

**BANSTEAD
COMMUNITY JUNIOR
SCHOOL**



**RELATIONSHIPS AND SEX
EDUCATION POLICY**

2024

Teaching & Learning Committee
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BANSTEAD COMMUNITY JUNIOR SCHOOL

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

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

We are not required to provide sex education, but we do need to teach the elements of sex education which are 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](#). **From 2020: it became statutory for schools to deliver Relationships Education in primary schools. Schools are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the change's adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, also statutory from September 2020, covers the key facts about puberty and the changing adolescent body.**

At Banstead Community Junior School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a 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 review and comment on this Policy.
4. Pupil consultation – we asked the School Council 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 teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. We believe that children should learn about relationships as well as the emotional, social, cultural and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership and safeguarding. As well as understanding about healthy lifestyles, diversity and personal identity. We aim to help children and young people to be safe, healthy and happy, both as they grow, and in their future lives. The lessons we provide help to meet safeguarding, and emotional wellbeing requirements, as well as ensuring we cover the requirements of the DFE RSHE guidance.

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 long term plan 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 in Years 5 and 6 also receive stand-alone sex education sessions delivered by a trained health professional and by class teachers.

Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships (see Appendix 2 for further information) including:

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

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 teaching staff and HLTAs will have the responsibility to teach the RSE Curriculum.

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/non science components of sex education within RSE.

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

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

9. Training

The RSA lead updates staff to any changes when appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs Sheargold through:

planning scrutinies, learning walks, book sampling, pupil and staff discussions etc.

Pupils' development in RSE is delivered and monitored by class teachers through the SCARF 6 half-termly units and the assessment opportunities mapped out to support this. They will start with a pre assessment at the beginning of each unit they complete and will repeat this assessment at the end to see what they have learnt.

British Values

The School will ensure in policy and practice that it adheres to the fundamental British Values as detailed in Ofsted Handbook for Inspection, May 2019. The fundamental British Values include valuing democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils will be taught to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Spiritual, Moral, Social and Cultural Development (SMSC)

Where possible, lessons, either through specific planning or ad-hoc opportunities, will promote the spiritual, moral, social and cultural development of pupils and their understanding of the role of society and their place within it. Through this approach, the school and specific subject teaching, aims to prepare pupils for the opportunities, responsibilities, experiences and challenges of their current and later lives.

This policy will be reviewed by Mrs Sheargold, Life Skills Lead annually. At every review, the policy will be approved by the governing body.

Highlighted text in this policy shows what has changed since the last review.



APPENDIX 1

Life Skills (including RSE) Progression Plan at BCJS

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills, and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

PSHE education became statutory for all schools in September 2020 under the Children and Social Work Act 2017. This included Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

The Department for Education published [Statutory Guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) in June 2019. This sets out what schools *must* cover from September 2020. The new requirements don't cover all aspects of our PSHE education however, this progression of skills covers both the DfE statutory requirements and the PSHE Association's advisory content, which together ensure a comprehensive, spiral curriculum for PSHE education. A broader PSHE programme should also cover economic wellbeing, careers, and enterprise education, as well as education for personal safety, including assessing and managing risk.

During key stage 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

	Year 3	Year 4	Year 5	Year 6
Me and My Relationships	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain and explore why we have rules for different age groups and consider the possible consequences of breaking the rules. • Explain some of the feelings someone might have when they lose something important to them and understand that these feelings are normal. • Define and demonstrate cooperation and collaboration and identify the different skills that 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state. • Explain what we mean by a 'positive, healthy relationship and describe some of the qualities that they admire in others. • Recognise that there are times when they might need to say 'no' to a friend and describe appropriate assertive strategies for this. • Demonstrate strategies for 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain what collaboration means and give examples of how they work collaboratively. • Explain what is meant by the terms negotiation and compromise and describe strategies for resolving issues. • Demonstrate how to respond to a wide range of feelings in others and give examples of some key qualities in friendships. • Identify what things make a 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task and describe and implement the skills needed. • Explain what is meant by the terms 'negotiation' and 'compromise' and demonstrate strategies for this. • Recognise some of the challenges that arise from friendships and suggest strategies for dealing with the challenges. • List some assertive

	<p>people can bring to a group task and how this can help to achieve success.</p> <ul style="list-style-type: none"> Identify people who they have a special relationship with and suggest strategies for maintaining a positive relationship. Rehearse and demonstrate simple strategies for resolving given conflict situations. Explain what a dare is and understand that no-one has the right to force them to do a dare. Express opinions and listen to those of others as well as consider others' points of view. Identify qualities of friendship and suggest reasons why friends sometimes fall out. 	<p>working on a collaborative task and define successful qualities of teamwork.</p> <ul style="list-style-type: none"> Identify a wide range of feelings and recognise that different people can have different feelings in the same situation. Demonstrate a range of feelings through their facial expressions and body language and recognise that their feelings might change towards someone or something once they have further information. Give examples of strategies to respond to being bullied, including what people can do and say. 	<p>relationship unhealthy.</p> <ul style="list-style-type: none"> Identify characteristics of passive, aggressive and assertive behaviours and rehearse these skills. Recognise basic emotional needs and understand they change based on the circumstance. Understand that online communication can be misinterpreted, and that respectful behaviour is necessary when interacting with others online as well as face-to-face. 	<p>behaviours and recognise peer influence and pressure.</p> <ul style="list-style-type: none"> Recognise and empathise with patterns of behaviour in peer-group dynamics. Demonstrate the consequences of reacting to others in a positive or negative way and suggest ways of responding more positively to others. Describe the ways in which people show their commitment to each other and know the ages at which a person can marry. Recognise that some types of physical contact can produce negative feelings. Identify strategies for keeping personal information safe online.
Valuing Differences	<p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise there are different types of family and understand what is meant by 'adoption', 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Define the terms 'negotiation' and 'compromise'. Understand that they 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Define some qualities of friendship and describe ways friendships last. Rehearse active listening 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.

	<p>'fostering' and 'same-sex relationships.</p> <ul style="list-style-type: none"> • Define the term 'community' and identify the different communities they belong too. • Reflect on listening skills and give examples of respectful language. • Explain that people living in the UK have different origins and identify similarities and differences between a diverse range of people from varying national, regional, ethnic, and religious backgrounds. • Recognise the factors that make people similar and different from each other, as well as recognise that repeated name calling is called bullying. • Understand and explain some of the reasons why different people are bullied. 	<p>have the right to protect their personal body space and recognise how others' non-verbal signals indicate how they feel when people are close to their body space.</p> <ul style="list-style-type: none"> • Recognise that they have different types of relationships with people they know (e.g., close family, wider family, friends, acquaintances) and give examples of features of these different types of relationships, including how they influence what is shared. • List some of the ways that people are different to each other (including differences of race, gender, religion) and recognise potential consequences of aggressive behaviour. • List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs, and festivals) and define the word <i>respect</i> and 	<p>skills.</p> <ul style="list-style-type: none"> • Develop an understanding of discrimination and it's injustice and describe this using examples. • Identify and describe the different groups that make up their school/wider community/other parts of the UK. • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Understand that the information we see online, either text or images, is not always true or accurate. • Identify the consequences of positive and negative behaviour on themselves and others and give examples of how individual/group actions can impact on others in a positive or negative way. 	<ul style="list-style-type: none"> • Know that all people are unique but that we have far more in common with each other than what is different about us. • Demonstrate ways of offering support to someone who has been bullied. • Demonstrate ways of showing respect to others, using verbal and non-verbal communication. • Understand and explain the term prejudice. • Explain the difference between a friend and acquaintance and describe the benefits of other types of relationships (neighbour, parent/carer). • Define what is meant by the term stereotype and recognise how the media can sometimes reinforce gender stereotypes.
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		<p>demonstrate ways of showing respect to others' differences.</p> <ul style="list-style-type: none"> Understand and identify stereotypes, including those promoted in the media. 		
Keeping Myself Safe	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify situations which are safe or unsafe and recognise people who can help them when it's unsafe. Define the words danger and risk and demonstrate strategies for dealing with a risky situation. Identify key risks of smoking and alcohol and understand that both are a form of drug. Identify risk factors in given situations and suggest ways of reducing and managing these risks. Recognise potential risks when browsing online and give examples of strategies for safe browsing. Know that our body can often signal when something doesn't feel 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Define the terms 'danger', 'risk' and 'hazard' and suggest simple strategies for managing risk. Identify images that are safe/unsafe to share online and know and explain strategies for safe online sharing. Define what is meant by the word 'dare and suggest strategies for managing dares. Understand that medicines are drugs and explain safety issues for medicine use. Suggest strategies for limiting the spread of infectious diseases (e.g., hand-washing routines). Understand some of the key risks and effects of 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain what a habit is and give examples. Recognise there are positive and negative risks and describe the outcomes of taking a risk. Demonstrate strategies to deal with both face-to-face and online bullying and demonstrate strategies and skills for supporting others who are bullied. Define what is meant by a dare and explain why someone might give a dare. Recognise which situations are risky and suggest what someone should do when faced with a risky situation. Consider what information 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Understand and describe the ease with which something posted online can spread. Identify strategies for keeping personal information safe online. Know that it is illegal to create and share sexual images of children under 18 years of age. Define what is meant by addiction and understand it is a form of behaviour. Explain how drugs can be categorised into different groups depending on their medical and legal context. Understand some of the basic laws in relation to drugs and explain why there are laws relating to drugs in this country. Describe some of the effects

	<p>right and recognise and describe appropriate behaviour online as well as offline.</p> <ul style="list-style-type: none"> • Demonstrate strategies for assessing risks and understand decision-making skills and where to get help from when making decisions. • Understand that medicines are drugs and suggest ways that they can be helpful or harmful. 	<p>smoking and drinking alcohol and understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p> <ul style="list-style-type: none"> • Describe stages of identifying and managing risk and suggest people they can ask for help in managing risk. • Understand that we can be influenced both positively and negatively and give examples of some of the consequences of behaving in an unacceptable, unhealthy, or risky way. 	<p>is safe/unsafe to share offline and online and reflect on the consequences of not keeping personal information private.</p> <ul style="list-style-type: none"> • Understand some of the complexities of categorising drugs and know that all medicines are drugs and not all drugs are medicines. • Understand the actual norms around smoking and the reasons for common misperceptions of these. • Identify risk factors in each situation (smoking) and consider outcomes of risk taking in this situation. 	<p>and risks of drinking alcohol.</p> <ul style="list-style-type: none"> • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. • Understand and give examples of conflicting emotions and reflect on how independence and responsibility go together.
Rights and Responsibilities	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Define what a volunteer is and the reasons why people volunteer. • Identify key people who are responsible for them to stay safe and healthy and suggest ways they can help these people. • Understand the difference between 'fact' and 'opinion' 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain how different people in the school and local community help them to stay healthy and safe. • Understand that humans have rights and responsibilities and identify them. • Understand the reason we have rules and suggest 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify, write, and discuss issues currently in the media concerning health and wellbeing. • Understand the difference between a fact and opinion. • Define the differences between responsibilities, rights, and duties. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Define the terms 'fact', 'opinion', 'biased' and 'unbiased' explaining the difference between them. • Know the legal age (and reason behind these) for having a social media account. • Explain some benefits of saving money.

	<p>and understand how an event can be perceived from different viewpoints.</p> <ul style="list-style-type: none"> Define what is meant by the environment and evaluate and explain different methods of looking after the school environment. Understand the terms 'income', 'saving' and 'spending'. Explain that people earn their income through their jobs. Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) 	<p>and engage with ways they can contribute to the decision-making process.</p> <ul style="list-style-type: none"> Define the word 'influence' and recognise that reports in the media can influence the way we think. Explain the role of the bystander and how it can influence bullying and anti-social behaviour. Understand and explain the value of environmental organisations work to help take care of the environment. Define the terms 'expenditure' and 'income' Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'. 	<ul style="list-style-type: none"> Explain what we mean by the terms voluntary, community, and pressure (action) group. State the costs involved in producing and selling an item. Define the terms loan, credit, debt, and interest. Explain some of the areas that local councils have responsibility for and know that councillors are elected to represent their local community. 	<ul style="list-style-type: none"> Recognise and explain that different jobs have different levels of pay and the factors that influence this. Explain what we mean by the terms voluntary, community, and pressure (action) group and describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. Explain what is meant by living in an environmentally sustainable way.
Being My Best	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain what is meant by a balanced diet and give examples of foods which make up a healthy balanced meal. Explain how some infectious illnesses are spread from one person to another and how simple 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify ways in which everyone is unique and appreciate their own uniqueness. Give examples of choices they make for themselves, and choices others make for them. Understand that the body 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Know two harmful effects of smoking/drinking alcohol. Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify aspirational goals and describe the actions needed to set and achieve these. Explain what the five ways of wellbeing are and how they contribute to a healthy lifestyle. Present information they

	<p>hygiene routines can help to reduce the risk of the spread of infectious illnesses.</p> <ul style="list-style-type: none"> • Develop skills in discussion and debating an issue and demonstrate their understanding of health and wellbeing issues that are relevant to them. • Recognise that people may say kind things to help us feel good about ourselves. • Understand and explain how the brain sends and receives messages through the nerves and name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain). • Describe how food, water and air get into the body and blood. • Explain some of the different talents that people have and how skills are developed and recognise their own skills and those of other children in the class. 	<p>gets energy from food, water and oxygen and that exercise and sleep are important to our health.</p> <ul style="list-style-type: none"> • Understand ways in which they can contribute to the care of the environment using the seven R's recycling methods. • Define what is meant by the word 'community' and suggest ways in which people support the school community. 	<ul style="list-style-type: none"> • Identify their own strengths and talents and identify areas that need improvements. • State what is meant by the community and suggest ways of improving the school community. • Identify people who are responsible for helping them to stay healthy and safe and how they can help them. • Describe 'star' qualities of celebrities portrayed in the media and recognise the way they are portrayed isn't always a true reflection of them in real life. 	<p>have researched on health and wellbeing and suggest improvements.</p> <ul style="list-style-type: none"> • Identify risk factors in each situation, including emotional risks. • Recognise what risk is and explain how it can be reduced. •
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<p>Growing and Changing</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify different types of relationships and recognise who they have positive relationships with. • To understand what is meant by the term body space (or personal space) and know strategies for when someone is inappropriately in their body space. • To define the terms 'secret' and 'surprise' and know the difference. • To recognise that our bodies change from being a baby to now. • To understand basic first aid and staying safe. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Describe some of the changes that happen to people in their lives. • To name some positive and negative feelings. • To identify parts of the body that change for males during puberty. • To identify parts of the body that change for females during puberty. • To define the terms 'secret' and 'surprise' and know the difference between a safe and unsafe secret. • To understand that marriage is a commitment to be entered into freely and not against someone's will. • Recognise that marriage includes same sex and opposite sex partners. <p><u>EXTRA Lesson to be completed if girls in Y4 have started their periods:</u> To know the key facts of the menstrual cycle.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • To use a range of words and phrases to describe the intensity of different feelings. • To identify people who can be trusted. • To explain how someone might feel when they are separated from someone or something they like. • To know the correct words for the external sexual organs <p>To be (possibly) taught by the nurse. If nurse is not available, find an optional video below to share with pupils and parents for this lesson:</p> <p>Nurse to cover:</p> <ul style="list-style-type: none"> - Changes in puberty for both boys and girls - Menstruation <p>Question and answer session.</p> <ul style="list-style-type: none"> • To identify some products that they may need during puberty. • To identify the consequences of positive 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • To recognise some of the changes they have experienced and their emotional responses to those changes. • To understand that fame can be short lived. • To define what is meant by the term stereotype. • To understand the risks of sharing images online and how these are hard to control, once shared. • To define the word 'puberty' giving examples of some of the physical and emotional changes associated with it. • To explain the difference between a safe and unsafe secret. • To identify the changes that happen through puberty to allow sexual reproduction to occur. <p>(Arrange for nurse to visit)</p>
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			<p>and negative behaviour on themselves and others.</p> <ul style="list-style-type: none">• To recognise how our body feels when we are relaxed.• To explain the difference between an unsafe and safe secret.• To recognise that some people can get bullied because of the way they express their gender.	
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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.
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	