



Relationships and Sex Education Policy

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This policy is reviewed every year alongside Governors, Staff, Parents and Children

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What is Relationship and Sex Education? (RSE)

The Government define this as; “A lifelong learning about physical, moral and emotional development.” (Department for Education, SRE Guidance, 2000)

From September 2020 Relationship and Sex Education will become statutory in Primary schools in England.

Why is Relationship and Sex Education (RSE) needed in Schools?

Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

“This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.” (RSE guidance 2019 Department for Education)

What are Primary schools required to teach legally?

As a maintained primary school we must provide relationships education to all Children as per section 34 of the [Children and Social work act 2017](#) with regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

However, we are **not** required to provide sex education but we are required to teach the elements of sex education contained in the science curriculum for Primary aged children as outlined in [Science Curriculum Programme of Study for Ks1 and 2 \(May 2015\)](#) The elements of which are detailed in the Appendix.

Other policies influencing our RSE curriculum include;

[Learning and skills Act 2000 \(updated 3/11/2020\)](#)

[Education Inspection Act 2006 \(updated 2/11/2020\)](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education 2025](#)

[Supplementary guidance for SRE for the 21st century 2014](#)

RSE at Banister Primary - Our definition

RSE encompasses the importance of emotional, social and cultural development of our children, and involves learning about relationships, healthy lifestyles, diversity and personal identity as well as puberty. RSE is **not** about the promotion of sexual activity, orientation or gender but we do ensure it promotes equality of all.

Aims of Relationship and Sex Education (RSE) at Banister

In line with government guidance; we believe that aims of RSE are;

- To embrace the challenges of creating a happy and successful adult life, equipping our children with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
- For children to be confident to use their knowledge to support them developing their capacity to make sound decisions when facing risks, challenges and complex contexts.
- To provide high quality, evidence-based and age-appropriate teaching to help to prepare children for the opportunities, responsibilities and experiences of adult life
- To enable our children to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
- To help our children develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others)
- To support our children to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower them to be safe and safeguarded

Policy development

This policy has been developed in consultation with staff, Children 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 virtual meeting about the policy
4. Child consultation – we investigated what exactly Children want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Roles and responsibilities

The Governing body

The Governing board will approve the RSE policy, and hold the Head teacher to account for its implementation. The named Governor for RSE and PSHE is.....

The policy will be reviewed each year and RSE / PSHE updates will be shared with Governors as and when needed or at least once a year in a full governing body meeting.

The Head teacher

The Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw Children from the Puberty component of RSE (see section 8).

PSHE and RSE leads at Banister

Miss Ison is the lead PSHE and RSE at Banister Primary. We have ensured that she has received in-depth training with the PSHE association to develop our curriculum and ensured that we are compliant with statutory guidance.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the puberty component 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 Head teacher.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar, using the RSE guidance training from the DFE as a basis for the training.

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health#train-teachers-on-relationships-sex-and-health-education>

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

Children

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

Curriculum

Our curriculum is set out in the Appendix and clearly shows the statutory RSE elements of Science as well as the RSE curriculum.

We have developed the curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of Children. If Children 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 is not compulsory in primary schools, however given the needs of our children and their development, we feel it is necessary to prepare boys and girls for the changes that adolescence brings*.

**We will always meet with parents prior to this unit and discuss with them how they would like the teaching to occur, adapting where needed and to give them an opportunity to review the resources available to support this unit.*

Context influencing our Curriculum

Banister is a highly diverse community with representation of many cultures and religions. Banister does not shy away from discussing difficult and sensitive topics but is always mindful of the audience we are teaching. We aim to discuss approaches and content of sensitive topics with parents prior to any teaching taking place and have fully disclosed the planned curriculum with parents both online and within this document.

Parental / Carers involvement

All our long term planning is published on our website which covers all our content by half term and year groups for our PSHE education. Parents are always welcome to request to look at resources, apps or websites that are used within their children's learning and should request, in the first instance to meet with the Class teacher or Year leader. Parents are given every opportunity to explore and understand our content and approaches with opportunities to raise questions where appropriate. Parent letters for each year group are also shared with parents in September to give them a further opportunity to review the curriculum, meet with staff and PSHE / RSE leads as needed.

Workshops may also be offered to explore key themes within our planning or as a direct result of local or national events, as appropriate / needed.

'Marvellous me' will share learning in real time with Parents and suggest follow up questions that parents may like to ask their children to continue their learning further at home.

Parents' right to withdraw

Parents have the right to withdraw their children from relationships education but not from the biological aspects included within National Curriculum Science.

Requests for withdrawal should be put in writing using the form found in Appendix of this policy and addressed to the Head teacher. Alternative work will be given to Children who are withdrawn from sex education.

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).

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

For more information about our RSE curriculum, see Appendices.

*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, families with lesbian, gay or transgender parents (LGBT), 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).

Creating a Safe and Supportive Learning Environment

As PSHE and RSE education works within children's real life experiences, it is essential to establish a safe learning environment. Clear ground rules and a confidentiality culture, that underpins the Safeguarding Policy, helps us to create this.

Classroom pedagogy will take into account children's ability, age, readiness and cultural backgrounds and teaching is adjusted to enable all children to access the learning.

Banister School approach

We will create the safe and supportive learning environment by:

- Respecting each child's contribution, ideas and opinions
- Promoting social learning and expect our children to show a high regard for the needs of others by promoting tolerance and respecting others ideas and opinions, recognising that these do not have to agree with their own, thus further promoting our fundamental British Values of individual liberty, mutual respect and tolerance of others as per our British Values policy.
- Help children to seek to understand others and then be understood themselves

- Share a confidential culture that is recognised by all staff
- Train our staff explicitly on how to create safe environments
- Train our children to raise opinions in an impartial and indirect way which keeps them safe
- Ensure all staff adhere to our school safeguarding policy regarding disclosures and that children are aware that no teacher can offer complete confidentiality.
- Rules are established within each class for each new area covered to ensure maximum respect and safe learning environment

Key Principles and Teaching Methodology

All PSHE / RSE education within our school starts from where our children are; we identify any misconceptions or gaps in understanding to provide a starting point for any topic or unit of work using 3 questions to begin:

1. What do I know about...?
2. What do I think about...?
3. What can I do about...?

Children are taught how to reflect critically to help make connections between the learning they receive in PSHE / RSE education and their current and future real life experiences.

We ensure that sessions including those that are of a culturally sensitive or socially sensitive nature are shared ahead of time with parents. As a school, we will do our best to signpost further advice and support for our families and children with trusted agencies.

Our learning is always as interactive as possible to ensure that our children have the opportunity to engage socially and verbally in active learning, providing a range, where appropriate, of first hand experiences.

As part of our approach to learning; we prioritise the development of speaking and listening in our sessions to reflect the changing nature of our learners and the number of whom are at early stages of language acquisition to ensure we provide good role models to them.

Safeguarding

Safeguarding at Banister is paramount to us. We will ensure that all subjects are taught from a distance rather personal experience. We will provide a private box in each group where children can raise further or private questions linked to their learning which will only be viewed by their adults.

There may be times within teaching of key areas where children will disclose their feelings or experiences. These will be dealt with in accordance with the safeguarding policy (see website). Staff will be made aware prior to the teaching of any individuals known to be vulnerable or at risk where teaching may be perceived to have direct relation with previous known experiences, where this does occur further support in how to deliver those sessions and support individuals will be provided.

Any visitors coming into school to support the delivery of the RSE curriculum will be subject to the checking process as outlined in our Safeguarding Policy and prior to them coming in, the content and delivery of their aspect will be discussed with the PSHE / RSE lead to ensure safety and appropriateness for all.

[E-Safety](#)

E-Safety is intrinsically linked to our RSE curriculum and the E-Safety policy details our approach and aims for this area.

[Equality and Diversity \(Links to our Equality and Diversity Policy\)](#)

We promote the needs and interest of all children irrespective of gender, culture, ability, aptitude or stage of English acquisition by teaching the children to raise, explore and suggest topics and ideas in a respectful way promoting social learning and valuing their contributions.

Governors at Banister ensure that our Equality obligations are fulfilled by meeting with the PSHE / RSE leaders and discussing curriculum content.

[Differentiation: SEND and English as Additional Language](#)

As far as is appropriate, children with special educational needs should follow the same PSHE education programme as all other children. Careful consideration will be given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. All children, irrelevant of their need, are included within our lessons and their opinions and ideas valued.

At our school we recognise that Personal and Social achievement is as important as academic achievement.

Children at the early stages of acquiring English will also be provided for and where possible visual images used to help them to share their ideas and opinions.

[Assessment in PSHE / RSE education](#)

Assessment within our PSHE / RSE education focuses on the learning and is not about passing or failing or about behavioural outcomes. Teachers and children both need to know that what has been taught has been learned and that their learning is progressing.

Our teachers use a range of strategies to elicit children's starting points, highlight misconceptions and explore what has been learned. This may include strategies such as:

- Draw and write – baseline and then revisited at the end of a theme or topic
- Thought bubbles
- Discussion
- Silent debate
- Mind maps
- Graffiti walls

- Continuums
- Sorting activities
- Quizzes

Discussion will be held with children at the start and end of units to gain knowledge of their understanding and what, if any, additional elements or focus they would like for their learning. Any adaptations will be made with PSHE / RSE leaders and where necessary, parents

Monitoring and Evaluation

At Banister Primary School, all teachers are responsible for the teaching of the PSHE / RSE curriculum.

PSHE/ RSE Subject Leaders will:

- Provide the strategic leadership and direction for this subject
- Provide support and advice to colleagues planning and resourcing PSHE
- Ensure staff are aware of current developments in PSHE and make sure that this is shared with staff
- Monitor and evaluate the quality of teaching and learning as part of the school's agreed cycle of monitoring and evaluating
- Review, evaluate and update the PSHE policy every two years.

The Governing Body have a duty to ensure that PSHE provision fulfils statutory requirements. The Subject Lead will report to Governors at least once a year.

Girl's understanding of sanitary products and disposal in school

As part of lessons on puberty, girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RHSE-related issues are varied. However, while personal views are respected, all RHSE issues are taught without bias using our school curriculum. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal RHSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the

Designated Safeguarding Leader if they are concerned. At Banister, we believe that RHSE should meet the needs of all pupils, answer appropriate questions and offer support this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. We will liaise with parents/carers on this issue to reassure them of the content and context.

Resources

Resources for our RSE curriculum have been sourced from PSHE Association and have been quality assured ensure they meet the age appropriateness. These resources are available for parents to view should they wish with their class teachers ahead of teaching.

Appendix: Science Curriculum Programme of Study links to Sex Education

YEAR GROUP	SCIENCE PROGRAMME OF STUDY – STATUTORY REQUIREMENTS	KEY VOCABULARY
Yr R	Nothing specific to RSE	
Yr 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Head, neck, arm, elbow, leg, knees, face, ears, eyes, hair, mouth, teeth, Testicles, penis, vagina, vulva, hands, shoulders, feet, toes, ankles, fingers, tummy, bottom, wrist, back, chest,
Yr 2	Notice that animals, including humans, have offspring that grow into adults which should include reference to baby, toddler, child, teenager and adult. Describe the importance for humans of hygiene	Baby, toddler, child, teenager, adult
Yr 3	Explore the parts that flowers play in the life cycle including; pollination, seed formation and seed dispersal Children should understand that pollination is the movement of one flower to another and that a seed is formed when material in the pollen joins with material in the ovule	Pollination, pollen, male, ovule, female, seed
Yr 4	Nothing specific to RSE	
Yr 5	Children should be taught to describe the changes as humans develop to old age Describe the differences in a life cycle of a mammal, amphibian, insect and bird Describe the life processes of reproduction in some plants and animals	Gestation, period, pregnancy, life, birth, period, menstruation,
Yr 6	Nothing specific to RSE	

Appendix: Relationships and sex education curriculum map

YEAR GROUP	LEARNING OBJECTIVES	KEY VOCABULARY
Yr R		
Yr 1	<ul style="list-style-type: none"> *Recognise what makes them special and unique including their likes, dislikes and what they are good at *Manage and be able to name who to tell when finding things difficult, or when things go wrong *Understand how they are different and similar *Recognise feelings in themselves and others and how these may be different and similar *Learn how feelings can affect how people behave *Understand how families are important *Be able to talk about what a family is to them and what makes a family *Be able to ask for permission to enter others personal space e.g. hug etc *Being to understand Personal Space and how some people prefer a wider personal space than others *Learn about the different people who care for us in the family and wider society *Discuss who they can go to if they are worried *Begin to understand why we might choose different people to help us with different worries e.g parents, school, friends, 	<p>Boy, girl, gender, baby, child, teenager, elderly, change, feelings, love, care, comfortable feeling, uncomfortable feelings, kind and unkind</p> <p>Difficult, like, dislike, same, different, respect, special, important, growing, help, care, friends, friendship, family, community, safe, truthfulness, loyalty, sharing, supporting, family, parents, grandparents, aunts / uncles, Dad, Mum, cousins, sisters, brothers, carer, adopted</p> <p>Mosque, Temple, Gudwara, Synagogue, Church, Imam, Pujari, Granthi, Priest, Vicar, School, Worried, sad, upset,</p>

YEAR GROUP	LEARNING OBJECTIVES	KEY VOCABULARY
Yr 2	<ul style="list-style-type: none"> *Understand the human life cycle and how people grow from young to old. *Identify and name the main parts of the body. *Understand that we change as people grow up, including new opportunities and responsibilities *Prepare to move to a new class and set goals for next year *Being to understand how friendships should make us feel happy and secure not lonely and excluded *Be able to chose friends who make us feel good most of the time *Understand that all friendships will have fall outs *Learn a range of strategies to help them to make friends *Develop strategies for positive play and working together *Understand what might cause an argument and how it can be resolved 	<p>Boy, girl, gender, baby, child, teenager, elderly, life cycle, change, feelings, love, care, comfortable feeling, uncomfortable feelings, goals, targets, growing, changing, older, aging, young, old, happy, secure, not lonely, not excluded, ups and downs, feeling good, positive, friendship problems, argument and revise language above.</p>

YEAR GROUP	LEARNING OBJECTIVES	KEY VOCABULARY
Yr 3	<p>Be able to recognize that everyone is an individual and has unique and valuable contributions to make.</p> <p>*Recognise how strengths and interests form part of a person's identity and how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</p> <p>*Recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</p> <p>*Learn basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again.</p> <p>*Understand the importance of families and what makes a healthy family life</p> <p>*Understand the importance of spending time with and sharing things with each other</p> <p>*Explore families ups and downs and how and who they can share their worries with</p> <p>*Understand that that they should treat others with respect and expect to be treated with respect</p> <p>*Learn how to show people respect</p> <p>*Understand how self-respect links to happiness</p> <p>*Discuss what makes us feel negative about ourselves e.g. bullying, stereotypes</p> <p>*Different types of families set ups and that all families should be respected even if they are different to your own</p>	<p>Individual, unique, valuable, strengths, interests, proud, challenges, self-worth, self-esteem, sharing, supporting, support, fall outs, focus, setback, resilience, happiness, bullying, stereotypes, gender, age, culture, religious, equal, equality,</p> <p>Change, grow, mature, emotions, excited, up and down, worried</p>

YEAR GROUP	LEARNING OBJECTIVES	KEY VOCABULARY
Yr 4	<ul style="list-style-type: none"> *Be able to discuss ways to boost their mood and improve emotional wellbeing *Recognise the link between participating in interests, hobbies and community groups and mental wellbeing *Revisit the characteristics of friendships (building on Yr 1) *Build further on the importance of respect and understanding the negative impact of bullying behaviours *Recognize commonalities and differences. *Exploring secrets; those that make them feel good and those that make them feel uncomfortable and when it is ok to share someone else's secret 	<p>Emotional Wellbeing, breathing, meditation, sports, interests, feeling good, community, mental wellbeing, excited, up and down, worried, secrets, equal, respect, bullying, common, differences, negative, uncomfortable</p>

YEAR GROUP	LEARNING OBJECTIVES	KEY VOCABULARY
Yr 5	<ul style="list-style-type: none"> *Name and use the correct terminology for body parts related to the menstrual cycle. *Understand the physical and emotional changes during puberty *be able to share key facts about the menstrual cycle and menstrual wellbeing, *Learn strategies to manage the changes during puberty including menstruation * Recognise the importance of personal hygiene routines during puberty including washing regularly and using deodorant *Be able to discuss the challenges of puberty with a trusted adult *Be able to find information, help and advice about puberty N.B this can be moved to Yr 4 if parents feel it is better placed *Be able to ask and give permission as part of being respectful to others and themselves *Discuss the term privacy and what this means for children and adults *Know what to do if a secret makes them feel worried or unsafe *Recognise feeling in control and feeling uncomfortable *Discuss how they feel about physical contact and recognise how and why this might change as they get older e.g hugs with parents, friends *Begin to understand Peer pressure and strategies that can be used to manage conflicts 	<p>Gestation, period, pregnancy, live birth,</p> <p>Sperm, egg, menstruation, puberty, change, grow, mature, private parts, genitals, vagina, penis, labia, testicles, breasts, feelings, pubic hair, attraction, worried, reproductive organs, uterus, fallopian tubes, ovary, ovaries, cervix, menstrual cycle, blood, discharge, adam's apple, scrotum, semen, erection, ejaculation, wet dreams, masturbation, sweat, body odour, sanitary towel, tampon, internal, external.</p>

Yr 6	<p>*Recognise some of the changes as they grow up e.g. increasing independence</p> <p>*Discuss what being more independent might be like, including how it may feel</p> <p>*Discuss and look at the transition to secondary school and how this may affect their feelings</p> <p>*Think about how relationships may change as they grow up or move to secondary school</p> <p>*Learn practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</p> <p>*Look at the terms of marriages and civil partnerships and understand that this is a legal declaration where 2 people make a commitment to each other</p> <p>*Understanding respect across a range of contexts and how they can support and respect relationships e.g family, friends, community, faith</p> <p>*Recognising different stereotypes and the impact of these on themselves, their friends and others</p> <p>*Recognise people who love each other can be of different genders, ethnicities, faiths and that love can mean different things in different context e.g civil partnerships / marriage, friendships, family relationships</p> <p>*Build on previous knowledge of peer pressure both on and off line and what strategies they can use to support them</p> <p>*Discuss and debate issues respectfully, especially when their views and others differ whilst offering challenges and sharing our views</p> <p>*Understand the term prejudice, discrimination and how this links to equality and the 9 protected characteristics.</p>	<p>Independence, transition, secondary, worried, mature, growing, changing, strong feelings, lonely, scared, marriage, partnership, civil, legal,</p> <p>prejudice, discrimination, gender, ethnicity, faith, sexual orientation, gender, historical, characteristics, debate, respect, peer pressure, strategies</p>
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Appendix: Programme of Study for Primary School:

TOPIC	BY THE END OF PRIMARY SCHOOL CHILDREN 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	BY THE END OF PRIMARY SCHOOL CHILDREN 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

TOPIC	BY THE END OF PRIMARY SCHOOL CHILDREN SHOULD KNOW
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

[Linked policies for RSE](#)

PSHE Policy

British Values Policy

Equality and Diversity

Safeguarding

E-Safety

Anti- Bullying

Appendix: Parent form: withdrawal from sex education within RSE

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

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