



Kirkby Woodhouse School – Aspire MAT

Relationships and Sex Education (RSE) Policy

November 2023

Next Review Date – November 2024



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1. The importance of RSE

Across the country, it is now compulsory for pupils to study compulsory health education as well as new reformed relationships education in primary school and relationships and sex education in secondary school. Importantly, the new curriculum for RSE will put in place the building blocks needed for positive and safe relationships of all kinds.

The Secretary of State, July 2020, stated: '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.'

2. Aims

The aims of relationships and sex education (RSE) at Kirkby Woodhouse 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

3. Integration to Kirkby Woodhouse whole school ethos

At Kirkby Woodhouse School, we teach the statutory requirements and have the flexibility to ensure that our curriculum is designed and shaped to ensure it meets the needs of our pupils and the community. Our Kirkby Woodhouse 'High 5' Values are at the core of our RSE curriculum, in particular our 'Take Care' value – we are a 'Take Care' school where we take care of ourselves, each other, the world and with our work. We strive to deliver outstanding provision to support the profound personal development and pastoral needs of our pupils. This involves learning the key building blocks of healthy respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. Threaded through this learning are our whole school 'High 5' Values of 'take care', 'work together', 'be challenged', 'be engaged' and 'integrity'. We achieve this through the attitudes of our staff

and pupils alike, our ethos and approach and commitment to wellbeing and equality both within and outside of the classroom.

At Kirkby Woodhouse School, we recognize that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognize it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us rather than in being left to their peers or the internet.

4. Statutory requirements

At Kirkby Woodhouse School, as part of the Aspire MAT, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't 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 sex education contained in the science curriculum.

In teaching RSE, we're 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 Kirkby Woodhouse School, we teach RSE as set out in this policy.

5. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents were emailed a copy of the RSE Policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

The policy will be reviewed annually to ensure that it remains up to date with both current guidance from the Government and the DfE, but also so it remains relevant to the experiences of our pupils.

6. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

7. Curriculum

Our RSE 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, and taking into account the age, developmental stage, needs and feelings of our pupils. We have chosen the content that we felt suitable for our pupils at Kirkby Woodhouse School.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgment. Evidence states that a graduated age-appropriate curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

8. Delivery of RSE

In our curriculum, we fulfil the expectations of RSE in two main ways. We teach stand alone personal, social, health and economic (PSHE) education lessons using the One Decision resource, and also in those areas that have RSE-related topics across the curriculum. For example, human body parts in science, health and wellbeing in PE sessions and mindfulness times in class. Through teaching this way and threading through the different subjects, integrally combining our 'High 5' Values, we can cover the curriculum in a broad and balanced way. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the human life cycle as set out in the National Curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls and boys' bodies function and change as they grow into adults.

Our RSE work using One Decision is on a path gradually travelled. The units: 'Relationships' in KS1 and 'Growing and Changing' in KS2 will be taught from pupils transitioning from Early Years Foundation (EYFS) through to KS1 and KS2.

Compulsory relationships education focusses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

At Kirkby Woodhouse School, we choose to teach non-statutory sex education in Upper Key Stage 2, and this is addition to what is covered in the science curriculum. This will focus on:

- Puberty – preparing boys and girls for the changes that adolescence brings (Year 5)
- Conception – how a baby is conceived and born (Year 6)

These areas of learning in RSE 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 examples: looked after children or young carers).

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.

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

8.1 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's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

8.2 SEND

For pupils with Special Education Needs (SEND) and disabilities, it is critical that Relationships Education as a statutory curriculum area, is accessible by all pupils.

At Kirkby Woodhouse School, our aim is high quality teaching that is differentiated and personalised, and this will be the starting point to ensure accessibility. We are also mindful of the preparing for adulthood outcomes. This policy should be read in conjunction with our Special Educational Needs Policy.

We work closely with parents of children with SEND, and consult with them in preparation for when certain topics are covered.

8.3 Religious beliefs

Our school understands the importance of different faiths and community groups in the teaching of these elements. The religious backgrounds of all pupils will be taken into account when planning and teaching RSE. All teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decision they may make.

8.4 Equality

Our school complies with its duties under the Equality Act 2010. To support accessibility to RSE at Kirkby Woodhouse School, we aim to eliminate any form of discrimination and we promote the issues of equality and diversity as a key part of spiritual, moral, social and cultural development. This can be read in conjunction with our Equalities Policy.

8.5 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
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

9. Use of external organisations and materials

We will make sure that an 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
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're 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

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

10. Roles and responsibilities

10.1 The governing board

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

10.2 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).

10.3 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.

The non-statutory sex education elements in Year 5 and Year 6 will be taught by:

- Mrs Clay and Mr Libecans – Year 5 Teachers
- Mrs Martin – Year 6 Teacher
- Mr Stimpson – Assistant Head and Year 6 Teacher

10.4 Pupils

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

10.5 Safeguarding children

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognize the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme, have received statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review safeguarding procedures in staff meetings frequently. Furthermore, if relevant, there may be conversations around protection and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognize that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

11. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE in Year 5 and Year 6.

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

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

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

12. Training

Kirkby Woodhouse staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar, as appropriate.

The Head Teacher could also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE if deemed necessary.

13. Monitoring arrangements

The delivery of RSE is monitored by the Head Teacher (Mrs Jones), Mr Cross (Assistant Head and Curriculum Lead) and Mrs Vernon (PSHE Lead).

Kirkby Woodhouse monitoring arrangements consist of learning walks, pupil book scrutiny, pupil voice, discussions with staff and monitoring of planning.

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

This policy will be reviewed annually by the Head Teacher (Mrs Jones), Mr Cross (Assistant Head and Curriculum Lead) and Mrs Vernon (PSHE Lead). At every review, the policy will be approved by the Governing Body. At every review, the policy will be uploaded onto the school website and parents will be informed so they have it for reference if needed.

Appendix 1a – Curriculum Mapping – 1Decision Scheme

Our 5-8 modules/topics

For more information on our resources, please visit: www.1decision.co.uk

Keeping/Staying Safe <ul style="list-style-type: none"> Road Safety Leaning Out of Windows Staying Safe Tying Shoelaces 	Keeping/Staying Healthy <ul style="list-style-type: none"> Healthy Eating Brushing Teeth Washing Hands Medicine 	Relationships <ul style="list-style-type: none"> Bullying Body Language Friendship Touch 	Being Responsible <ul style="list-style-type: none"> Practice Makes Perfect Helping Someone in Need Stealing Water Spillage
Feelings and Emotions <ul style="list-style-type: none"> Jealousy Worry Anger Grief 	Computer Safety <ul style="list-style-type: none"> Online Bullying Image Sharing Making Friends Online Computer Safety Documentary 	Our World <ul style="list-style-type: none"> Growing in Our World Living in Our World Working in Our World Looking After Our World 	Hazard Watch <ul style="list-style-type: none"> Is it safe to eat or drink? Is it safe to play with?
Special Edition Module - Fire Safety			
<ul style="list-style-type: none"> Hoax Calling Petty Arson Enya and Deedee Visit the Fire Station Texting Whilst Driving 			

Please note, we also cover many other areas of each topic. Contact 1decision for more details.

Our 8-11 modules/topics

For more information on our resources, please visit: www.1decision.co.uk

Keeping/Staying Safe <ul style="list-style-type: none"> Cycle Safety Peer Pressure Water Safety Keeping/Staying Safe Documentary 	Keeping/Staying Healthy <ul style="list-style-type: none"> Healthy Living Smoking Alcohol Keeping/Staying Healthy Documentary 	Growing and Changing <ul style="list-style-type: none"> Relationships Puberty Conception Growing and Changing Documentary 	Being Responsible <ul style="list-style-type: none"> Coming Home on Time Looking Out for Others Stealing Being Responsible Documentary
Feelings and Emotions <ul style="list-style-type: none"> Jealousy Anger Worry Feelings and Emotions Documentary 	Computer Safety <ul style="list-style-type: none"> Online Bullying Image Sharing Making Friends Online Computer Safety Documentary 	The Working World <ul style="list-style-type: none"> Chores at Home Enterprise In-App Purchases The Working World Documentary 	A World Without Judgement <ul style="list-style-type: none"> Breaking Down Barriers Inclusion and Acceptance British Values A World Without Judgement Documentary
Special Edition Module - First Aid			
<ul style="list-style-type: none"> First Aid - Year 4 First Aid - Year 5 First Aid - Year 6 (Part 1) First Aid - Year 6 (Part 2) 			

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Early Years foundation stage (EYFS)	<ul style="list-style-type: none"> ● Making relationships - Learning to share. - Adjusting to change in family life – making relationships (ELG) - Learning the rules - Caring for others - Missing a friend - Overcoming change - Making friends 	One Decision Dilemma drops (Blue, Green, Pink, Purple, Red and Rainbow.)
KS1	<ul style="list-style-type: none"> ● Bullying ● Friendship - I can talk about people who are special to me and why they are special. - I can explain different types of relationships that I have with people. - I can explain the term “relationship” and understand what it means. - I can explain a healthy relationship. - I can explain an unhealthy relationship. - I understand how to be a good friend. - I can recognise bullying behaviours and know who to speak to when I need help. - I can care about others’ feelings as well as my own. - I can explain a healthy relationship. - I can explain an unhealthy relationship. 	One Decision Relationships modules 5-8 pupil workbook
KS1	<ul style="list-style-type: none"> ● Body language ● Touch - I understand the difference between appropriate and in-appropriate touch. - I can identify trusted adults who will help me if I am worried about a relationship. - I can listen and respect another person’s point of view. - I can explain a healthy relationship. - I can explain an unhealthy relationship 	One Decision Relationships modules 5-8 pupil workbook

Lower KS2	<ul style="list-style-type: none"> ● Appropriate touch (relationships) <ul style="list-style-type: none"> - I can explain the different types of relationships we can have. - I can describe how relationships can change as we grow. - I can identify why a relationship can be healthy or unhealthy. - I know who I can speak to if I need help and if I feel uncomfortable with any - of my relationships. - I can explain the term personal boundary. - I know there have been laws put in place to protect me. 	<p>One Decision Relationships & Growing and changing modules 8-11 pupil workbook</p>
Upper KS2 - Year 5	<ul style="list-style-type: none"> ● Puberty ● Adults' and children's views. <ul style="list-style-type: none"> - I know what the word puberty means. - I know that boys and girls go through different changes in their body during puberty and I can describe some of them. - I understand why my body goes through puberty. - I know about different ways to cope with the changes in my body as it goes throughout puberty. 	<p>One Decision Growing and changing modules 8-11 pupil workbook</p>
Upper KS2 – Year 6	<ul style="list-style-type: none"> □ Conception <ul style="list-style-type: none"> - I can explain what the terms 'conception' and 'reproduction' mean. - I can describe the function of the female and male reproductive systems. - I can identify the various ways adults can have a child. - I can explain the various different stages of pregnancy. 	<p>One Decision Growing and changing modules 8-11 pupil workbook</p>



Year 5 – 6 Weeks

Aims of Session/s:
<ol style="list-style-type: none">1. To raise awareness of domestic abuse2. To increase disclosure and improve access to help and support services3. To promote respectful relationships and gender equality4. To positively impact upon pupils' self esteem
Identified Learning Outcomes:
For pupils to: <ol style="list-style-type: none">1. Have a greater understanding of healthy and unhealthy relationships.2. Have a greater understanding of domestic abuse and its effects.3. Know where individuals can get help and support.4. Have a greater understanding of gender inequality and promoting gender respect

Year 6 – DART (To be updated in Jan 23)



Year 2 - 10 Weeks

Summary of EMUS lessons

Lesson 1

Rules

Why we have rules and regulations - school rules, home rules, laws, etc.
What is Safety? 'Being safe means freedom from risks or dangers'
Responsible Adult - a person your mum or dad would trust to look after you

Lesson 2

Assessing the situation

Finding dangerous items, i.e. guns, knives, syringes, drugs, etc.
Dealing with the situation safely. Safe places to play

Lesson 3

Home Alone and Safety in the home

Making emergency calls.
How to contact parents/responsible adult
Benefits of smoke alarms. Get out and Stay out. Call 999
Stop, Drop and Roll.
Safety in the kitchen - Electrical safety - do not overload sockets, etc.

Lesson 4

Road, Railway and Water Safety

Crossing places - Zebras, pelicans, toucans, etc.
Cycles & Skateboards - safe use, maintenance, protective equipment, etc.
Seatbelts - overloading of the rear seats of cars/estate car luggage areas.
Train speeds - stopping distances, etc. Railway trespass
Safety around water

Lesson 5

Medicines and Drugs

Why we need medicines, tablets and ointments, etc.
Why it is important to follow the instructions on the label
Who should give them to you?
Alcohol, Tobacco and non-medication drugs and their effects

Lesson 6

Playing safely - outside/on the park, etc.

Who is a stranger? - not all strangers are dangerous. The Buddy System
Letting your parents/guardian know just where you are
Not accepting gifts or lifts from strangers

Lesson 7

Lost & Forgotten

Who do you go to when you are lost?
What you should do if you are not collected after school/training/club.

Lesson 8

Bullying & Avoiding violent situations

How to deal with your anger
Ways to avoid violent situations

Lesson 9

Internet Safety

Don't give out personal information
Online friends
Tell a grown up

Lesson 10

No One Should Touch You

No one should touch you where your bathing suit fits or in a way you do not like
Who can touch you where your bathing suit fits
Who you should tell - It is not wrong to tell about it no matter what
you have been told!

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

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

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

Appendix 3: Parent form: withdrawal from sex education within RSE



TO BE COMPLETED BY PARENTS/CARERS			
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/Carer signature			

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