

Wallop Primary School

Relationships and sex education policy 2025

To be reviewed by governors - January 2026

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop self-worth, self-esteem and confidence which foster respect for self and others;
- Explore how to deal with a range of new emotions and discuss appropriate ways of expressing these feelings;
- Explore and clarify attitudes and values of individuals and society;
- Prepare children to take an active role as future citizens; and
- Enable children to protect themselves and ask for help and support.

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.

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 Wallop Primary 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 or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with 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 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 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
- 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. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils can also receive stand-alone sex education sessions delivered by a trained health professional.

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 focuses on teaching what is covered in the science curriculum.

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 body

The governing body 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.

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

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.

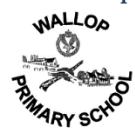
10. Monitoring arrangements

The delivery of RSE is monitored by the PHSE leader through:

- Monitoring the subject (such as planning scrutinies, learning walks, conferencing children, sending questionnaires to parents).

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

This policy will be reviewed by Martin Lambert, Head teacher annually. At every review, the policy will be approved by the governing body.



Appendix 1: Curriculum map

Relationships and sex education curriculum map

= H = Health, R = Relationships, L= Living in the Wider World)

SHE Curriculum Map Overview Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Keeping safe	Working well together	Other people are special too.	Caring for myself	Caring for others	Looking Forward Summer Safety
H29. to recognise risk in simple everyday situations and what action to take to minimise harm	H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	H11. about different feelings that humans can experience	H1. about what keeping healthy means; different ways to keep healthy	H26. about growing and changing from young to old and how people's needs change	H27. about preparing to move to a new class/year group
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	H16. about ways of sharing feelings; a range of words to describe feelings	H14. how to recognise what others might be feeling	H5. simple hygiene routines that can stop germs from spreading	R21. about what is kind and unkind behaviour, and how this can affect others	R15. how to respond safely to adults they don't know
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely	H33. about the people whose job it is to help keep us safe	H21. to recognise what makes them special	H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	R11. about how people may feel if they experience hurtful behaviour or bullying	L8. about the role of the internet in everyday life
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely	R2. to identify the people who love and care for them and what they do to help them feel cared for	R7. about how to recognise when they or someone else feels lonely and what to do	H12. how to recognise and name different feelings	L15. that jobs help people to earn money to pay for things	L9. that not all information seen online is true
H37. about things that people can put into their body or on their skin; how these can affect how people feel	R6. about how people make friends and what makes a good friendship	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	R17. about knowing there are situations when they should ask for permission and also when their permission should be sought	L16. different jobs that people they know or people who work in the community do	
R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	R23. to recognise the ways in which they are the same and different to others	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online	L10. what money is; forms that money comes in; that money comes from different sources		

	R24. how to listen to other people and play and work cooperatively	L6. to recognise the ways they are the same as, and different to, other people	L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want		
	L4. about the different groups they belong to	L14. that everyone has different strengths			

PSHE Curriculum Map Overview Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Keeping safe	Working well together	Other people are special too.	Caring for myself	Caring for others	Looking Forward Summer Safety
H24. how to manage when finding things difficult	H10. about the people who help us to stay physically healthy	H13. how feelings can affect people's bodies and how they behave	H2. about foods that support good health and the risks of eating too much sugar	H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
H28. about rules and age restrictions that keep us safe	H22. to recognise the ways in which we are all unique	H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things	H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	H8. how to keep safe in the sun and protect skin from sun damage	R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
H31. that household products (including medicines) can be harmful if not used correctly	H23. to identify what they are good at, what they like and dislike	H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	H4. about why sleep is important and different ways to rest and relax	R8. simple strategies to resolve arguments between friends positively	L13. that money needs to be looked after; different ways of doing this
H35. about what to do if there is an accident and someone is hurt	R3. about different types of families including those that may be different to their own	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good	R9. how to ask for help if a friendship is making them feel unhappy	L17. about some of the strengths and interests someone might need to do different jobs
H36. how to get help in an emergency (how to dial 999 and what to say)	R4. to identify common features of family life	R22. about how to treat themselves and others with respect; how to be polite and courteous	H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of	

				telling a trusted adult	
R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	R25. how to talk about and share their opinions on things that matter to them	L11. that people make different choices about how to save and spend money	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	L2. how people and other living things have different needs; about the responsibilities of caring for them	
R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	L5. about the different roles and responsibilities people have in their community			L3. about things they can do to help look after their environment	
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others					

PSHE Curriculum Map Overview Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Keeping safe	Relationships	Identity and Community	Myself	Others	Safety and Enterprise
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)	H27. to recognise their individuality and personal qualities	H1. how to make informed decisions about health	H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult	H36. strategies to manage transitions between classes and key stages
H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)	R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	H5. about what good physical health means; how to recognise early signs of physical illness	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	L11. recognise ways in which the internet and social media can be used both positively and negatively
H42. about the importance of keeping personal information private; strategies for	R7. to recognise and respect that there are different types of family structure (including	L2. to recognise there are human rights, that are there to protect everyone	H12. about the benefits of sun exposure and risks of overexposure; how to keep safe	R31. to recognise the importance of self-respect and how this can affect their thoughts and	L17. about the different ways to pay for things and the choices people have about this

keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H43. about what is meant by first aid; basic techniques for dealing with common injuries	single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability		from sun damage and sun/heat stroke and reduce the risk of skin cancer	feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	
	R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty	L3. about the relationship between rights and responsibilities	H17. to recognise that feelings can change over time and range in intensity		L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;		L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
		L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)			

PSHE Curriculum Map Overview Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Keeping safe	Relationships	Identity and Community	Myself	Others	Safety and Enterprise
H14. how and when to seek support, including which adults to speak to in	R2. that people may be attracted to someone emotionally,	H28. to identify personal strengths, skills, achievements and interests and	H2. about the elements of a balanced, healthy lifestyle	R32. about respecting the differences and similarities between	H36. strategies to manage transitions between classes and key stages

and outside school, if they are worried about their health	romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different	how these contribute to a sense of self-worth		people and recognising what they have in common with others e.g. physically, in personality or background	
H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing	H34. about where to get more information, help and advice about growing and changing, especially about puberty	H5. about what good physical health means; how to recognise early signs of physical illness	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships	H35. about the new opportunities and responsibilities that increasing independence may bring	H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer		L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face	L6. about the different groups that make up their community; what living in a community means	H18. about everyday things that affect feelings and the importance of expressing feelings		L20. to recognise that people make spending decisions based on priorities, needs and wants
	R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	L7. to value the different contributions that people and groups make to the community	H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations		L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
	R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to				

	recognise the effect of online actions on others				
	R16. how friendships can change over time, about making new friends and the benefits of having different types of friends				

PSHE Curriculum Map Overview Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Keeping safe	Relationships	Identity and Community	Myself	Others	Safety and Enterprise
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	H3. about choices that support a healthy lifestyle, and recognise what might influence these	L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them	H36. strategies to manage transitions between classes and key stages
H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)	L13. about some of the different ways information and data is shared and used online, including for commercial purposes
H38. how to predict, assess and manage risk in different situations	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health	L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid	L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);	H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and	H16. about strategies and behaviours that support mental health — including how good quality sleep, physical	L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	L21. different ways to keep track of money

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping		how to maintain personal hygiene	exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing		
H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns	R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns	H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for			L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
		L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities			L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
		L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes			L24. to identify the ways that money can impact on people's feelings and emotions

PSHE Curriculum Map Overview Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Keeping safe	Relationships	Identity and Community	Myself	Others	Enterprise
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it	R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others	H26. that for some people gender identity does not correspond with their biological sex	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	H21. to recognise warning signs about mental health and wellbeing and how to seek support for others	H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk	R21. about discrimination: what it means and how to challenge it	H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key	H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body,	R34. how to discuss and debate topical issues, respect other people's point of view and constructively	H24. problem-solving strategies for dealing with emotions, challenges and change, including

		facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) 1	feelings, behaviour and ability to learn	challenge those they disagree with	the transition to new schools
H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break	R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves	L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	H36. strategies to manage transitions between classes and key stages
H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others	R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact		L31. to identify the kind of job that they might like to do when they are older		L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
	R26. about seeking and giving permission (consent) in different situations				L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
	R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret				
	R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this				
	R29. where to get advice and report concerns if worried about their own or someone else's				

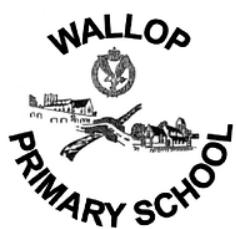
	personal safety (including online)				
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1. Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.

Appendix 2: By the end of primary school 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

TOPIC	PUPILS SHOULD KNOW
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
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	