>single-parent</b> families.</p>  </div>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	THESE ARE PP SLIDES THAT WILL BE USED TO INTRODUCE KEY/NEW WORDS-these are introduced in a sensitive way
Year 5	Summer 2	<b>It's My Body</b> <ul style="list-style-type: none"> <li>I know that my body belongs to me and that I have control over what happens to it</li> </ul>	<p>Boundaries, autonomy, consent, protect, consequences, rights, appropriate</p>  <p>The slide is titled "Autonomy - It's up to Me" in bold black text. Below the title is an orange arrow pointing right with the text "What does the word <b>consent</b> mean?". There are two green text boxes. The first says: "In addition to having choices and control over what happens to our bodies, we have to <b>consent</b> to someone else doing something to our bodies." The second says: "This is because your body is your own. It belongs to you and no one else. You can decide what does and does not happen to your body." To the right of the text boxes is a cartoon illustration of a boy with brown hair, wearing a blue sweater over a white collared shirt, standing with his hand on his hip and looking towards the viewer. In the background, there are bookshelves and a book titled "The dictionary of consent" is visible.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	THESE ARE PP SLIDES THAT WILL BE USED TO INTRODUCE KEY/NEW WORDS-these are introduced in a sensitive way
Year 6	Summer 2	<p><b>Growing Up</b></p> <ul style="list-style-type: none"> <li>To describe the changes bodies go through during puberty</li> <li>To understand what a loving relationship is</li> <li>To understand what a sexual relationship is and who can have a sexual relationship</li> <li>To describe the process of human reproduction from conception to birth</li> </ul>	<p>Reproduction, male, female, penis, vagina, breasts, testes, testicles, testosterone, hormones, sperm, weight, shape, voice change, periods, zygote, embryo, fetus, erections, wet dreams, masturbation, discharge, sex, heterosexual, gay, lesbian, bisexual, sexual orientation, commitment, sexually transmitted infection, intercourse, heterosexual, bisexual, homosexual, conception, condom, pill, incest, legal, illegal, crush</p> <div> <div> <h3>How Bodies (and Emotions) Can Change during Puberty</h3> <p>If you have a penis, you might ejaculate semen (the fluid containing sperm) from your penis in the night.</p> <p>If you have a vulva, you might notice it becomes wet in the night from some discharge. You might be dreaming about something of a sexual nature or you might not remember what you were dreaming about at all.</p> <p>Either way, wet dreams are nothing at all to worry about. They are completely normal, but not everyone experiences them.</p> </div> <div> <h3>Getting to Know Your Own Body</h3> <p>It's important that you find out about your own body and feel comfortable with it. It's <b>your body</b>, so it's ok to look at it and touch it.</p> <p>As young people develop, they sometimes like to touch themselves. This is called masturbation. Masturbation can be a way of exploring your body and any new feelings you may have.</p> <p>Masturbation is a private thing, but it is completely normal and safe.</p> </div> <div> <h3>Let's Talk about Sex</h3> <p>Sexual intercourse is also necessary for reproduction (in other animals as well as humans). It is how the sperm meets the egg, as you might remember from other lessons.</p> <p>Although sexual intercourse doesn't always mean that a baby will be conceived (made), it might. If a couple want to have sex, but do not want to make a baby, they can use contraception to stop the woman becoming pregnant.</p> <p>Contraception methods include condoms, which the man wears on his penis to catch the sperm, or a pill that a woman takes to prevent her ovaries from releasing an egg. If there is no egg to be fertilised, the woman can't get pregnant.</p> </div> <div> <h3>Human Reproduction</h3> <p>Using what you already know about human reproduction, see if you can complete the following statements with your partner.</p> <ul style="list-style-type: none"> <li>A man produces <b>sperm</b> in his testicles.</li> <li>Once a month, the woman's body releases an <b>egg</b>.</li> <li>A man and a woman in a loving relationship might decide to have <b>sexual intercourse</b> to try to make a baby.</li> <li>Only <b>one</b> sperm can fertilise the egg.</li> <li>A fertilised egg takes <b>nine</b> months to grow into a baby.</li> <li>The woman carries the baby inside her <b>womb (uterus)</b>.</li> <li>Two people who want to have sexual intercourse, but do not want to make a baby, might use a method of <b>contraception</b>, such as a condom or a pill.</li> </ul> </div> <div> <h3>Sex and the Law</h3> <p>The legal age that people can have sex in the UK is 16 years old.</p> <p>Both people in the sexual relationship must be 16 years old or over.</p> <p>Both people must consent (<b>want</b> to have sexual intercourse). If one person forces another person to have sex, it is called rape. Rape is against the law.</p> <p>In most modern societies, it is illegal for two people closely related to each other to have a sexual relationship, such as having sex with a parent, child, brother, sister, or grandparent. This crime is called incest.</p> </div> <div> <h3>From Conception to Birth</h3> <p>If a man and a woman want to conceive a baby, they have sexual intercourse. The man's penis ejaculates sperm which race to find the woman's egg.</p> <p>The woman's body releases one egg once a month. The egg only lives for about 12 - 24 hours and sperm can live for 5 - 7 days.</p> <p>If a sperm reaches the egg, the egg is fertilised, starting a new life form.</p> <p>If the couple do not want to conceive a baby, they can use contraception, such as a condom, to stop the sperm reaching the egg.</p> </div> <div> <h3>Loving Relationships</h3> <p>These girls love each other.</p> <p>This girl loves her friend.</p> <p>These men are in a loving relationship.</p> <p>This elderly couple are in love.</p> <p>This couple love each other and their child.</p> <p>This mother loves her baby.</p> </div> </div> <p><a href="https://www.youtube.com/watch?app=desktop&amp;v=SK72lu8TbF4">https://www.youtube.com/watch?app=desktop&amp;v=SK72lu8TbF4</a></p> <p>Just as we can share germs by sharing a drink with someone, or by sneezing near them, infections can be passed from one person to another through sexual intercourse, through bodily fluids such as sperm.</p> <p>There are several sexually transmitted infections (commonly called STIs for short). Some can be very serious and make people very ill.</p> <p>Using contraception such as a condom prevents an infection being passed from one person to another when they have sex. Not all forms of contraception protect against these diseases though. For example, the contraceptive pill would not protect someone from sharing an infection with their partner.</p>

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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in 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</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### 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	