



Sandlings Primary School Relationships and Sex Education (RSE)	
Date	January 2024
Review	January 2025
Reviewed by	Full Governing Board
Modelled on the Key For School Leaders Model Policy (no updates awaiting DFE review)	
<p>Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, sex, gender reassignment, pregnancy or maternity, race, religion or belief and sexual orientation, marriage and civil partnership. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.</p>	
<p>Links with other policy Behaviours Antibullying Teaching and learning SEND Accessibility PSHE Equality Child Protection and Safeguarding Supporting children with medical conditions</p>	

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Section 1 Our Policy

Purpose of the RSE policy

The purpose of this policy is to act as a central reference point to inform school staff, parent/carers, health professionals and visiting speakers of the school's approach to RSE within PSHE.

Statutory requirement

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

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. (appendix1)

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

At Sandlings Primary School we teach RSE as set out in this policy **which does include** sex education.

Parents right to withdraw their children from sex education

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction and the spread of viruses.) This is outlined in the letter sent to parents before an RSE lesson is taught.

If parents approach the school to withdraw their child from RSE they will be shown the RSE policy and informed what the National Curriculum content is and what curriculum content their child can be withdrawn from. (Appendix four - Parent form: withdrawal from sex education within RSE)

If the parents still decide to withdraw their child, then other arrangements will be agreed and made for them during this time

Definition of RSE

Sex and relationships education is part of lifelong learning about the emotional, social, cultural, physical aspects of growing up, Children learn about relationships, sex, human sexuality and sexual health, healthy lifestyles and diversity.

RSE, within PSHE aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and skills to stay safe both on and offline. It enables pupils to explore their own and others attitudes and values and aims to help build their self-esteem and confidence to positively view their own sexuality and personal identity.

Policy Development

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

1. Review – a member of staff pulled all relevant information including relevant national and local guidance to a draft policy
2. A governor working group reviewed and amended all documentation
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents were invited to attend to comment on the policy
5. Ratification – once amendments were made, the policy was shared with governors and ratified
6. Pupil consultation – is an ongoing process throughout the academic year

Section 2 Intent

Intent

The intent of relationships and sex education (RSE) at our school is to:

- Ensure all children achieve the outcomes as set out by the DFE in appendix 3 by the end of key stage 2
- Provide a framework in which sensitive discussions can take place to enable pupils to explore their own and others attitudes and values and aims to help build their self-esteem and confidence to positively view their own sexuality and personal identity
- 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
- Give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships
- Teach skills to stay safe both on and offline.

Section 3 -Implementation

Inclusivity and Equality of Opportunity

In the teaching of RSE, as with all classroom practice and pedagogy, our school takes into account the needs of our school community; pupils' ability, age, **sex**, readiness, cultural backgrounds, religious beliefs, family situations, Special Educational Needs, gender identity and sexual orientation. Our RSE programme will ensure that all children can access our RSE provision. We recognise the right for all children to have access to factually correct, age appropriate and relevant RSE and staff will identify children with additional needs (SEN, EAL, individual needs) who could benefit from a small group or bespoke approach to sensitive and challenging areas of the relationships and sex education programme.

We promote diversity and inclusion and consider all pupils' needs by using materials, which are inclusive of race, **sex**, age, gender identity and sexual orientation to ensure that all parts of our school community are recognised. We use RSE as a way to further address diversity issues, to challenge prejudice and to promote acceptance and equality for all. We aim for pupils to better understand their own bodies, instincts and feelings and therefore have a happy acceptance of their own sexual orientation (and/or gender/gender identity), giving them a positive sense of personal identity, value and esteem.

- Staff approach RSE sensitively, knowing that their pupils are all different and have different family groupings.
- Staff encourage boys and girls to explore topics from the viewpoint of each sex, and never assume that intimate relationships are between opposite sexes.
- RSE caters for all pupils and the teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves.

Teachers of RSE agree to work within the school's framework for RSE as described in this policy. Their personal beliefs, values and attitudes will not affect their teaching of RSE.

Where single sex sessions may be incorporated into Relationships and Sex Education sessions due to need and sensitivities surrounding key topics, the needs of children identifying as a gender other than their sex at birth will be considered on an individual basis, in consultation with the parents, and with consideration for the needs of other children.

Working with parents and carers

Sandlings Primary School recognises the fact that Relationships and Sex education is a sensitive area of the curriculum. The school is committed to collaborating with parents and carers and ensuring they have the information they need to understand what is taught and how it is taught. Parents have been involved in the consultation process in the development of this policy and the school informs and works with parents in the following ways:

- Before RSE lessons in years 1-6 a letter to parent/carers is sent out describing the RSE their children will cover. In this way, parent/carers can be prepared to answer questions at home.
- Information is also posted on Class Dojo where needed

Roles and responsibilities

The governing board

The governing board will approve the RSE policy yearly, and hold the headteacher to account for its implementation. Governors give serious consideration to any comments from parents about the RSE programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the RSE programme that we teach in our school.

The Full Governing body has oversight of RSE

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/non-science components of RSE.

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/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All class teachers are responsible for teaching RSE at Sandlings primary school

Pupils

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

PSHE and RSE Lead

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is the headteacher, Miss Toal.

Staff continuing professional development

Staff receive ongoing professional development through staff meetings, policy updates and the subject leader's monitoring of the subject across the school as well as up to date information through the Suffolk's Local authority RSHE Portal.

RSE and safeguarding children

At Sandlings Primary School we believe that our pupils should be kept safe from harm through safeguarding procedures and educating every pupil about how to care for their bodies and protect themselves from physical and emotional harm.

We have lessons in sex and relationships education as part of our PSHE programme. This enables pupils to:

- know their rights to be protected and kept safe
- understand potential dangers they could face

- be encouraged to adopt safe and responsible practices and deal sensibly with risk
- develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm
- know when and who to ask for help when needed

The curriculum can include a range of potential issues such as:

- bullying, including cyber bullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- racist, disability, and homophobic and transphobic abuse
- radicalisation and extremist behaviour
- child sexual exploitation
- sexting
- Understanding what consent means, to help children form respectful and healthy relationships both online and offline.
- substance misuse
- issues that may be specific to local area or population, for example, gang activity and youth violence
- particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation (FGM) and forced marriages. (We have a duty to report concerns about pupils who we feel are at risk of harm or when we suspect that FGM has already been performed.)

Confidentiality

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to the school's Designated Safeguarding if what is disclosed indicates that a pupil is at risk of harm.

Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information has to be passed on. Activities use 'distancing techniques' to enable pupils to explore issues without talking about personal experiences, for example, by using case studies and scenarios.

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present.

Sex and relationships education within PSHE

RSE within PSHE is developmental and appropriate to the age and needs of every pupil. It is part of a well-planned programme, delivered in a supportive atmosphere, where we aim for all pupils to feel comfortable to engage in open discussion and feel confident to ask for help if necessary.

Establishing a safe and supportive environment

- Boundaries for discussion and issues of confidentiality are discussed before RSE lessons begin.
- Each class/group works together to establish its own ground rules about how they would like everyone to behave in order to learn.
- Distancing techniques such as role play, third person case studies and an anonymous question box are employed when teaching sensitive issues.

Good practice in teaching and learning

Using the correct terminology makes clear that everybody understands and avoids prejudiced or offensive language.

- Lessons contain a variety of teaching methods and strategies that encourages interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time; visiting speakers.

The RSE curriculum

Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary i.e. for mixed age classes.

We have developed the curriculum in consultation with parents, and staff and governors 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.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. (see appendix five for overview) Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

At Sandlings Primary School, we use the Islington agreed PSHE syllabus You Me, PSHE, which includes RSE planning. See Appendix 2 for learning intentions.

We plan our work on a two-year cycle delivered by teachers and support staff. Teachers will be responsible for teaching the non-statutory sex education

Children may also receive stand-alone sex education sessions delivered by a trained health professional.

Sex Education

Primary sex education is not compulsory in primary schools, but Sandlings Primary School will deliver this aspect of the curriculum.

Primary sex education at Sandlings Primary School will focus on:

- Preparing boys and girls for the changes that adolescence brings including biological differences
- How a baby is conceived and born; understanding that sex or making love may be one part of an intimate relationship between adults
- Contraception

For more information about our curriculum, see our curriculum map in Appendix 1 and 5.

We will use the Islington Scheme of Work "You Me and PSHE" which includes RSE along Side Chanel 4 materials.

Relationship Education

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Visiting Speakers

RSE is best taught by confident teachers as part of an ongoing PSHE curriculum. Visiting speakers can offer a different perspective and reinforce the teaching within the classroom.

Visiting speakers are briefed by the appropriate member of staff about safeguarding, the level of pupil awareness; ground rules of the class; the context/purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a summary of the school RSE policy, together with the RSE curriculum which they are expected to follow.

Resources

- A whole primary school curriculum for sex and relationship education – contained within You, Me, PHSE
- Suffolk Local Authority RSHE portal
- Channel 4 primary school teaching materials

Section 5 –Impact

We want our pupils to be well equipped to continue their learning journey and to succeed well in the future and so we gain information about the impact of our work through:

Assessment

Lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have. They may do this in the following ways:

- brainstorming and discussions
- draw and write activities to find out what pupils already know
- continuums/diamond nine and other activities to find out what pupils feel is important to them

Assessment is the process where an individual pupil's learning and achievement are measured against the lesson objectives. This may be carried out in the following ways:

- pupil reflective assessment sheets at the end of each topic
- written or oral assignments
- quizzes
- pupil self-evaluation
- reflective logbooks
- one to one discussion

Monitoring and evaluation

Monitoring is to ensure teaching is in line with school policy and that pupils are taught what is planned for different year groups. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning.

The PSHE coordinator is responsible for the monitoring and evaluation of RSE. A range of methods are used including:

- lesson observations
- what individual teachers added to or deleted from the lesson content
- pupils completing end of topic evaluations
- teachers completing end of topic evaluations
- annual PSHE review
- Pupil voice

Appendix 1 -Sex and relationships education in the National Curriculum Science programme of study

Key Stage 1

Animals, including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults.

Upper Key Stage 2

Living things and their habitats

- Describe the life process of reproduction in some plants and animals (Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)
- Describe the changes as humans develop to old age (Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Appendix 2 RSE curriculum taken from the “You ME PSHE” Scheme of work Purple text is non statutory education that children can be withdrawn from. Yellow highlighted text is not taught in planned sessions but can be used to support teachers if pupils raise this through their own questions about sexually transmitted diseases or contraception.

KS1		Lower Key age 2		Upper Key Stage 2	
RSE, Boys and girls and families	other areas in PSHE that support RSE	Growing up and changing	other areas in PSHE that support RSE	Healthy relationships	other areas in PSHE that support RSE

<p>Pupils learn to understand and respect the differences and similarities between people Pupils</p> <ul style="list-style-type: none"> • are able to define difference and similarity • understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that <p>Pupils learn about the biological differences between male and female animals and their role in the life cycle Pupils</p> <ul style="list-style-type: none"> • know that female mammals give birth and nurse their young • can describe the biological differences between male and female • understand that the creation of life requires a male and female <p>Pupils learn the biological differences between male and female children</p> <p>Pupils</p> <ul style="list-style-type: none"> • identify and name biological terms for male and female sex parts • can label the male and female sex parts with confidence • understand that the male and female sex parts are related to reproduction <p>Pupils learn about growing from young to old and that they are growing and changing Pupils</p> <ul style="list-style-type: none"> • can identify key stages in the human life cycle • understand some ways they have changed since they were babies • understand that all living things including humans start life as babies <p>Pupils learn that everybody needs to be cared for and ways in which they care for others Pupils</p> <ul style="list-style-type: none"> • understand that we all have different needs and require different types of care • identify ways we show care towards each other • understand the links between needs, caring and changes throughout the life cycle <p>Pupils learn about different types of family and how their home-life is special</p> <p>Pupils</p> <ul style="list-style-type: none"> • can describe different types of family • identify what is special and different about their home life • understand families care for each other in a variety of ways 	<p>Drug, alcohol and tobacco education</p> <ul style="list-style-type: none"> • about what goes onto our bodies and how it can make people feel <p>Mental health and emotional well-being</p> <ul style="list-style-type: none"> • about being cooperative with others • Keeping safe and managing behaviour and risk • about personal safety and who they can talk to • Identity, society and equality • about people that are special to them and what they do 	<p>Pupils learn about the way we grow and change throughout the human life cycle Pupils</p> <ul style="list-style-type: none"> • can identify changes throughout the human life cycle • understand change is ongoing • understand change is individual <p>Pupils learn the physical changes associated with puberty Pupils</p> <ul style="list-style-type: none"> • are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults • identify physical changes associated with puberty • understand that everyone's experience of puberty is different and that it begins and ends at different times <p>Pupils learn about menstruation and wet dreams</p> <p>Pupils</p> <ul style="list-style-type: none"> • can describe menstruation and wet dreams • can explain effective methods for managing menstruation and wet dreams • understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams <p>Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</p> <p>Pupils</p> <ul style="list-style-type: none"> • can explain how changes at puberty affect body hygiene • can describe how to care for their bodies during puberty • can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming <p>Pupils learn how puberty affects emotions and behaviour and strategies for dealing with this Pupils</p> <ul style="list-style-type: none"> • are able to describe how feelings and behaviour change during puberty • can devise strategies for managing these changes • understand how changes during puberty can affect relationships with other people <p>Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify sources of information, support and advice for children and young people • can use appropriate language to discuss puberty and growing up with confidence • can answer their own questions about puberty and growing up 	<p>Mental health and emotional well being</p> <ul style="list-style-type: none"> • about similarities and differences between themselves and others • about what makes a good friend • about dealing with issues that might arise in friendship • about different emotions and how to manage these 	<p>Pupils learn about the changes that occur during puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify the physical, emotional and behavioural changes that occur during puberty for both males and females • understand that puberty is individual and can occur any time between 8-17 • understand that body changes at puberty are a preparation for sexual maturity <p>Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</p> <ul style="list-style-type: none"> • understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture • can recognise and challenge gender stereotypes • understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour <p>Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify positive qualities and expectations from a variety of relationships • can explain the similarities and differences between friendships and intimate relationships • can describe that there are different types of intimate relationships, including marriage <p>understand that sex or making love may be one part of an intimate relationship between adults</p> <p>Pupils learn about human reproduction in the context of the human life cycle</p> <p>Pupils</p> <ul style="list-style-type: none"> • understand that closeness in a relationship can be expressed in a variety of ways between consenting adults • know that sexual intercourse may be one part of a sexual relationship • can describe how babies are made and explain how sexual intercourse is related to conception • can name the male and female sex cells and reproductive organs <p>Pupils learn how a baby is made and grows (conception and pregnancy) Pupils</p> <ul style="list-style-type: none"> • know the male and female body parts associated with conception and pregnancy • can define conception and understand the importance of implantation in the womb • know what pregnancy is, where it occurs and how long it takes <p>Pupils learn about roles and responsibilities of parents and carers</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify some of the skills and qualities needed to be a parent and carer • understand the variety of ways in which parents and carers (men and women) meet the needs of babies and children • know some of the difficulties that can be faced by parents and carers and where they can get help <p>Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</p> <p>Pupils</p> <ul style="list-style-type: none"> • can answer each other's questions about sex and relationships • can use appropriate language to discuss sex and relationships and growing up with confidence • can identify sources of information, support and advice for children and young people <p>ADDITIONAL LESSON 1 Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted</p> <p>Pupils</p> <ul style="list-style-type: none"> • know that HIV can affect anyone, not a specific group or type of person • can identify how HIV can and cannot be passed on • know that the risk of HIV being passed on through sexual intercourse can be reduced if a condom is used <p>ADDITIONAL LESSON 2 Pupils learn that contraception can be used to stop a baby being conceived</p> <p>Pupils</p> <ul style="list-style-type: none"> • know that a condom stops sperm from meeting an egg and therefore stops fertilisation • know that women can take a pill to stop an egg being released, preventing conception • understand contraception is both partners' responsibility 	<p>Mental health and emotional well being</p> <ul style="list-style-type: none"> • about stereotyping including gender stereotyping • about prejudice and discrimination (in relation to homophobia) and how this can make people feel
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Appendix 3 - RSE expectations: primary--what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

Families and people who care for me

- 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 other people's 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

- 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, honesty, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

- The importance of respecting others, even when they're 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 cyber-bullying), 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

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're 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've never met
- How information and data is shared and used online

Being safe

- 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's 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/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other source)

Appendix four - 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.

Appendix 5 overview of our PSHE RSE curriculum from the Islington “You Me PSHE”

	Key Stage 1		Lower Key Stage 1		Upper Key Stage 2	
Autumn 1	Physical health and wellbeing Fun times	Physical health and wellbeing What keeps me healthy?	Drug, alcohol and tobacco education Tobacco is a drug	Identity, society and equality Democracy	Physical health and wellbeing In the media	Relationships and health education Healthy relationships
Autumn 2	Keeping safe and managing risk Feeling safe	Mental health and emotional wellbeing Friendship	Keeping safe and managing risk Bullying – see it, say it, stop it	Drug, alcohol and tobacco education Making choices	Identity, society and equality Stereotypes, discrimination and prejudice	Relationships and health education Healthy relationships
Spring 1	Identity, society and equality Me and others	Relationships and health education Boys and girls, families	Mental health and emotional wellbeing Strengths and challenges	Physical health and wellbeing What is important to me?	Keeping safe and managing risk Making safer choices	Drug, alcohol and tobacco education Weighing up risk
Spring 2	Drug, alcohol and tobacco education What do we put into and on to bodies?	Relationships and health education Boys and girls, families	Identity, society and equality Celebrating difference	Keeping safe and managing risk Playing safe	Mental health and emotional wellbeing Dealing with feelings	Identity, society and equality Human rights
Summer 1	Mental health and emotional wellbeing Feelings	Keeping safe and managing risk Indoors and outdoors	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Relationships and health education Growing up and changing	Drug, alcohol and tobacco education Different influences	Mental health and emotional wellbeing Healthy minds
Summer 2	Careers, financial capability and economic wellbeing My money	Drug, alcohol and tobacco education Medicines and me	Physical health and wellbeing What helps me choose?	Relationships and health education Growing up and changing	Careers, financial capability and economic wellbeing Borrowing and earning money	Keeping safe and managing risk Keeping safe - out and about FGM (female genital mutilation)

