



# Relationships and Sex Education (RSE) Policy

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## 1. Introduction

Our values are at the heart of our teaching on relationships and sex education, including the commitment to promoting healthy and positive relationships, treating everyone equally and respecting differences. The Golden Thread Alliance recognises the breadth of human diversity and is committed to providing relationship education which values diversity. The Golden Thread Alliance also recognises that it has an obligation to take positive action to build a culture where any occurrences of sexism, misogyny, misandry, homophobia and gender stereotypes are identified and challenged rather than being tolerated. All adults have an important role to play in modelling positive behaviours.

Relationships Education is compulsory for Primary Schools. Therefore, as a Primary Education Trust, we will be teaching Relationships Education as part of our PSHE curriculum. Puberty will be taught through the science curriculum and Sex Education will be taught exclusively with two Sex Education lessons in Year 6. Relationships and Sex Education is extremely important for children to be engaged in and to be exposed to. This curriculum enables children to have an open, honest, confident relationship with the topics covered within RSE ensuring they know that they can talk about sensitive issues, that they are prepared for changes and challenging times in their lives and are equipped with the skills and knowledge to face these with confidence, calling on trust-worthy citizens when they need help. The curriculum builds upon foundations from pupils' home lives and reinforces the importance of developing healthy, respectful relationships focussing on family and friendships in all contexts. RSE being taught through PSHE encourages our children to become well-rounded, supportive and ambitious members of society.

Within all The Golden Thread Alliance schools, Relationships and Sex Education (RSE) is part of the PSHE (Personal, Social and Health Education) framework and will be used to prepare children with knowledge and understanding to enable them to grow and develop into responsible adults who are capable of having stable, loving relationships. This curriculum is sensitive to the individual needs, beliefs and rates of maturity of our children. The curriculum is age appropriate and recognises the diverse society we live in, set in the context of equal opportunity and inclusion.

All schools within The Golden Thread Alliance are committed to working with parents and carers and strive to have a strong, positive and healthy relationship with our community.

## 2. Aims

The aims of relationships and sex education (RSE) within The Golden Thread Alliance 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 to develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Promote our Golden Thread Alliance values of Respect, Responsibility, Equality, Kindness, Ambition, Courage and Integrity.

Within the Golden Thread Alliance we are guided by our vision and values.

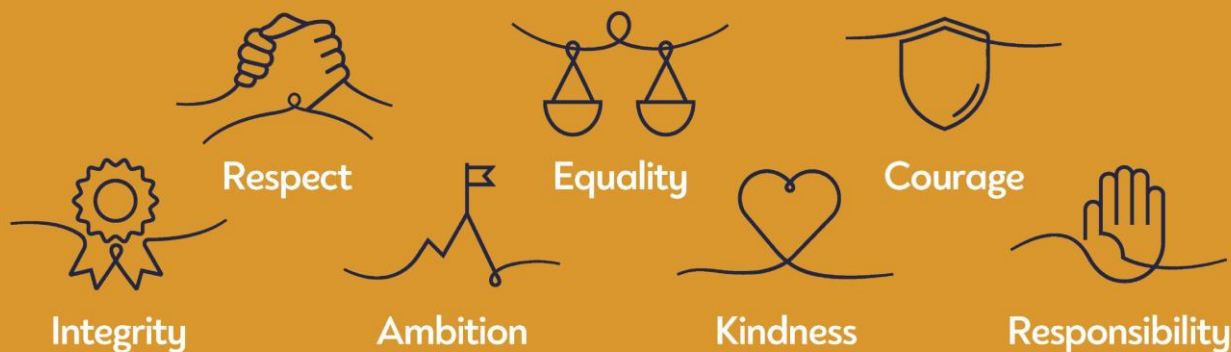
# Our Vision

**Every child, in every school,  
will confidently grasp the  
challenges of tomorrow.**



# Our Values

We value diversity in our schools and our communities. What brings us together is our shared commitment to our Golden Thread Values.



### 3. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At The Golden Thread Alliance, we teach RSE as set out in this policy.

### 4. Policy development

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

1. Review – A working group was established and was made up of different layers of leadership across the academy trust including a number of Trustees, the Trust's safeguarding Team and other representatives, from all schools with a broad range of diversity, experience and beliefs, a review of materials being used across the Trust and consideration of DfE guidance. This stage included a pilot project at one school. As part of the pilot, consideration was given to staff training, engagement with parents and delivery of RSE materials.
2. Stakeholder consultation involving parents, carers, colleagues, governors and trustees. This involved information sessions for parents to review materials for Sex Education, sharing of materials to all stakeholders and opportunities to share their feedback.
3. Consideration of feedback by the working group with adjustments made to the policy & materials as appropriate.
4. Ratification – once amendments were made, the policy was shared with trustees and ratified.

### 5. Definition

Relationships & Sex Education (RSE) lessons are about the emotional, social and cultural development of pupils, and involve learning about relationships, sexual health, healthy lifestyles and diversity at an age-appropriate level throughout primary school.

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

### 6. Curriculum

Our curriculum is set out as per the PSHE curriculum map in Appendix 2 however we may need to adapt it as and when necessary or in response to specific incidents or events in the wider world.

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. This may, for e.g. discussions on a one to one basis or in a small group, as set out in the RSE guidance. Teachers will also receive training to include how to answer questions which are better not dealt with in front of the whole class.

Primary sex education will focus on:

- How a baby is conceived and born

For more information about our curriculum, please see our curriculum map and medium-term overview.

## 7. Delivery of RSE

RSE is taught within the personal, social, health education (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), through assemblies, stories, Physical Education (PE), themed days and weeks (such as Safer Internet Day, School Diversity Week, Anti-Bullying Week, Black History Month, disability awareness workshops and theme weeks), and other curriculum subjects.

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:

- Conception & birth (Year 6 only)

For more information about our RSE curriculum, please see our curriculum map in Appendices 1, 2 & 3 and further information available on each school's website.

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, same sex relationships, and families headed by grandparents, adoptive parents, foster parents and 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).

Our curriculum does not cover:

- Gender identity
- The use of different pronouns by those within the LGBT+ community
- Bi-sexuality and Transgender (see Appendix 2)

Biological aspects of RSE are taught within the science curriculum. In addition to content taught within the science curriculum, in Year 6 children will be taught Sex Education which comprises of two lessons focusing on conception and birth.

For more information about our RSE curriculum, see Appendices 1, 2 & 3.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## 7.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that is appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats

In line with our Special Educational Needs & Disability (SEND) policy, as part of normal classroom differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources as appropriate to the needs and abilities of the child. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with disabilities and any types of SEND.

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

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan and go no further or deeper than the scope of this policy
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and will not provoke distress

Only materials approved by The Golden Thread Alliance are to be used in the delivery of the content contained within The Relationship and Sex Education curriculum. Although the trust will ensure that all resources used to deliver the RSE curriculum are age appropriate and support lessons to be delivered, there is a recognition that there may be occasions when a child could access a book which may include content not related to this curriculum. For e.g. Biology and Art books in the library or other reference materials.

## 8. Use of external organisations and materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

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

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Be clear on:
  - What they are going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

## 9. Roles and responsibilities

### 9.1 The Governing board

The Board of Trustees will approve the RSE policy. The Golden Thread School Improvement Team will hold the headteacher to account for its implementation.

### 9.2 The Headteacher/Head of school

The headteacher/head of school is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

### 9.3 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/carers wish them to be withdrawn from the non-statutory components of RSE (Lessons on How are babies conceived and born? Unit of work in Year 6)



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.

## 9.4 Pupils

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

## 10. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from Relationships Education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE (lessons 1 and 2 of the Year 6 unit of work- see Appendix 2). Parents/carers are encouraged (but not required) to meet with the Headteacher/ Head of School to discuss withdrawing their child from these lessons if they wish.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher/Head of school.

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

## 11. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Those delivering Sex Education lessons will receive additional training in this area. Only teachers who have received this additional training will deliver these lessons.

Training and guidance are also provided to colleagues regarding how to manage questions asked within the classroom or in social spaces in which the content falls outside of the intended learning within the lesson or the wider curriculum.

The Headteacher/Head of school will also invite visitors, such as school nurses from outside the school, to provide support and training to staff teaching RSE.

The main resources used within The Golden Thread Alliance are from the PSHE Association or resources quality assured by the PSHE Association (a reputed third-party provider) The Golden Thread Alliance has developed two bespoke lessons for sex education in Year 6.

## 12. Monitoring arrangements

The delivery of RSE is monitored by the Head teacher, Head of school and/or Deputy Head teacher through:

- Curriculum reviews
- Learning walks
- Planning scrutiny
- Lesson observations

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

This policy will be reviewed by The Golden Thread Alliance at least every three years, in line with the DfE guidance. The Golden Thread Alliance policy will be approved by the Trust Board .

## Appendix 1: EYFS

EYFS (Nursery & Reception): Personal, social and emotional development (PSED)

PSED is one of the three Prime Areas in the statutory framework for the early years foundation stage. The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of reception year.

ELG: Self regulation	ELG: Managing self	ELG: Building relationships
<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>-Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>-Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>-Work and play cooperatively and take turns with others;</li> <li>-Form positive attachments to adults and friendships with peers;</li> <li>-Show sensitivity to their own and to others' needs.</li> </ul>

Schools will also consider the non-statutory guidance from Development Matters when planning age appropriate PSED sessions and activities.

Nursery children (aged 3 & 4) will be learning to:	Reception children will be learning to:
<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs including personal hygiene</li> </ul>

<ul style="list-style-type: none"> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing; <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul>
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PSED can be thought of as three building blocks - emotions, sense of self and relationships – which contribute to a child developing in the early years. Though PSED is a separate prime area in the EYFS, it is a foundation that connects the whole curriculum – through positive relationships with adults, children learn what their emotions are, how to regulate them and how relationships with their peers work.

As such, PSED is taught throughout your child’s EYFS provision including through continuous provision, enhancements and the environment provided as well as short teaching sessions where appropriate.

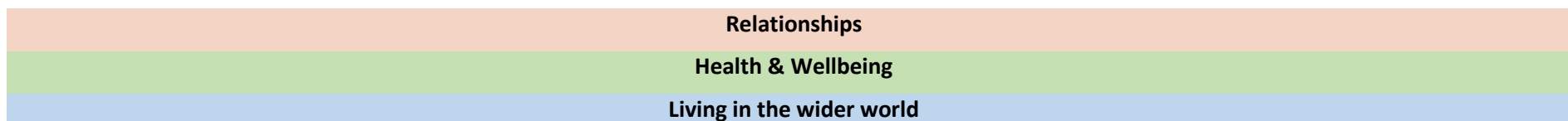
**Appendix 2: Curriculum Maps**

**Personal, Social, Health and Economic curriculum map for all schools apart from West Hill Primary Academy:**

Relationships
Health & Wellbeing
Living in the wider world

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?		How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow? All How are babies born & conceived? Sex Education	

**Personal, Social, Health and Economic curriculum map for West Hill Primary Academy:**



**Cycle A**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 3/4	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 5/6	What makes up a person's identity?	How can we help in an accident or emergency?	How can the media influence people?		How can drugs common to everyday life affect health?	What will change as we become more independent? How do friendships change as we grow? All How are babies conceived and born? (Year 6 only)

**Cycle B**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3/4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?		How can our choices make a difference to others and the environment?	How can we manage risk in different places?

<b>Year 5/6</b>	<b>How can we keep healthy as we grow?</b>	<b>What decisions can people make with money?</b>	<b>What jobs would we like?</b>	<b>How can friends communicate safely?</b>	<b>What will change as we become more independent? How do friendships change as we grow? (All) How are babies conceived and born? (Year 6 only)</b>
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Within the Golden Thread Alliance, consideration has been given to how the statutory Relationships & Sex Education curriculum (see Appendix 3) is taught within our schools in an age-appropriate way. Below you will find details of specific elements we have considered including for the teaching of Sex Education.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS (Nursery & Reception)	Throughout provision	<p>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.</p> <p>This will be taught through the EYFS curriculum where children could look at photos of their family and those of other children within their class/ year group or images of different family types. Key theme is ‘love is love’ and that families are characterised by love and care.</p>	
KS1 (Years 1 & 2)	To be decided by the school.	<p>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.</p> <p>Children will look at photos or images of different family types including those who are different to theirs. Where schools are not as multicultural for example, this may include images of families of different races or religions.</p> <p>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.</p> <p>Children will consider different stereotypes including within jobs, appearance and colours.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
LKS2 (Years 3 & 4)	To be decided by the school.	<p>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 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</p> <p>Children will re-visit different family types including same-sex parents, race, religion, disability etc. Within this, children are introduced to lesbian &amp; gay through explaining that families could have two dads who are gay, families with two mums who are lesbian etc.</p> <p>Definitions to be shared with children:</p> <ul style="list-style-type: none"> <li>• Families with two dads who are gay</li> <li>• Families with two mums who are lesbian</li> </ul> <p>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.</p> <p>Children will consider different stereotypes including appearance (including physical disabilities), unisex names, sport/ activity choices, race &amp; religion, jobs. Children will understand what the word stereotypes means.</p>	
UKS2 (Years 5 & 6)	To be decided by the school.	<p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>Children to learn about marriage and understand that in England and Wales is available to both opposite sex and same sex couples.</p> <p>Children to learn 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. This will include the use of racist and homophobic language.</p> <p>Children to learn what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6 only	5 or 6	<ul style="list-style-type: none"> <li>Lesson 1- Conception through sexual intercourse</li> <li>Lesson 2- Birth, IVF &amp; twins</li> </ul> <p>Please note that these lessons are Sex Education lessons and therefore Parents &amp; Carers can only opt out of these two lessons.</p>	The Golden Thread Alliance unit of work. All materials to be shared with Year 6 parents annually before teaching of this unit commences.

### Appendix 3: 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"> <li>That families are important for children growing up because they can give love, security and stability</li> <li>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

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

**Appendix 4: Parent/carer form: withdrawal from sex education within RSE**

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

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