



## Relationships, Health and Sex Education Policy

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At Chacewater Primary School we want our children to become confident, capable and caring individuals with a knowledge and understanding of the value systems found in Britain. We teach them to have respect for other peoples' views, to celebrate the diversity in society and gain an understanding of relationships and sex education (RSE) at an age appropriate level. Our aim is for all children to leave Chacewater Primary School being able to reflect on their own experiences and to develop a personal response to the fundamental questions of life and be able to understand the importance of physical activity and diet for leading a healthy lifestyle. In addition, we want the pupils to feel empowered to manage their mental health, developing their self-esteem and ability to express their own views and feelings. Our school ethos nurtures and cares for every child from the day they begin their education at Chacewater School.

## 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

## 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](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Chacewater School we teach RHSE as set out in this policy.

## 3. Policy development

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

1. Review – the school leadership team 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 –the draft policy was shared with parents/stakeholders and views were collected through an electronic survey. The results from this informed modification to 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 governors and ratified

## 4. Definition

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

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

RHSE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum, is supported by the Discovery Education Framework, and is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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

Primary sex education will focus on:

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

This is supported by the resources and materials from Discovery Education. For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

RSE is taught within the Relationship and Health Education (RHE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Sex education:

- Preparing boys and girls for the changes that adolescence brings is taught in Year 4, 5 and 6 through the theme, Coping with Change. It identifies changes that will take place in children's bodies during puberty, and explores ways to manage the emotional effects of life changes.
- Human reproduction and other ways people can start a family is taught in Year 6 through the theme, Families and Committed Relationships.

For more information see Appendix 1.

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

### **Inclusion of pupils with special educational needs and disabilities (SEND)**

RHSE must be accessible for all pupils and we will ensure that their teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice. However, as a school we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and SRE can be particularly important subjects for these pupils; particularly those with Social, Emotional and Mental Health needs or learning disabilities. Therefore, there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages, this will be carried out in liaison between class teachers, LSAs (where appropriate) and the SENDCO.

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

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

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

All class teachers from EYFS through to Year 6 will be responsible for the teaching the age appropriate and agreed content of RHSE in the school.

Y1-Y6 have a RHSE floor book to record the range of activities and experiences of the class. EYFS activities are largely incorporated into verbal circle times where assessments are carried out by the class teacher.

### **7.4 Pupils**

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

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

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

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

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

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

## **9. Training**

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

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

## **10. Monitoring arrangements**

The delivery of RHSE is monitored by the school leadership team through:

- Floorbook monitoring
- Lesson observations / Learning walks
- Staff and pupil conferencing
- SHIP visits by local headteachers and other relevant curriculum leads and academy trust partners.

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

This policy will be reviewed annually by the school leadership team. At every review, the policy will be approved by the local governing body.

## Appendix 1: Curriculum map

### Relationships Health and Sex education curriculum map

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#### Curriculum Overview



	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
<b>Y1</b>	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
<b>Y2</b>	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
<b>Y3</b>	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
<b>Y4</b>	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
<b>Y5</b>	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
<b>Y6</b>	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

## Progression Overview – Healthy and Happy Friendships

This theme explores friendships: their importance, what being a good friend means, and how to keep friendships positive and healthy. Pupils investigate their own values and identity (including their online identity), and develop skills to resolve difficulties within friendships, including maintaining and respecting personal boundaries and safe touch, managing peer pressure and the effects on friendships of change

Year group		Video	Vocabulary	Lessons
Y1	<b>Making friends and getting along</b>	A new school	friend, friendly, kind, unkind, welcoming, happy, sad, share	1. Friends 2. Kindness 3. Getting along, sharing and turn taking
Y2	<b>What makes a happy friendship?</b>	Friends at first	happy, healthy, kindness, friend, smile, no, touch, uncomfortable, boundaries, personal, space, worries, help, trust	1. What makes a happy friendship? 2. Personal boundaries 3. Worries
Y3	<b>Being a good friend</b>	The friendship tree	friend, respect, values, touch, private, privacy, resilience, encouragement	1. What makes a good friend? 2. Personal space 3. Resilience
Y4	<b>Solving friendship difficulties</b>	Peer mediators	friend, values, qualities, difficulty, compromise, communication, yes, no, boundaries, permission	1. Qualities of a good friend 2. Solving friendship difficulties 3. Personal boundaries and permission
Y5	<b>Changing friendships</b>	Changing friendships	identity, stereotypes, prejudice, peer pressure, choice, emotions, wellbeing, emotional health, mental health, stress, anxiety	1. Identity 2. Peer pressure 3. Emotional health and wellbeing
Y6	<b>Relationships and feelings</b>	Moving on	personal safety, risk, consequences, friends, change, relationships, emotions, feelings	1. Personal safety 2. Relationships and change 3. Wider emotions

## Progression Overview – Similarities and Differences

This theme explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It looks at the damaging effect that stereotypes can have, and how to identify and challenge them. It helps pupils recognise their own personal strengths and abilities, and develop self-respect.

Year group		Video	Vocabulary	Lessons
Y1	<b>Recognising strengths and respecting differences</b>	What makes us special	similarity, difference, special, unique, strengths, abilities	<ol style="list-style-type: none"> <li>1. I am special</li> <li>2. Who I am makes me unique</li> <li>3. We don't all feel the same way</li> </ol>
Y2	<b>Strengths, abilities and stereotypes</b>	What can you tell?	strengths, abilities, gender, stereotype, qualities	<ol style="list-style-type: none"> <li>1. My strengths and abilities</li> <li>2. Stereotypes</li> <li>3. Whose job?</li> </ol>
Y3	<b>Valuing and respecting one another</b>	You can do anything	different, equal, respect, community, values, diversity, customs, respect, feelings, values	<ol style="list-style-type: none"> <li>1. Different but equal</li> <li>2. Our school community</li> <li>3. Valuing one another and considering people's feelings</li> </ol>
Y4	<b>Identity and diversity</b>	Celebrating diversity	diversity, stereotypes, judge, judgement, point-of-view, opinion, disagree, agree	<ol style="list-style-type: none"> <li>1. Being British</li> <li>2. Making a judgement</li> <li>3. A different point of view</li> </ol>
Y5	<b>Celebrating strengths and setting goals</b>	See me for who I am	strength, weakness, proud, abilities, goals, aspirations, achievement, future, vision, online, social media, profile, safety	<ol style="list-style-type: none"> <li>1. Strengths and abilities</li> <li>2. Setting goals</li> <li>3. Online safety</li> </ol>
Y6	<b>Respectful behaviour online and offline</b>	Noah Boundaries	online identity, communication, risk, online bullying, diversity, inclusive, differences	<ol style="list-style-type: none"> <li>1. Identity online</li> <li>2. Online bullying</li> <li>3. Identities and belonging</li> </ol>

### Progression Overview – Caring and Responsibility

This theme focuses on special people. It explores why they are special and how they care for and keep one another safe. It examines pupils' increasing responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.

Year group		Video	Vocabulary	Lessons
Y1	<b>Our special people</b>	A special person trophy	special, people, important, care, safe, worried, nervous, scared, help, helper, rules, safe, unsafe	1. My special people 2. How our special people care for us 3. Keeping safe
Y2	<b>Special people in our communities</b>	My community	community, kindness, understanding, help, community helpers, trusted adult, signs, difference, similarity, respect	1. Community helpers 2. When we need help 3. Our communities and groups
Y3	<b>Responsibility and boundaries</b>	Anita Care-More	responsibility, responsible, consequences, irresponsible, personal space, crowded, uncomfortable, boundaries, invade, defend, empathy, caring, support, understanding	1. Being responsible 2. Responsibility and personal space 3. Caring and empathy
Y4	<b>Rights and responsibilities</b>	Being responsible	rights, responsibilities, respect, opportunities, entitled, agreement, rights, convention, United Nations, roles, responsibilities	1. Our rights, our responsibilities 2. The UN Convention on the Rights of the Child 3. Family roles and responsibilities
Y5	<b>Caring in the community</b>	Caring for one another	care needs, caring, alone, loneliness, lonely, isolation, isolated, volunteer, volunteering, community, involvement	1. Changing needs 2. Feeling lonely 3. Why volunteer?
Y6	<b>Responsible behaviour as we get older</b>	Changes at secondary school	strengths, self-care, development, saving, bank account, responsible, irresponsible, budget, interest, transition, secondary, independence, networks	1. Taking care of myself 2. Looking after my money 3. Transition to secondary

### Progression Overview – Families and Committed Relationships

This theme explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family.

Year group		Video	Vocabulary	Lessons
Y1	<b>The importance of family</b>	My family	family, important, differences, similarities, happy, special, superhero	1. My family 2. Our families 3. Superhero families!
Y2	<b>The diversity of families</b>	Different families	family, family tree, relatives, related, love, sharing, listening, support, similar, different, traditions	1. Who is in a family? 2. A happy family 3. Families of all kinds
Y3	<b>Different types of committed relationships</b>	Belonging together	commitment, safe, secure, trust, relationship, marriage, change, affect, loss, separation, divorce	1. Commitment and marriage 2. All change! 3. Family changes: when parents separate
Y4	<b>Families and other relationships</b>	Spoiling the fun?	relationships, appropriate, behaviour, belonging, membership, together, family	1. Different relationships: boundaries and behaviour 2. Belonging 3. Caring families
Y5	<b>Healthy, committed relationships</b>	What is love?	relationships, healthy, diversity, commitment	1. Values of healthy relationships 2. Diversity in relationships 3. It's all about commitment
Y6	<b>Starting a family (sex education)</b>	Starting a family	sexual intercourse, sex, fertilise, conception, foetus, sperm, egg, pregnant, IVF, adoption, Caesarean section, babies, commitment, responsibility, law, legal, age restriction, age of consent, safe	1. Starting a family 2. The impact of having a baby 3. When is it right?

### Progression Overview – Healthy Body, Healthy Minds

This theme explores how to stay healthy, both physically and mentally. It explores ways to maintain wellbeing and prevent illness; how to develop a healthy, balanced lifestyle; and the consequences and effects of different habits and choices. It encourages the development of positive self-worth and recognition, what might affect or influence unhealthy ways of thinking, and how to overcome this.



Year group		Video	Vocabulary	Lessons
Y1	<b>Amazing bodies</b>	Our bodies	body, healthy, private, penis, testicles, vulva vagina, similar, different, health, healthy choices	1. My amazing body 2. Private body parts (introducing correct terminology) 3. Looking after our bodies
Y2	<b>Staying safe and healthy</b>	Where would you go for help?	healthy, feelings, emotions, medicine, unwell, dose, safe, helpful, harmful, instructions, health, body, mind	1. Healthy feelings 2. Staying safe at home 3. Feeling poorly
Y3	<b>Sleep, food and hygiene</b>	Healthy habits	health, wellbeing, sleep, routine, healthy, carbohydrates, proteins, dairy, fats, germs, virus, routines, hygiene, healthy, poorly, teeth, toothpaste, hand washing, soap	1. The power of sleep 2. Making healthy food choices 3. Germs!
Y4	<b>Influences and personal choices</b>	Dealing with feelings	Influence, pressure, persuade, healthy choices, consequence, responsibility, feelings emotions	1. Healthy influences 2. Making healthy choices 3. Dealing with feelings
Y5	<b>Valuing our bodies and minds</b>	Finding your calm	self-image, self-respect, attributes, self-talk, development, proud, drugs, alcohol, tobacco, cigarettes, e-cigarettes, vaping, caffeine, substances, legal, illegal, effects, bacteria, virus, infection, immunisation, vaccination, antibiotic	1. Valuing ourselves 2. Alcohol, tobacco and drugs 3. Keeping well
Y6	<b>Being the best me</b>	Ask the expert: picturing myself	self-respect, boundaries, kind, confidence, strengths, weaknesses, trolling, social media, internet, comparison, mental health, mental ill-health, wellbeing, illness, symptoms, mind	1. Being the best me 2. Social media and our wellbeing 3. Taking care of our mental health

Progression Overview – Coping with Change

This theme explores how people grow and change from babies, through puberty to adulthood. At Key Stage 1, it examines ways in which children have grown and how they will continue to change, and how to develop resilience to change. At Key Stage 2, it identifies changes that will take place in children's bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school.

Year group		Video	Vocabulary	Lessons
Y1	<b>Growing and changing</b>	How I have changed	growing, adults, babies, change, older, growing up, jobs, future	<ol style="list-style-type: none"> <li>1. Animal babies</li> <li>2. How have we changed?</li> <li>3. A future me</li> </ol>
Y2	<b>Growing up and setting goals</b>	Three generations	growing, adult, baby, change, timeline, life cycle, likes, dislikes, change, future, likes, dislikes, change, future	<ol style="list-style-type: none"> <li>1. When I am older</li> <li>2. Looking at the changes ahead</li> <li>3. Goals</li> </ol>
Y3	<b>Coping with feelings when things change</b>	When Bailey's dog died	changes, support, feelings, sad, empathy, sympathy, happy, positive, kind, emotions	<ol style="list-style-type: none"> <li>1. New changes</li> <li>2. Feeling sad and showing empathy</li> <li>3. Happiness</li> </ol>
Y4	<b>Puberty and hygiene</b>	Sweat, soap and showers	puberty, hormones, menstruation, eggs, sanitary pads, periods, hygiene, hormones, sweat, health	<ol style="list-style-type: none"> <li>1. What is puberty?</li> <li>2. Understanding periods</li> <li>3. Keeping clean as we grow and change</li> </ol>
Y5	<b>Puberty and emotions</b>	Elise explains: periods	hormones, menstruation, periods, sperm, eggs, ovaries, testicles, vagina, penis, puberty, emotions, hormones, changes, feelings, support, control	<ol style="list-style-type: none"> <li>1. Puberty</li> <li>2. Puberty and emotions</li> <li>3. Emotional changes: managing well</li> </ol>
Y6	<b>Coping with emotional effects of life changes</b>	Ask the expert: puberty	body image, reality, pressure, attributes, influence, relationships, emotions, secondary school, future, memories, reflect	<ol style="list-style-type: none"> <li>1. Body image</li> <li>2. Puberty and changing relationships</li> <li>3. Moving on</li> </ol>



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

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

THEME	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.