



Swinton Queen Primary School

Part of White Woods Academy Trust

Relationship and Sex Education (RSE) Policy

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Introduction

Relationship and Sex Education (RSE) is an integral part of our school's programme for Spiritual, Moral, Social and Cultural development and is delivered through the RE, PSHE and Science curriculum. It forms a key part of our commitment to promote a healthy, safe and balanced lifestyle. As of September 2020, the school has a statutory duty to follow the requirements for RSE and Health Education. Relationships Education and Health Education is compulsory in all primary schools in England and Relationships and Sex Education is compulsory in all secondary schools.

1. Aims

The aims of the Relationship and Sex Education policy devised by Swinton Queen Primary School are to:

Framework and delivery

- Create a sensitive, respectful environment in which discussions can take place without fear of judgement
- Create a sense of community where pupils feel they can express their self-identity
- Provide factual information that is clear and in line with pupils' age and maturity, including the use of key vocabulary

Relationship Education

- Learn how to manage relationships with respect, care and trust
- Provide children with the knowledge and skills needed to approach conflict in a positive and calm manner
- Understand the need for privacy in relation to themselves and others
- Teach pupils about the importance of self respect and worth irrespective of their family circumstances, religious beliefs, cultural background or disability
- Support children in understanding their role and responsibilities in forming and maintaining trusting relationships

Sex Education

- Equip pupils with knowledge in relation to their physical development including puberty and the importance of health and hygiene, and support pupils to manage these changes in a healthy way
- Create a positive, supportive culture around sexuality, beliefs and relationships

2. Statutory requirements

As a primary academy school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work Act 2017.

However, we are not required to provide Sex Education, but we do need to teach the aspects of Sex Education found 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 Swinton Queen Primary School, we teach RSE as outlined in this policy, however alterations may be made in order to cater to circumstances, our community and pupils.

3. Policy development

This policy will be developed in consultation with staff, parents and pupils. The consultation and policy development will include the following steps:

1. A review of requirements: A member of staff or as a staff collective will have collated all relevant information including national guidance.
2. Parental/stakeholder feedback: Parents/carers will be invited to read the information outlined in this document and provide any feedback based on their thoughts and feelings. Such feedback will be acted upon as seen appropriate.
3. Consultation with staff: All staff members will be provided with the opportunity to review the policy and make any recommendations.
4. Consultation with pupils: Pupils will be provided with the opportunity to voice their thoughts and feelings around PSHE, including elements of RSE.
5. Approval of policy: Once amendments are made, the policy will be shared by governors and ratified.

4. Definition

Relationship and Sex Education focuses on the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. We at Swinton Queen Primary feel that such topics are necessary for pupils to learn about for them to become well rounded, confident and mindful young people who have the knowledge to support them in navigating the ever-changing world we live in.

The teaching of RSE involves a combination of sharing information, and exploring issues and values, all of which will be done so in a sensitive manner.

The RSE curriculum is not about the promotion of sexual activity, rather it equips pupils with the knowledge and understanding they need as they mature.

5. Curriculum

At Swinton Queen Primary School, we deliver our PSHE scheme using the **'You, Me, PSHE: Islington Primary Scheme of work for PSHE Education'**. The curriculum sequence and some teaching content has been adapted to suit the needs of our school. Due to our mixed age classes, the delivery of our Sex Education curriculum has been carefully considered to ensure that the content is age appropriate and progressive through our two-year cycle.

We will have developed the curriculum in consultation with parents, pupils and staff, taking into account the age of pupils alongside their needs and feelings. In the event that a pupil poses a

question outside the scope of this policy, teachers will respond in a sensitive, age-appropriate manner so that they are informed and do not use online platforms for answers.

Aspects of Sex Education will address:

- Looking at the biological features of males and females
- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and grows

We have considered the role that local, regional and global developments can have on children and the impacts that society has on them as individuals. We feel that our curriculum allows children to explore some societal issues and influences in a safe, collaborative environment with the aid of supportive staff. We believe that we have catered our curriculum to the needs of our children and community in order to support them in progressing through education and life. Our curriculum is outlined in appendix 1 but we may need to adapt this as and when is necessary.

6. Delivery of RSE

Relationship and Sex Education is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum and other aspects are addressed within the Religious Education (RE) curriculum.

As a school, we will have adapted the scheme to ensure that it is comprehensive and outlines key vocabulary, learning objectives and detailed teaching content to ensure that lessons are delivered sensitively and appropriately. The scheme contains factual information that needs to be taught in an accurate but sensitive manner where pupil discussion is encouraged. Any resources used to aid the teaching of any content will be carefully chosen to ensure they are appropriate to the age, cultural background and additional needs of pupils.

The scheme for RSE is delivered at KS1 and KS2 using the following means:

- Through the class teacher using sensitive and appropriate classroom lessons, group discussions and phase assemblies
- Within the statutory Science curriculum

In some instances, content may be taught using external agencies and visitors to support. Despite Relationships Education and Sex Education being interlinked, the content is defined. Relationships Education focuses on teaching the core foundations and key components of building and maintaining positive, healthy relationships. Health Education addresses some topics covered within our Sex Education learning, this includes puberty. By the end of primary school, pupils will have been taught content on the following:

Relationship Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

For more information and the curriculum overview, please refer to our RSE curriculum (appendices 1 to 3).

Alternatively, guidance on RSE can be found on the Department for Education website.

6.1 Consultation with parents/carers

Parents will be informed about the teaching content of the RSE curriculum for each key stage. The scheme of work containing the curriculum overview for PSHE and RSE alongside an outline of lessons will be available on the school website. Parents are encouraged to read the overview to ensure they have a clear understanding of what their child is taught every half term.

Relationships Education will be taught throughout the primary curriculum, however Sex Education content that is in addition to the National Curriculum statutory requirements for Science will be taught throughout each phase. Sensitive, mature topics within Sex Education will be taught in Year 6. It is important for parents to understand the teaching of Sex Education and what is addressed. Content surrounding growing and changing is taught in Year 3/4 and addresses physical changes that they will experience in adolescence.

It is highly recommended that parents read the documentation available on the school website, specifically the learning overviews in order to gain a deeper understanding of the content taught. Parents are encouraged to contact their class teacher, the subject leader or Headteacher with any queries they may have.

6.2 Opportunities

As a school, we recognise that children grow up in a variety of home environments and that our role is to ensure our learning environment is inclusive, considerate and fair. In doing so, when families are discussed, we will take 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). We will also take into consideration the different support agencies that are in place for some children (for example looked after children or young carers).

We aim to emphasise the views of each pupil as a unique child which prevents any form of prejudice, discrimination or stereotyping that denies that individuality and worth. The RSE curriculum

will be adapted for pupils with SEND to ensure it is accessible. Pupils will be taught in their own classes or if necessary, smaller groups. Boys and girls will not be taught separately unless there are particular reasons for them to be separated.

6.3 Matters Excluded from the Teaching Framework

We take into account that children are very inquisitive which may result in questions being posed that fall outside the realm of the learning content. It is important that all staff and parents are clear about the appropriate steps that should be taken when dealing with questions that may be challenging or not age appropriate.

There are generally questions that fall into one of two categories:

1. Questions deemed appropriate to answer as a whole class. These generally relate to factual functions of different body parts.
2. Questions that are deemed inappropriate by the teacher. If a pupil asks an inappropriate question, the teacher will sensitively explain that this is not suitable to discuss within school and that they should consult with a trusted adult at home or that the subject is one that should be addressed as they progress through education.

Other strategies may include offering a word outside of the lesson, referring to a senior member of staff or offering a simple 'holding' answer and mentioning the question to parents/carers at the end of the day.

6.4 Child Protection Issues

Safeguarding children is of utmost importance and in some cases, a question may indicate that a child is at risk or in danger. In this instance, appropriate action will be taken in accordance with the school's safeguarding policy and the school's child protection policy. Such steps would also be taken if a child were to pose an inappropriate question privately to a member of staff and request secrecy. No promise of confidentiality will be given, and the appropriate measures will be taken. When sensitive topics such as the human life cycle and puberty are discussed, where possible, two adults will be present in their learning environment in order to safeguard everyone present. This also supports the children emotionally and developmentally.

6.5 Ground Rules for Discussions

In order to support the delivery of the RSE curriculum, class rules will be established to ensure that children are learning in a collaborative, trusting and respectful environment. Staff will have been consulted regarding class rules to ensure there is consistency across school. This will ensure that as pupils progress through school, they will be aware of what is expected during RSE lessons. Our rules outlined below demonstrate how this will be achieved:

- No personal questions will be asked of another pupil or adult
- No one will be forced to participate in a discussion
- It is okay to laugh if we feel embarrassed but not at each other
- Discussions in the classroom will not be discussed elsewhere
- Be respectful of others
- Be sensitive and listen to the thoughts and feelings of others
- There are no silly questions
- Use the correct names for body parts

7. Roles and responsibilities

7.1 The Governing board

The Governing body will approve the RSE policy and liaise with the Headteacher regarding the implementation and monitoring of this area of the PSHE curriculum.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently and appropriately across school. In addition, they are responsible for managing requests to withdraw pupils from non-statutory components of RSE (refer to appendix 6).

7.3 The Staff

Staff are responsible for:

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

Staff wellbeing is of high importance, and we understand the sensitivity of some content covered. We appreciate the nature of some subjects and take into account the needs of teachers. Staff do not have the right to withdraw from teaching RSE in school, however we do take into account an individual's age, sex, race, disability, religion or belief and encourage staff to discuss any concerns with the Headteacher. Teachers are not required to answer personal questions asked by pupils and should consider with the support of school, how to best navigate such questions.

7.4 The Pupils

Pupils are expected to engage in RSE (unless parents/carers request otherwise) without fear of judgement or embarrassment. They will treat others with respect and sensitivity in line with the discussed ground rules, ensuring they adhere to them at all times.

8. Parents'/Carers right to withdraw

Parents/carers have the legal right to withdraw their child from the delivery of all or any part of the school's programme for Sex Education, other than as part of the Science curriculum as outlined in the statutory National Curriculum. There is no right to withdraw from Relationships Education or Health Education.

We respect that any parents/carers who may be considering withdrawing their child from the learning is encouraged to first make an appointment with the Headteacher to discuss what such a decision may involve. This may involve the following steps:

- Discussing the background of the request
- Offering assurances about the school's approach to teaching RSE
- Outlining the benefits of accessing Sex Education in school

Requests for withdrawal should then be made in writing using the right to withdraw form found in appendix 6 of this policy and should be addressed to the Headteacher. Alternative work will be provided to pupils who are withdrawn from Sex Education.

9. Training

Staff will be informed of the expected delivery of RSE as part of their continuous professional development. Staff will be encouraged to be collaborative in their delivery and communicate with other members of staff on the RSE curriculum.

The Head teacher or representative may also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of RSE is monitored by the subject leader and the Headteacher. The subject will be monitored in line with the school's monitoring procedures, to ensure adherence to the relevant teaching content.

The progress and development of pupils in RSE will be monitored by class teachers as part of regular assessment for learning. This will allow teachers to use their professional judgement in how to deliver the curriculum to suit the needs of their class. The subject leader will also monitor this to ensure that positive progress is made.

The policy will be reviewed by both the subject leader and Headteacher annually in line with any changes. The policy will be approved by the Governing body.

Appendices-Appendix 1: Key Stage 1 Curriculum Overview

<u>Year 1-2</u>			
<u>Cycle A</u>		<u>Cycle B</u>	
<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>
Themes: Mental Health and Emotional Wellbeing (Y1)	Themes: Physical Health and Wellbeing (Y2)	Themes: Mental Health and Emotional Wellbeing (Y2)	Themes: Physical Health and Wellbeing (Y1)
Feelings	What keeps me healthy?	Friendship	Fun times
<u>Spring Term 1</u>	<u>Spring Term 2</u>	<u>Spring Term 1</u>	<u>Spring Term 2</u>
Themes: Keeping Safe and Managing Risk (Y2)	Themes: Careers, financial capability and economic wellbeing (Y1)	Themes: Keeping Safe and Managing Risk (Y1)	Themes: Identity, Society and Equality (Y1)
Indoors and outdoor	My Money	Feeling Safe	Me and others
<u>Summer Term 1</u>	<u>Summer Term 2</u>	<u>Summer Term 1</u>	<u>Summer Term 2</u>
Themes: Drugs, alcohol and tobacco education (DATE) (Y1)	Themes: Sex and Relationship Education (Y2)	Themes: Drugs, alcohol and tobacco education (DATE) (Y2)	Themes: Sex and Relationship Education (Y2)
What do you put into and on to bodies? Asthma lesson for Year 2	Boys, girls and families	Medicines and Me	Boys, girls and families

Appendix 2: Lower Key Stage 2 Curriculum Overview

<u>Year 3-4</u>			
<u>Cycle A</u>		<u>Cycle B</u>	
<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>
Themes: Mental Health and Emotional Wellbeing (Y3)	Themes: Physical Health and Wellbeing (Y3)	Themes: Careers, financial capability and economic Wellbeing (Y3)	Themes: Physical Health and Wellbeing (Y4)
Strengths and Challenges	What helps me choose?	Saving, spending and budgeting	What is important to me?
<u>Spring Term 1</u>	<u>Spring Term 2</u>	<u>Spring Term 1</u>	<u>Spring Term 2</u>
Themes: Identity, society and equality (Y3)	Themes: Keeping Safe and Managing Risk (Y4)	Themes: Identity, society and equality (Y4)	Themes: Keeping Safe and Managing Risk (Y3)
Celebrating Difference	Playing Safe	Democracy	Bullying- See it, say it, stop it
<u>Summer Term 1</u>	<u>Summer Term 2</u>	<u>Summer Term 1</u>	<u>Summer Term 2</u>
Themes: Drugs, alcohol and tobacco education (DATE) (Y3)	Themes: Sex and Relationships Education (Y4)	Themes: Drugs, alcohol and tobacco education (DATE) (Y4)	Themes: Sex and Relationship Education (Y4)
Tobacco is a drug	Growing up and changing	Making choices Asthma lesson for Years 3 and 4 (previously taught in cycle A of KS1)	Growing up and changing

Appendix 3: Upper Key Stage 2 Curriculum Overview

<u>Year 5-6</u>			
<u>Cycle A</u>		<u>Cycle B</u>	
<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>
Themes: Mental Health and Emotional Wellbeing (Y5)	Themes: Physical health and wellbeing (Y5)	Themes: Mental Health and Emotional Wellbeing (Y6)	Themes: Careers, financial capability and economic wellbeing (Y5)
Dealing with feelings	In the media	Healthy Minds	Borrowing and earning money
<u>Spring Term 1</u>	<u>Spring Term 2</u>	<u>Spring Term 1</u>	<u>Spring Term 2</u>
Themes: Keeping Safe and Managing Risk (Y6)	Themes: Identity, Society and Equality (Y5)	Themes: Keeping Safe and Managing Risk (Y5)	Themes: Identity, Society and Equality (Y6)
Keeping safe out and about	Stereotypes, discrimination and prejudice (including tackling homophobia)	When things go wrong	Human Rights
<u>Summer Term 1</u>	<u>Summer Term 2</u>	<u>Summer Term 1</u>	<u>Summer Term 2</u>
Themes: Drugs, alcohol and tobacco education (DATE) (Y5)	Themes: Sex and Relationship Education (Y6)	Themes: Drugs, alcohol and tobacco education (DATE) (Y6)	Themes: Sex and Relationship Education (Y6)
Different influences	Healthy Relationships	Weighing up risk	How a baby is made

Appendix 4: RSE Curriculum Map (as outlined in the You, Me, PSHE: Islington Primary Scheme of work for PSHE Education)

Sex and relationship education (SRE)					
Y1 <i>No specific unit of work for this year group, although aspects of SRE are covered through other PSHE topics in this year group.</i>	Y2 Boys and girls, families	Y3 <i>An interim SRE unit of work is available for schools who would like to teach some SRE in Year 3.</i>	Y4 Growing up and changing	Y5 <i>Schools can decide to teach the entire or aspects of the Year 4 or Year 6 SRE unit of work in Year 5 if preferred.</i>	Y6 Healthy relationships How a baby is made
	1. Pupils learn to understand and respect the differences and similarities between people Pupils - are able to define difference and similarity - understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that		1. Pupils learn about the way we grow and change throughout the human lifecycle Pupils - can identify changes throughout the human life cycle - understand change is on-going - understand change is individual		1. Pupils learn about the changes that occur during puberty Pupils - can identify the physical, emotional and behavioural changes that occur during puberty for both males and females - understand that puberty is individual and can occur any time between 8-17 - understand that body changes at puberty are a preparation for sexual maturity
	2. Pupils learn about the biological differences between male and female animals and their role in the life cycle Pupils - know that female mammals give birth and nurse their young - can describe the biological differences between male and female - understand that the creation of life requires a male and female		2. Pupils learn the physical changes associated with puberty Pupils - are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults - identify physical changes associated with puberty - Understand that everyone's experience of puberty is different and that it begins and ends at different times		

Sex and relationship education (SRE)					
Y1 <i>No specific unit of work for this year group, although aspects of SRE are covered through other PSHE topics in this year group.</i>	Y2 Boys and girls, families	Y3 <i>An interim SRE unit of work is available for schools who would like to teach some SRE in Year 3.</i>	Y4 Growing up and changing	Y5 <i>Schools can decide to teach the entire or aspects of the Year 4 or Year 6 SRE unit of work in Year 5 if preferred.</i>	Y6 Healthy relationships How a baby is made
	3. Pupils learn the biological differences between male and female children Pupils • identify and name biological terms for male and female sex parts • can label the male and female sex parts with confidence • understand that the male and female sex parts are related to reproduction		3. Pupils learn about menstruation and wet dreams Pupils • can describe menstruation • can explain effective methods for managing menstruation • understand the relationship between the sex cells ovum & menstruation		3. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships Pupils • can identify positive qualities and expectations from a variety of relationships • can explain the similarities and differences between friendships and intimate relationships • can describe that there are different types of intimate relationships, including marriage • understand that sex or making love may be one part of an intimate relationship between adults
	4. Pupils learn about growing from young to old and that they are growing and changing Pupils • can identify key stages in the human life cycle • understand some ways they have changed since they were babies • understand that all living things including humans start life as babies		4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this Pupils • can explain how changes at puberty affect body hygiene • can describe how to care for their bodies during puberty • can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming		4. Pupils learn about human reproduction in the context of the human lifecycle Pupils • understand that sexuality is expressed in a variety of ways between consenting adults • can describe how babies are made and explain how sexual intercourse is related to conception • can name the male and female sex cells and reproductive organs

Sex and relationship education (SRE)					
Y1 <i>No specific unit of work for this year group, although aspects of SRE are covered through other PSHE topics in this year group.</i>	Y2 Boys and girls, families	Y3 <i>An interim SRE unit of work is available for schools who would like to teach some SRE in Year 3.</i>	Y4 Growing up and changing	Y5 <i>Schools can decide to teach the entire or aspects of the Year 4 or Year 6 SRE unit of work in Year 5 if preferred.</i>	Y6 Healthy relationships How a baby is made
	5. Pupils learn that everybody needs to be cared for and ways in which they care for others Pupils - understand that we all have different needs and require different types of care - identify ways we show care towards each other - understand the links between needs, caring and changes throughout the life cycle		5. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty Pupils - are able to describe how feelings and behaviour change during puberty - can devise strategies for managing these changes - understand how changes during puberty can affect relationships with other people		5. Pupils learn how a baby is made and grows (conception and pregnancy) Pupils - know the male and female body parts associated with conception and pregnancy - can define conception and understand the importance of implantation in the womb - know what pregnancy is, where it occurs and how long it takes
	6. Pupils learn about different types of family and how their home-life is special Pupils - can describe different types of family - identify what is special and different about their home life - understand families care for each other in a variety of ways		6. Pupils learn strategies to deal with feelings in the context of relationships Pupils - are able to identify feelings and understand how they affect behaviour - can practise strategies for managing relationships and changes during puberty - can empathise with other people's feelings in relationships, including parents and carers		6. Pupils learn about roles and responsibilities of carers and parents Pupils - can identify some of skills and qualities needed to be parent and carer - understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children - can recognise that both men and women can take on these roles and responsibilities
			7. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it Pupils - can identify sources of information, support and advice for children and young people - can use appropriate language to discuss puberty and growing up with confidence - can answer their own questions about puberty and growing up		7. Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it Pupils - can answer their own questions about sex and relationships - can use appropriate language to discuss sex and relationships and growing up with confidence - can identify sources of information, support and advice for children and young people

Appendix 5: Primary School RSE Coverage Expectations (as outlined in the Department for Education RSE document)

By the end of primary school, pupils should know:

Relationships Education:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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	• 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	• 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	• 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 6: Parent/Carer Right to Withdraw from Sex Education Form

TO BE COMPLETED BY PARENTS			
Name of Child:		Class:	
Name of Parent(s)/Carer:		Date:	
Reason for withdrawing your child from sex education within relationship and sex education (SRE):			
Any other information or reasonings that you would like the school to be aware of:			
Parental Signature:			
Agreed actions based upon discussion with parents:			
Headteacher Signature:			