

Relationship and sex education policy

Lubbins Park Primary Academy



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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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

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

We follow the guidelines set out in the National Curriculum, including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Lubbins Park Primary Academy, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with trustees, staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to give feedback about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with trustees and ratified

4. Definition

For the purpose of this policy:

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request. These are also published on our website.

6. Delivery of RSE

RSE 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 included in religious education (RE). We follow the Kapow scheme for PSHE, Science and RE.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships
- Online safety and awareness
- Being safe

The [guidance](#) recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth in the science curriculum.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Assessments take place each half term, using our tracking system, in line with our school teaching and learning and assessment policy.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued.

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

➤ Give careful consideration to the level of adaptation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

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

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say

- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The board of trustees

The board of trustees will approve the RSE policy, and hold the Head Teacher to account for its implementation.

8.2 The Head Teacher

The Head Teacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

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.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

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

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

10. Training

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

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

11. Monitoring arrangements

The delivery of RSE is monitored by the curriculum lead through:

Planning checks, learning walks, pupil voice and book looks

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

This policy will be reviewed by the Head Teacher every two years. At every review, the policy will be approved by board of trustees.

Appendix 1: Curriculum map

Suggested long-term plan: RSE & PSHE

Overview (All year groups)

	Introductory lesson	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
		Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
	Y1 Introduction: Setting ground rules for RSE & PSHE	Y1 Families and relationships	Y1 Health and wellbeing	Y1 Safety and the changing body	Y1 Citizenship	Y1 Economic wellbeing	Y1 Transition lesson
	Y2 Introduction: Setting ground rules for RSE & PSHE lessons	Y2 Families and relationships	Y2 Health and wellbeing	Y2 Safety and the changing body	Y2 Citizenship	Y2 Economic wellbeing	Year 2: Transition lesson
	Introduction: Setting ground rules for RSE & PSHE lessons	Y3 Families and relationships	Y3 Health and wellbeing	Y3 Safety and the changing body	Y3 Citizenship	Y3 Economic wellbeing	Year 3: Transition lesson

	Introductory lesson	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Introduction: Setting ground rules for RSE & PSHE lessons	Y4 Families and relationships	Y4 Health and wellbeing	Y4 Safety and the changing body	Y4 Citizenship	Y4 Economic wellbeing	Year 4: Transition lesson
	Introduction: Setting ground rules for RSE & PSHE lessons	Y5 Families and relationships	Y5 Health and wellbeing	Y5 Safety and the changing body	Y5 Citizenship	Y5 Economic wellbeing	Year 5: Transition lesson
	Introduction: Setting ground rules for RSE & PSHE lessons	Y6 Families and relationships	Y6 Health and wellbeing	Y6 Safety and the changing body	Y6 Citizenship	Y6 Economic wellbeing	Year 6: Transition lesson

Suggested long-term plan: RSE & PSHE

Overview - EYFS

EYFS

Introductory lesson		Unit 1	<u>Self-regulation: My feelings</u> 6 lessons In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.
Unit 2	<u>Building relationships: Special relationships</u> 6 lessons In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.	Unit 3	<u>Managing self: Taking on challenges</u> 6 lessons In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.

EYFS

Unit 4	<u>Self-regulation: Listening and following instructions</u> 6 lessons In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.	Unit 5	<u>Building relationships: My family and friends</u> 6 lessons In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.
Unit 6	<u>Managing self: My wellbeing</u> 6 lessons In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.		

Suggested long-term plan: RSE & PSHE

Overview - Key stage 1

Year 1

Introductory lesson	<u>Y1 Introduction: Setting ground rules for RSE & PSHE</u> 1 lessons A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	Unit 1	<u>Y1 Families and relationships</u> 8 lessons Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair
Unit 2	<u>Y1 Health and wellbeing</u> 9 lessons Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy	Unit 3	<u>Y1 Safety and the changing body</u> 9 lessons Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe

Year 1

Unit 4	<u>Y1 Citizenship</u> 7 lessons Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy	Unit 5	<u>Y1 Economic wellbeing</u> 7 lessons Please note: This unit is replacing the *Archived (pre 2024) Year 1 Economic wellbeing* unit Learning about a range of money and bank functions including cash safety, spending, saving and jobs.
Unit 6	<u>Y1 Transition lesson</u> 1 lessons Helping Year 1 pupils with the transition to a new year and the changes that come with it		

Suggested long-term plan: RSE & PSHE

Overview - Key stage 1

Year 2

Introductory lesson	<u>Y2 Introduction: Setting ground rules for RSE & PSHE lessons</u> 1 lessons A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	Unit 1	<u>Y2 Families and relationships</u> 8 lessons Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.
Unit 2	<u>Y2 Health and wellbeing</u> 8 lessons Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene	Unit 3	<u>Y2 Safety and the changing body</u> 10 lessons Lesson collection: Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.

Year 2

Unit 4	<u>Y2 Citizenship</u> 8 lessons Lesson collection: learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion.	Unit 5	<u>Y2 Economic wellbeing</u> 7 lessons Learning about financial literacy including how adults get money, wants and needs, using skills and talents and inclusive environments.
Unit 6	<u>Year 2: Transition lesson</u> 1 lessons Helping Year 2 pupils with their transition to Year 3 and the changes that may come with this move.		

Suggested long-term plan: RSE & PSHE

Overview - Lower key stage 2

Year 3

Introductory lesson	<u>Introduction: Setting ground rules for RSE & PSHE lessons</u> 1 lessons A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.	Unit 1	<u>Y3 Families and relationships</u> 9 lessons Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist
Unit 2	<u>Y3 Health and wellbeing</u> 8 lessons Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.	Unit 3	<u>Y3 Safety and the changing body</u> 9 lessons Learning about: cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence

Year 3

Unit 4	<u>Y3 Citizenship</u> 8 lessons Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy	Unit 5	<u>Y3 Economic wellbeing</u> 7 lessons Introduction to budgeting, learning about the different paying methods, the emotional impact of money, the ethics of spending, potential jobs and careers and learning that anyone can aspire to anything.
Unit 6	<u>Year 3: Transition lesson</u> 1 lessons Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this		

Suggested long-term plan: RSE & PSHE

Overview - Lower key stage 2

Year 4

Introductory lesson	<u>Introduction: Setting ground rules for RSE & PSHE lessons</u> 1 lessons A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	Unit 1	<u>Y4 Families and relationships</u> 9 lessons Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement
Unit 2	<u>Y4 Health and wellbeing</u> 8 lessons Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene	Unit 3	<u>Y4 Safety and the changing body</u> 9 lessons Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma

Year 4

Unit 4	<u>Y4 Citizenship</u> 7 lessons Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	Unit 5	<u>Y4 Economic wellbeing</u> 7 lessons Exploring choices associated with looking after money, what makes something good value for money, stereotypes in the workplace, career changes and what influences career choices.
Unit 6	<u>Year 4: Transition lesson</u> 1 lessons Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings		

Suggested long-term plan: RSE & PSHE

Overview - Upper key stage 2

Year 5

Introductory lesson	<u>Introduction: Setting ground rules for RSE & PSHE lessons</u> 1 lessons A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	Unit 1	<u>Y5 Families and relationships</u> 9 lessons Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.
Unit 2	<u>Y5 Health and wellbeing</u> 8 lessons Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation	Unit 3	<u>Y5 Safety and the changing body</u> 8 lessons Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.

Year 5

Unit 4	<u>Y5 Citizenship</u> 7 lessons An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community	Unit 5	<u>Y5 Economic wellbeing</u> 7 lessons Learn to manage money, understand borrowing, be cautious online, challenge workplace stereotypes, and align interests with future careers.
Unit 6	<u>Year 5: Transition lesson</u> 1 lessons Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.		

Suggested long-term plan: RSE & PSHE

Overview - Upper key stage 2

Year 6

Introductory lesson	<u>Introduction: Setting ground rules for RSE & PSHE lessons</u> 1 lessons A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	Unit 1	<u>Y6 Families and relationships</u> 7 lessons Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief
Unit 2	<u>Y6 Health and wellbeing</u> 9 lessons Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals	Unit 3	<u>Y6 Safety and the changing body</u> 9 lessons Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.

Year 6

Unit 4	<u>Y6 Citizenship</u> 7 lessons Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy	Unit 5	<u>Y6 Economic wellbeing</u> 7 lessons Explore choices related to navigating feelings about money, keeping money safe, managing finances in secondary school, understanding the risks of gambling, considering careers in various workplaces, and identifying the paths to pursue different careers.
Unit 6	<u>Year 6: Transition lesson</u> 1 lessons Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have		

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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 that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

Appendix 3: Parent/carers form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carers signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	