

Relationship, Sex, and Health Education (RSHE) policy



Approved by:

Date: July 26

Last reviewed on:

Next review due by: July 28

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
- Help children to understand the consequences of their actions and behave responsibly within relations
- To be able to recognise unsafe situations, protect themselves and ask for help and support.

Stapeley Broad Lane considers the Relationships, Sex, and Health Education (RSHE) to be an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum, and supports our vision to support pupils to be compassionate, lifelong learners. 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 primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science. 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 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Stapeley Broad Lane, we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, governors, pupils, and parents.

The consultation and policy development process involved the following steps:

1. Review – the PSHE lead and HT pulled together all relevant information including national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultation – parents were given the opportunity to read the policy and then feedback about the RSE curriculum.
4. Ratification – once amendments were made; the policy was shared with governors and ratified.

4. 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.

5. Curriculum

Our RSHE/PSHE 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.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (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

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

Teaching and Learning

During timetabled PSHE time, an emphasis is placed on active learning through personalised teaching strategies to meet the needs of individual pupils.

All teachers will endeavour to provide a positive and safe learning environment.

Visiting speakers such as health workers may also contribute to the taught curriculum

Beyond lessons, pupils are supported in generalising and applying the skills they are learning, in real-life situations as they arise e.g. resolving conflicts, working alongside peers

We teach PSHE to all our pupils, regardless of their ability;

Learning opportunities are matched to the individual needs of each pupil;

We challenge our most able pupils to formulate personal views based on evidence as they research and discuss.

Resources used for the delivery of PSHE will be both developmentally and age-appropriate for individual pupils.

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).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

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, make pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

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

6.2 Use of resources

We **will** consider whether any resources we plan to use:

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

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 appropriate and in line with our legal duties around political impartiality.

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

We **will**:

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

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory 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
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- 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) [Mrs Holden]

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

Teaching Staff are responsible for teaching PSHE/RSE in school where applicable in their year group.

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 components of sex education within RSE.

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by Natalie Newson and SLT through book looks, lesson drop-ins, pupil voice and learning walks,

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

This policy will be reviewed by Natalie Newson, yearly. At every review, the policy will be approved by Stapeley Broad Lane governing board and the headteacher.

Appendix 1: Curriculum map

Nursery Overview

See MTP for when each Lesson is taught across the academic year.

Building Relationships	Lessons
Play with one or more other children, extending and elaborating play ideas (DM 3 & 4 year olds)	Lesson 1 'Let's Play Shops'
Help to find solutions to conflicts and rivalries (DM 3 & 4 year olds)	Lesson 13 'Fair Shares'

Self-Regulation	Lessons
Select and use activities and resources, with help when needed (DM 3 & 4 year olds)	Lesson 5 'Make Your Choice' Lesson 10 'Well Done!'
Increasingly follow rules, understanding why they are important (DM 3 & 4 year olds)	Lesson 14 'The Pantomime'
Do not always need an adult to remind them of a rule (DM 3 & 4 year olds)	Lesson 16 'A Waiting Game'
Develop their sense of responsibility and membership of a community (DM 3 & 4 year olds)	Lesson 6 'Odd Jobs'
Show more confidence in new social situations (DM 3 & 4 year olds)	Lesson 11 'A New Baby'
Becomes more outgoing with unfamiliar people, in the safe context of their setting (DM 3 & 4 year olds)	Lesson 4 'Good Friends'

Managing Self	Lessons
Begin to understand how others might be feeling (DM 3 & 4 year olds)	Lesson 12 'Deaf Girl'
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (DM 3 & 4 year olds)	Lesson 15 'You Smell'
Talk with others to solve conflict (DM 3 & 4 year olds)	Lesson 2 'Who's Playing?'
Develop appropriate ways of being assertive (DM 3 & 4 year olds)	Lesson 2 'Who's Playing?'

Reception Overview

See MTP for when each Lesson is taught across the academic year.

Managing Self	Lessons
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG) It's all about...taking part!	Lesson 6 'Taking the Plunge' Lesson 15 'One Gold Star'
Explain the reasons for rules, now right from wrong and try to behave accordingly (ELG) It's all about... taking part!	Lesson 5 'What a Problem' Lesson 25 'Litter Bug'
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG)	Lesson 3 'I Like...' Lesson 12 'Clean and Tidy' Lesson 21 'Getting in Knot'

It's all about... being smart!	
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Self-Regulation	Lessons
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG) It's all about... having heart!	Lesson 2 'Nan's House' Lesson 13 'Bully Boy' Lesson 20 'The New Pet'
Set work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG) It's all about... being smart!	Lesson 10 'Rainy Days'
Give focused attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (ELG) It's all about... being smart!	Lesson 18 'A Piece of Cake'

Building Relationships	Lessons
Work and play cooperatively and take turns with others (ELG) It's all about... taking part!	Lesson 4 'It's Your Turn' Lesson 9 'Stick to the Rules' Lesson 24 'Playtime Games'
Form positive attachments to adults and friendships with peers (ELG) It's all about... having heart!	Lesson 7 'An Old Friend' Lesson 14 'Family Fun' Lesson 23 'Eid Mubarak'
Show sensitivity to their own and to others' needs (ELG) It's all about... being smart!	Lesson 1 'Hide and Seek' Lesson 11 'I Feel Poorly!' Lesson 19 'Busy Body'

Relationships, sex and health education curriculum map/lesson objectives – 3D Dimensions

Lesson	Year	Term	Objective
Core 1 – Unit 3 – Lesson 7	2	Summer 2	The correct names of body parts, including the penis, vulva. Pupils should understand that these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
Core 1 – Unit 3 – Lesson 1	3	Summer 1	To know about growth and other ways the body can change and develop, particularly during adolescence
Core 1 – Unit 3 – Lesson 3	4	Summer 2	To know about growth and other ways the body can change and develop, particularly during adolescence
Core 1 – Unit 3 – Lesson 4	4	Summer 2	To know about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.
Core 1 – Unit 3 – Lesson 1	6	Summer 2	To know about growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
Core 1 – Unit 3 – Lesson 3	6	Summer 2	To know the facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.
Sex Education Lesson 2	6	Summer 2	To know about growth and other ways the body can change and

			develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process
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Healthy Relationships

Lesson	Year	Term	Objective
Core 2 Unit 4 Lesson 1	1	Autumn 1	To know the characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
Core 2 Unit 4 Lesson 4	1	Autumn 1	To know that stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up
Core 2 Unit 4 Lesson 2	2	Autumn 1	To know that healthy 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.
Core 2 Unit 4 Lesson 3	2	Autumn 1	To know the characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
Core 2 Unit 5 Lesson 5	2	Spring 2	To know how to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Core 2 Unit 4 Lesson 7	2	Spring 2	To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know
Core 2 Unit 4 Lesson 1	3	Autumn 1	To know the characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
Core 2 Unit 4 Lesson 3	3	Autumn 1	To know the importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults
Core 2 Unit 4 Lesson 4	4	Autumn 1	To know the characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
Core 2 Unit 4 Lesson 5	4	Autumn 1	To know what sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources
Core 2 Unit 4 Lesson 1	5	Autumn 2	To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
Core 2 Unit 4 Lesson 2	5	Autumn 2	To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened
Core 2 Unit 4 Lesson 3	6	Spring 2	To know that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.
Core 2 Unit 4 Lesson 4	6	Spring 2	To know that stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from

Online safety

Online safety is a key component of our Relationships and Sex Education (RSE) curriculum and is delivered progressively through the PSHE curriculum, including the 3D PSHE Safe Zone programme. Pupils are taught to recognise online risks, including exposure to inappropriate or harmful content, and to develop the skills needed to respond safely and seek support. Teaching includes respectful online behaviour, the importance of privacy and consent, and the critical evaluation of digital content, including social media and online influences. Pupils are explicitly taught how to report concerns, block unsafe contacts, and access trusted adults for help.

Elements of online safety are taught at an age-appropriate level across all year groups through the Safe Zone curriculum, with a focus on recognising and responding to online risks, including age-inappropriate material.

RSE coverage through Safe Zone	KS1	LKS2 – Y3/4	UKS2 – Y5/6
Sexting – named as “sharing images” “being asked for pictures” “pressure online”	Basic online safety- Not to share personal details online Trusted adults - To tell an adult if something feels wrong Personal information - That some things are private	Online relationships - People online may not be who they say they are Boundaries - Importance of keeping information private Early risk awareness- Beginning of peer pressure awareness	Risks of sharing images online That images can be copied, saved, and shared Peer pressure to send images That they should never feel forced to share anything How to get help and report concerns
online relationships	Understand that people online are real people Know to tell a trusted adult if something feels wrong Begin to understand that some information is private Recognise what personal information is Understand that information should not always be shared Begin to understand kind vs unkind behaviour (including online context)	<u>First explicit link to online relationships</u> Understand that people online may not be who they say they are Learn basic rules for staying safe when communicating online Recognise the importance of keeping personal details private Understand appropriate vs inappropriate online contact Learn about respectful communication online Begin to recognise risks in online interactions	Understand that online relationships can involve pressure Learn about risks of sharing personal information and images Understand that not all online interactions are safe or genuine Develop strategies to respond to uncomfortable situations Understand how online relationships can affect wellbeing Learn about manipulation, pressure and influence online Understand risks of sharing images and digital content Know how to report concerns and seek help confidently
pornography exposure (age-appropriate and not explicitly named)	“If you see something that makes you feel worried or uncomfortable, tell an adult”	Introduces inappropriate content and things that are “not for children”	Children learn they might accidentally come across inappropriate images or videos, not everything online is suitable or real and what to do if this happens

harmful online content	Learn that some things online may make them feel worried or upset Know to tell a trusted adult No explicit teaching about “harmful content” — just emotional response and safety understand that: not everything online is safe Reinforce: telling an adult keeping safe	Learn that people online may not be truthful some content may not be appropriate Start to understand online risks Recognise inappropriate content and unsafe online interactions Learn how to respond safely and importance of not engaging	Understand that exposure to inappropriate or harmful content and that content may be misleading or not real Learn strategies to respond (close, report, tell) Begin to explore pressure and influence online Understand risks of harmful or explicit content and impact on thoughts, feelings and behaviour Develop critical thinking about online content and confidence in reporting concern
misogyny/influencer culture (critical thinking about online influences)	Misogyny is not directly taught but related concepts are covered through: Respectful relationships, Gender stereotypes, Equality and fairness, Challenging; sexism, discrimination and stereotypes. Influencer culture is not directly taught, but in KS1 covered through; Not everything online is real, Content can be; edited, misleading, People online may try to; influence behaviour and present unrealistic lifestyles. In UKS2; Pupils begin to learn; how online content affects feelings and choices, about pressure and influence online and to think critically about what they see		
digital coercion (age-appropriate and not specifically named)	“Tell an adult if something feels wrong”	Learn about; appropriate vs inappropriate contact and keeping personal information private Begin to understand boundaries and early forms of pressure	Through topics like; Online safety, Healthy relationships, Being safe. Children learn; They should never feel pressured to share anything. How to recognise unsafe or uncomfortable situations online That it’s okay to say no To seek help from a trusted adult That some people may try to influence or pressure them online

*Age-appropriate terminology is used throughout the year groups, not adult terminology.

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

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
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
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Appendix 3: Parent/carers form: withdrawal from sex education within RSHE

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 signature			

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