

Relationships and Sex Education policy

Holmesdale Infant School



Approved by:

Dawn Curry
Chair of Governors

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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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Understand how positive relationships support good well-being
- Teach pupils the correct vocabulary to describe themselves and their bodies
- RSE relates to our school's ethos and values by:
 - Respect themselves, others
 - Develop a sense of responsibility and spiritual, moral, social and personal reflection
 - Have high self-esteem and confidence

2. Statutory requirements

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

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum as set out below:

Animals, including humans

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

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

At Holmesdale Infant School we teach RSE 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 – a member of staff 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 and any interested parties were invited to complete a questionnaire regarding the contents of the policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationship and Sex education in Infant schools is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE aims to give children essential life skills to build positive, respectful and enjoyable relationships with others. RSE also aims to give children the skills to stay safe both on and off line. RSE, within PSHE, helps to explore children's own attitudes and values and develops their self-esteem and confidence to view themselves in a positive way.

5. Curriculum

Our curriculum 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, taking into account 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 do not seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

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

Aspects of RSE are referred to in whole school and year group assemblies, especially when exploring themes such as tolerance, respect and understanding of others. At Holmesdale Infant School we follow the Derbyshire's 'PSHE Matters' planning model which allows children to explore more about relationships, living in the wider world and health and wellbeing.

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

At holmesdale Infant School we cover the KS1 science national requirements for 'animals including humans'. This covers identifying main body parts and life cycles. At Holmesdale Infant School we also share the book 'Boys and Girls' book which explains some of the myths about gender stereotypes and is a gentle introduction into understanding the differences between boys' and girls' bodies and uses the correct words for body parts. It is available to view here:

<https://www.youtube.com/watch?v=of711PTcXw0>

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

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

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

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

7.3 Staff

Staff are responsible for:

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

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.

All class teachers are responsible for delivering RSE at Holmesdale Infant School.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, 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 [Boys and Girls' book] components of RSE at Holmesdale Infant School.

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.

9. 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 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 RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Sarah Lockwood through:

Monitoring arrangements, such as planning scrutinies, learning walks and lesson visits etc.

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

This policy will be reviewed by [Sarah Lockwood, Headteacher] [annually]. At every review, the policy will be approved by [the governing board/Dawn Curry, Chair of Governors/the headteacher].

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R (Year A)	Autumn 1	<p>PSHE Theme: Being Healthy</p> <p>Specific RSE teaching:</p> <p>Families and people who care for me</p> <p>Being safe</p> <p>Use of stories to explore good sleeping, eating, exercise routines and feelings.</p> <p>Peace at Last</p> <p>Can't You Sleep Little Bear</p> <p>Bear Hunt</p>
Year R (Year A)	Autumn 2	<p>PSHE Theme: Relationships</p> <p>Specific RSE teaching:</p> <p>Caring relationships</p> <p>Respectful Relationships</p> <p>Talk about what makes a good friend.</p> <p>Model what friendly behaviour looks like.</p> <p>Discuss what makes a good listener.</p> <p>How could we show respect to others?</p> <p>Discuss when we should ask first.</p> <p>What happens if people don't do what we want them to do?</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R (Year A)	Spring 1	<p>Safer Internet Day</p> <p>PSHE Theme: Exploring Emotions</p> <p>Specific RSE teaching:</p> <p>Caring relationships</p> <p>Respectful Relationships</p> <p>Families and people who care for me</p> <ul style="list-style-type: none"> • Talk to the children to help them label feelings and emotions. • Take time to listen to children respectfully when they raise injustices and involve them in finding a 'best fit' solution. <input type="checkbox"/> Provide books with stories about characters that follow or break rules and the effects of their behaviour on others. <input type="checkbox"/> Affirm and praise positive behaviour, explaining and demonstrating that this makes children and adults feel happier. <input type="checkbox"/> Encourage children to think about issues from the view point of others. <input type="checkbox"/> Be alert to injustices and let children see that they are addressed and resolved fairly. <input type="checkbox"/> Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they exist and what they are intended to achieve. <input type="checkbox"/> Help children's understanding of what is right and wrong by explaining why it is wrong to hurt somebody or if it is acceptable to take a second piece of fruit after everybody else has had some. <input type="checkbox"/> Involve children in identifying issues and finding solutions. <p>Set, explain and maintain clear, reasonable and consistent limits so children feel safe and secure.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide a safe place for children to access when they need to calm down or be quiet. <input type="checkbox"/> Encourage children to ask questions about things that worry them. Let them know it's alright to be worried, do not dismiss their concerns or try to tell them how to feel.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R (Year A)	Spring 2	<p>PSHE Theme: Difference and Diversity</p> <p>Specific RSE teaching:</p> <p>Caring relationships</p> <p>Respectful Relationships</p> <p>Families and people who care for me</p> <p>Talk to the children to help them understand what we can do to make all children feel included and accepted.</p> <ul style="list-style-type: none"> • Encourage children to play with a variety of friends from all backgrounds, so that everyone experiences being included. • Talk to the children about why they are special. • Help children to identify that we are all different and that is ok. • Take time to discuss how we can include others. • Talk about ways we can learn from each other. • Discuss the importance of respecting each other's differences. • Discuss with the children why people might be treated unfairly. • Help children to form positive relationships. • Help children to understand how we treat each other with kindness and respect. • Demonstrate and model strategies to include everyone.
Year R (Year A)	Summer 1	<p>PSHE Theme: Being Responsible</p> <p>Specific RSE teaching</p> <p>Respectful relationships</p> <p>Caring Relationships</p> <ul style="list-style-type: none"> • Take time to discuss how we can look after ourselves, each other, our classroom, school a <p>Help children's understanding of what is right and wrong.</p> <ul style="list-style-type: none"> • Help children to identify what is fair and unfair. • Help children to understand how we treat each other with kindness and respect. • Discuss the importance of manners and how and when we might say please, thank you, excuse me and I'm sorry.nd community.

<p>Year R (Year A)</p>	<p>Summer 2</p>	<p>The 'Boys and Girls' book.</p> <p>PSHE Theme: Bullying Matters</p> <p>Specific RSE teaching:</p> <p>Being Safe</p> <p>Respectful Relationships</p> <ul style="list-style-type: none"> • Have an agreed code of conduct which is made with pupils. Include a statement on bullying -ensure children understand the term 'bullying.' Revisit the code regularly and remind/review actions. • Ensure there is a strong routine to instil safety and reassurance to all children. • Ensure there is always adult support available to recognise and intervene when necessary and that children know how to access help in the classroom and at other times, e.g. lunchtime, playtime. • Set up a bench or seat indoors/outdoors where children can sit if they need comfort or support. Make sure all children are aware of it and what it is for. • Set up a quiet, cosy corner which children can use if they need some quiet time alone. • Teach children how to use words to avoid confrontation and support them to find their own solutions to minor disputes. Use calm words not violent actions. • Talk to the children to help them talk about and understand their actions and identify their feelings. • Encourage children to explain and articulate how they feel. <p>Talk about things that make us unique, similar and different. Celebrating diversity and inclusion.</p> <ul style="list-style-type: none"> • Encourage children to think about issues from the view point of others. • Be alert to injustices and let children see that they are addressed and resolved. • Help children's understanding of what is right and wrong by explaining why it is wrong to hurt, exclude somebody or call them names. • Help children to identify what is fair and unfair. • Help children to understand how we treat each other with kindness and respect. • Encourage children to ask questions about things that worry them or make them feel sad. <p>Help children identify who they can talk to if they are worried or sad and help them to practise what to say.</p> <ul style="list-style-type: none"> • Involve children in agreeing codes of behaviour and take responsibility for implementing them.
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YEAR GROUP	TERM	TOPIC/THEME DETAILS
		<ul style="list-style-type: none"> • Provide opportunities to share and celebrate the diversity within the classroom and in the community. • Ensure consistency when implementing the code of behaviour.
Year R (Year B)	Autumn 1	<p>PSHE Theme: Growing Up Specific RSE teaching:</p> <p>Families and people who care for me Caring relationships</p> <ul style="list-style-type: none"> • Introduce and use new vocabulary to support concepts as well as appropriate behaviour. • Talk about the changes that children can observe from real life experiences. Talk about how they are growing up. • Children bring in pictures of themselves as babies and toddlers. • Talk to them about what is the same and what has changed. • Encourage them to talk about their families. <p>Plan collaborative experiences and highlight how children can play and work together as they are growing up.</p> <ul style="list-style-type: none"> • Teach body parts using songs. Use the song, 'Head, Shoulders, Knees and Toes' and 'Simon Says.'
Year R (Year B)	Autumn 2	<p>PSHE Theme: Drug Education Specific RSE teaching:</p> <p>Caring relationships Being Safe</p> <ul style="list-style-type: none"> • Talk to children about their experiences of being poorly, e.g. how did it feel? Did medicines help? What medicines were taken? Where were they kept? Who gave them? How did they feel? What made them feel better? • Talk to children, for example asking questions about how they made their medicines in role play. How do they know these are safe? How will they help those who are poorly? • Discuss: Are there other ways of feeling better without medicines? Always? Sometimes? • Discuss the safety of medicines. How would medicines help poorly characters recover and what they would do if they didn't help? What would happen if too much is taken? Who gives the medicine? How much do you use?

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R (Year B)	Spring 1	<p>PSHE Theme: Being Me</p> <p>Specific RSE teaching:</p> <p>Caring relationships</p> <p>Respectful Relationships</p> <p>Families and people who care for me</p> <ul style="list-style-type: none"> •Talk to children about who they are, what makes them unique etc. • Encourage children to dress up and pretend to be someone else. Ask questions such as, 'How does that feel?' • Make sure materials and resources are available for self-selection so everybody can make choices. •Add commentary, prompts and vocabulary to support children's understanding. Read stories together and discuss how all of the characters are unique and special; similar and different to each other. •Suggest parents/carers sit with their child to draw a picture of them. Write five positive things about their child around the picture. "I like how you..." Put the picture up in your home and refer to it often. •Invite parents/carers to make a treasure box. This might be memories you've written down about things you did together e.g. "I loved the day we went to the park, you were so happy when I pushed you on the swings." •It could also be objects like the tiger you bought at the zoo or a picture or postcard from somewhere you visited. Talk about all the fun things you have done together and how that made you feel. • Invite children to tell their parents/carers the things they like/love about them.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R (Year B)	Spring 2	<p>PSHE Theme: Being Safe</p> <p>Specific RSE teaching:</p> <p>Families and people who care for me</p> <p>Being Safe</p> <ul style="list-style-type: none"> • Help children to learn how to risk assess their ideas before putting them into action. Use phrases like “think about...” “what would happen if...” and “how could we make it safer?” • Encourage children to manage small risks so that they can learn from their mistakes. • Talk about levels of risk, things that are always dangerous and things that are sometimes dangerous. • Read the book 'My Body Belongs to Me.' Talk about what happens in the book. Talk about who to ask for help if they are worried. Draw around your hand and then cut it out. Make a helpful hand drawing of five people they trust and who they could talk to and ask if they needed help. • Show the children a balloon and a pin. Move the pin slowly towards the balloon. Ask the children how they feel thinking the balloon might pop? What do you notice about your body when you feel scared? What are your warning signs? Think of things that make you feel scared and uncomfortable. Create a large body outline and include all the feelings.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R (Year B)	Summer 1	<p>PSHE Theme: Money Matters</p> <p>Specific RSE teaching:</p> <p>Families and people who care for me</p> <p>Respectful relationships</p> <ul style="list-style-type: none"> ● Have a culture of fund raising money for charity. Choose a charity and decide as a class what you will do to help. Take photographs and make these into a class journal about your fund raising activities. What difference did you make? ● Can we have everything we want? Using puppets, role play a story about a child who wants everything he sees when he goes shopping. If he doesn't get what he wants he is very angry and has huge tantrums. What advice would you give to the puppet? Why is it hard not getting what you want? ● Use circle time to talk about the difference between need and want. What do we need to live; are things we need different to things we want? How can we work towards things we want but can't afford? Discuss saving, earning, gifts etc. ● Read the book, 'Have you filled a bucket today? How can we show kindness without buying things? What things are free and often mean the world to the people we love. ● Think of random acts of kindness. Can you fill someone's bucket today? ● Think about the jobs people do. Ask the children to think about what jobs people do in school? Why do people have jobs? Talk about how important everyone is to making a school run well.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R (Year B)	Summer 2	<p>The 'Boys and Girls' book. PSHE Theme: Changes Specific RSE teaching:</p> <p>Families and people who care for me Caring relationships</p> <ul style="list-style-type: none"> • Join in child-initiated play, developing relationships, supporting and extending learning. • Support children through difficult changes e.g. the arrival of a new baby, separation or bereavement by communicating closely with family, maintaining links with familiar adults, providing consistent familiar routines. Answer questions honestly and offer reassurance. • Feelings and behaviours change. Talk about how and why our feelings and behaviours change, and that all feelings are okay, but not all behaviours are. • Talk about behaviours changing to make others feel different, e.g. happier or better. • Ask children for their ideas on how they can make others feel different e.g. better when they are sad or cross. • Watch the clip 'Caterpillar Shoes' https://www.youtube.com/watch?v=tYa6OLQHrEc • What is changing for caterpillar? What act of kindness does he carry out? What will caterpillar be able to do that he couldn't do before?
Year1/2 (Year A)	Autumn 1	<p>PSHE Theme: Being Healthy Specific RSE teaching: Exploring what a healthy lifestyle means. H1 - Identifying the benefits of a healthy lifestyle. H2 - Identifying ways of keeping healthy. H2 - Recognising what they like and dislike. H2 - Recognising that choices can have good and not so good consequences.</p>
Year 1/2(Year A)	Autumn 2	<p>PSHE Theme: Relationships Specific RSE teaching: R2 - Recognising our behaviour can affect others. R4 - Recognising what is fair and unfair, kind and unkind, what is right and wrong. R9 - Identifying their special people (family, friends, carers) and how they should care for each other.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year1/2 (Year A)	Spring 1	<p>PSHE Theme: Exploring Emotions</p> <p>Specific RSE teaching:</p> <p>R1 - Recognising a range of feelings in ourselves and other people.</p> <p>R1 - Recognising how others show feelings and how to respond.</p> <p>R2 - Recognising that their behaviour can affect others.</p> <p>H1 - Communicating feelings to others.</p> <p>H4 - Developing simple strategies for managing feelings.</p> <p>H4 - Using words to describe a range of feelings.</p> <p>Safer Internet Day</p>
Year 1/2 (Year A)	Spring 2	<p>PSHE Theme: Difference and Diversity</p> <p>Specific RSE teaching:</p> <p>L4 - Understanding that they belong to different groups.</p> <p>R8 - Identifying and respecting the differences and similarities between people.</p>
Year 1/2 (Year A)	Summer 1	<p>PSHE Theme: Being Responsible</p> <p>Specific RSE teaching:</p> <p>L3, L4 - Understanding that there are human rights to protect everyone.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1/2 (Year A)	Summer 2	<p>PSHE Theme: Bullying Matters</p> <p>Specific RSE teaching:</p> <p>R2 - Recognising their behaviour can affect others. R6 - Listening to others and working cooperatively. R11 - Identifying that people’s bodies can be hurt. R12 - Recognising when people are being unkind to them or others, who to tell and what to say. R13 - Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable. R14 - Identifying strategies to resist teasing/ bullying if experienced or witnessed.</p> <p>The ‘Boys and Girls’ book. H10 - Can name main parts of the body including external genitalia. L8 - Can express why they are unique. L9 - Can explain ways in which we are the same as all other people.</p>
Year 1/2 (Year B)	Autumn 1	<p>PSHE Theme: Growing Up</p> <p>Specific RSE teaching:</p> <p>H13 - Identifying people who they can ask for help and think about how they might do that. H15, R3 - Identifying ways of keeping safe and knowing they do not keep secrets. H16 - About privacy in different contexts. H16 - About respecting the needs of ourselves and other people. R8 - Identifying similarities and difference. R10 - What physical contact is acceptable.</p>
Year 1/2 (Year B)	Autumn 2	<p>PSHE Theme: Drug Education</p> <p>Specific RSE teaching:</p> <p>H2 - Exploring how to make informed choices. H11 - Identifying that household products, including medicines, can be harmful if not used properly.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1/2 (Year B)	Spring 1	<p>PSHE Theme: Being Me</p> <p>Specific RSE teaching:</p> <p>L4 - Recognise they belong to different groups and communities such as family and school.</p> <p>L9 - Identify ways in which we are the same as all other people; what we have in common with everyone else.</p> <p>Safer Internet Day</p>
Year 1/2 (Year B)	Spring 2	<p>PSHE Theme: Being Safe</p> <p>Specific RSE teaching:</p> <p>H34. Explaining basic rules to keep safe online.</p> <p>L8. Talking about the role of the internet in everyday life.</p> <p>L9. Identifying that not all information online is true.</p> <p>R14. R15. Responding safely to people online/offline.</p>
Year 1/2 (Year B)	Summer 1	<p>PSHE Theme: Money Matters</p> <p>Specific RSE teaching:</p> <p>L14. Identifying that everyone has different strengths.</p> <p>L17. Identifying the strengths/interests someone might need to do different jobs.</p>
Year 1/2 (Year B)	Summer 2	<p>PSHE Theme: Changes</p> <p>Specific RSE teaching:</p> <p>H13. Recognising that feelings can affect the way we think, feel and behave.</p> <p>H16. Recognising ways of sharing feelings.</p> <p>H19. Recognising when we need help and understand how to ask for help.</p> <p>The 'Boys and Girls' book.</p> <p>H10 - Can name main parts of the body including external genitalia.</p> <p>L8 - Can express why they are unique.</p> <p>L9 - Can explain ways in which we are the same as all other people.</p>

Appendix 2: By the end of primary school (KS2) pupils should know

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

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

Appendix 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	