

# **Fishburn Primary School**



## **Fishburn Primary School Relationships and Sex Education Policy**

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

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

### **DFE POLICY STATEMENT: RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION, AND PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION. March 2017**

*Given the increasing concern around child sexual abuse and exploitation and the growing risks associated with growing up in a digital world, there is a particularly compelling case to act in relation to pupil safety. That is why the amendment places a duty now on the Secretary of State to make Relationships Education and RSE statutory through regulations. This approach will allow us time to properly and thoroughly engage with a wide range of interests and expertise. The outcomes of this engagement will then feed into the development of both the regulations making the subjects statutory and the guidance that will support schools in delivering high quality RSE.*

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.

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 Fishburn Primary School, we teach RSE as set out in this policy.

## 3. 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 and 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 meeting virtually about the policy due to the COVID19 pandemic. We invited parents to pass comment via an online questionnaire also.
4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **4. Definition**

RSE is about 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. At Fishburn we have thought carefully about what we should teach under the RSE heading and the curriculum for PSHE has been redefined to include RSE education.

#### **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.

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

#### **6. Delivery of RSE**

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

Pupils also receive stand-alone sex education sessions delivered by a trained health professional when they are in years 5 and years 6.

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

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

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/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.

You must include names/roles of those responsible for teaching RSE in your school.

Miss Ferguson as curriculum leader will take the overall responsibility for overseeing the content and implementation of the RSE curriculum. Class Teachers are responsible for delivering the content outlined in the curriculum plans.

### **7.4 Pupils**

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

## **8. Parents' right to withdraw**

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

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

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

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

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Gemma Ferguson, Acting Head Teacher through:

- planning scrutinies,
- learning walks,
- lesson observations
- discussions with staff
- discussions with pupils

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

This policy will be reviewed by the Head Teacher and Governors annually. At every review, the policy will be approved by the governing board and the Head Teacher.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Adventurers</b>	<b>Growing up</b>	<b>Safety First</b>	<b>Relationships Be Yourself</b>	<b>Relationships TEAM</b>	<b>Living in the Wider World Aiming High</b>	<b>Living in the Wider World Money Matters</b>
	I can recognise that some things are private and the importance of respecting privacy; those parts of their body covered by underwear are private	I know about rules and age restrictions that keep us safe I can recognise risk in simple everyday situations and what actions to take to minimise harm. I know the people whose job it is to help keep us safe. I know basic techniques for resisting pressure to do something I don't want to do, and which may make me unsafe.	I can recognise what makes me special. I can recognise the ways in which we are all unique.	I can communicate my feelings to others, to recognise how others show feelings and how to respond. I can recognise that my behaviour can affect other people. I can recognise the ways in which I am the same and different to others. I know the different groups I belong to.	I can recognise what makes me special. I know how to manage when finding things difficult. I know that everyone has different strengths.	I know what money is; forms that money comes in; that money comes from different sources.
	<b>It's My Body</b>	<b>Think Positive</b>	<b>Digital Wellbeing</b>	<b>VIPs</b>	<b>Diverse Britain</b>	<b>One World</b>
	I know that medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed I know how to respond if physical contact makes them feel uncomfortable or unsafe I know there are situations when I should ask for permission and also when my permission should be sought I know the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) I know what to do if I feel unsafe or worried for myself or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	I can recognise and name different feelings. I know how feelings can affect people's bodies and how they behave. I know how to help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) I can manage big feelings, to help calm myself down and/or change their mood when they don't feel good. I can recognise when I need help with feelings; that it is important to ask for help with feelings; and how to ask for it.	I know how the internet and digital devices can be used safely to find things out and to communicate with others. I know the role of the internet in everyday life.	I know the people whose job it is to help keep us safe. I know the roles different people (e.g. acquaintances, friends and relatives) play in our lives I can identify the people who love and care for them and what they do to help them feel cared for.	I know what rules are, why they are needed, and why different rules are needed for different situations. I know how people and other living things have different needs; about the responsibilities of caring for them. I know the different groups I belong to.	I can recognise the ways we are the same as, and different to, other people. I can recognise that my behaviour can affect other people. I know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes me feel uncomfortable, anxious or afraid. I can recognise what is fair and unfair, kind and unkind, what is right and wrong.

<b>Pioneers Y2/Y3</b>	<b>Health and Wellbeing Growing up</b>	<b>Health and Wellbeing Safety First</b>	<b>Relationships Be Yourself</b>	<b>Relationships TEAM</b>	<b>Living in the Wider World Aiming High</b>	<b>Living in the Wider World Money Matters</b>
	<p>I can make informed decisions about health</p> <p>I know the elements of a balanced, healthy lifestyle</p> <p>I know choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>I can recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>I know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p>	<p>I can recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice</p> <p>I can recognise if a friendship (online or offline) is making me feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>I know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>I know where to get advice and report concerns if worried about my own or someone else's personal safety (including online)</p>	<p>I know everyday things affect feelings and the importance of expressing feelings.</p> <p>I can use varied vocabulary to when talking about feelings; about how to express feelings in different ways.</p> <p>I can use strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings.</p>	<p>I know that personal behaviour can affect other people;</p> <p>I can recognise and model respectful behaviour online.</p> <p>I know some of the skills that will help me in my future careers e.g. teamwork, communication and negotiation</p>	<p>I can identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>I know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>I can recognise positive things about myself and my achievements.</p> <p>I can set goals to help achieve personal outcomes.</p>	<p>I can recognise that people make spending decisions based on priorities, needs and wants.</p> <p>I know about the risks involved in gambling.</p> <p>I know different ways money can be won or lost through gambling-related activities and the impact on health, wellbeing and future aspirations.</p> <p>I can identify the ways that money can impact on people's feelings and emotions.</p>
	<b>It's My Body</b>	<b>Think Positive</b>	<b>Digital Wellbeing</b>	<b>VIPs</b>	<b>Diverse Britain</b>	<b>One World</b>

	<p>I know how hygiene routines and the importance of keeping clean and how to maintain personal hygiene.</p> <p>I know where to get more information, help and advice about growing and changing.</p>	<p>I can recognise that feelings can change over time and range in intensity</p> <p>I know that everyday things affect feelings and the importance of expressing feelings</p> <p>I know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>I know problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>I know strategies to manage transitions between classes and key stages</p> <p>I can recognise that some things are private and the importance of respecting privacy; those parts of their body covered by underwear are private</p>	<p>I can recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>I know why someone may behave differently online, including pretending to be someone they are not.</p> <p>I have strategies for recognising risks, harmful content and contact and how to report concerns.</p> <p>I know how to respond safely and appropriately to adults I may encounter (in all contexts including online)</p> <p>I know where to get advice and report concerns if worried about my own or someone else's personal safety (including online)</p>	<p>I can recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>I can recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p>I know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>I can recognise different types of physical contact; what is acceptable and unacceptable and strategies to respond to unwanted physical contact.</p> <p>I can seek and give permission (consent) in different situations.</p> <p>I know about keeping something confidential or secret, when this should (e.g., a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	<p>I can recognise reasons for rules and laws and the consequences of not adhering to rules and laws.</p> <p>I know the relationship between rights and responsibilities.</p>	<p>I know how to discuss and debate topical issues.</p> <p>I can respect other people's point of view and constructively challenge those I disagree with.</p> <p>I can recognise there are human rights, that are there to protect everyone.</p> <p>I know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p>
<b>Pathfinders Y4</b>	<b>Health and Wellbeing Growing up</b>	<b>Health and Wellbeing Safety First</b>	<b>Relationships Be Yourself</b>	<b>Relationships TEAM</b>	<b>Living in the Wider World Aiming High</b>	<b>Living in the Wider World Money Matters</b>
	<p>I recognise that feelings can change over time and range in intensity.</p> <p>I know everyday things that affect feelings and the importance of expressing feelings.</p> <p>I can use a varied vocabulary to use when talking about feelings.</p> <p>I know how to express feelings in different ways.</p> <p>I can use strategies to respond to feelings, including intense or conflicting feelings.</p> <p>I can manage and respond to feelings appropriately and proportionately in different situations.</p> <p>I know where to get more information, help and advice about growing and changing.</p>	<p>I know that new opportunities and responsibilities may increase independence.</p> <p>I know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety.</p> <p>I can use of digital devices safely when out and about.</p>	<p>I know strategies for recognising and managing peer influence and a desire for peer approval in friendships.</p> <p>I can recognise the effect of online actions on others.</p> <p>I can recognise pressure from others to do something unsafe or that makes me feel uncomfortable and strategies for managing this.</p> <p>I know where to get advice and report concerns if worried about my own or someone else's personal safety (including online)</p>	<p>I know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties) that the same principles apply to online friendships as to face-to-face relationships</p> <p>I know that friendships have ups and downs.</p> <p>I have strategies to resolve disputes and reconcile differences positively and safely.</p>	<p>I know that there are a broad range of different jobs/careers that people can have.</p> <p>I know that people often have more than one career/type of job during their life.</p> <p>I know what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>I know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice.</p> <p>I know that people may choose to do voluntary work which is unpaid.</p> <p>I know some of the skills that will help me in my future careers e.g. teamwork, communication and negotiation.</p>	<p>I know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>I recognise that people make spending decisions based on priorities, needs and wants</p> <p>I know different ways to keep track of money.</p>

	It's My Body	Think Positive	Digital Wellbeing	VIPs	Diverse Britain	One World
	<p>I can recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>I know what good physical health means.</p> <p>I can recognise early signs of physical illness.</p> <p>I know that bacteria and viruses can affect health.</p> <p>I know how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p> <p>I know how medicines, when used responsibly, contribute to health.</p> <p>I know that some diseases can be prevented by vaccinations and immunisations.</p> <p>I know how allergies can be managed.</p> <p>I know how and when to seek support, including which adults to speak to in and outside school, if I am worried about my health.</p>	<p>I know that mental health, just like physical health, is part of daily life.</p> <p>I know the importance of taking care of mental health.</p> <p>I know strategies to use to respond to feelings, including intense or conflicting feelings.</p> <p>I can manage and respond to feelings appropriately and proportionately in different situations</p>	<p>I can assess the reliability of sources of information online and how to make safe, reliable choices from search results.</p> <p>I know how information on the internet is ranked, selected and targeted at specific individuals and groups.</p> <p>I know that connected devices can share information.</p> <p>I know how text and images in the media and on social media can be manipulated or invented.</p> <p>I have strategies to evaluate the reliability of sources and identify misinformation.</p>	<p>I know that friendships have ups and downs.</p> <p>I have strategies to resolve disputes and reconcile differences positively and safely.</p>	<p>I know about personal identity and what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>I can recognise the importance of self-respect and how this can affect my thoughts and feelings about myself.</p> <p>I know that everyone, including myself, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>I can recognise there are human rights, that are there to protect everyone.</p> <p>I know about stereotypes and how they can negatively influence behaviours and attitudes towards others.</p> <p>I have strategies for challenging stereotypes.</p>	<p>I recognise there are human rights, that are there to protect everyone.</p> <p>I know the importance of having compassion towards others.</p> <p>I know we all have shared responsibilities for caring for other people and living things.</p> <p>I know how to show care and concern for others.</p> <p>I know about diversity and what it means.</p> <p>I know the benefits of living in a diverse community and about valuing diversity within communities.</p> <p>I know that people's spending decisions can affect others and the environment. (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>

Trailblazers Y5/Y6	Health and Wellbeing Growing up	Health and Wellbeing Safety First	Relationships Be Yourself	Relationships TEAM	Living in the Wider World Aiming High	Living in the Wider World Money Matters
	<p>I know that bacteria and viruses can affect health.</p> <p>I know how everyday hygiene routines can limit the spread of infection and the wider importance of personal hygiene and how to maintain it.</p> <p>I can identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>I recognise different types of physical contact; what is acceptable and unacceptable and strategies to respond to unwanted physical contact</p>	<p>I know that new opportunities and responsibilities may bring increasing independence .</p> <p>I know how to predict, assess and manage risk in different situations.</p> <p>I know about hazards (including fire risks) that may cause harm, injury or risk in the home and what I can do to reduce risks and keep safe</p> <p>I know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>I have strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety.</p> <p>I can use digital devices safely when out and about.</p>	<p>I know about choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>I can identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>I know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>I have strategies for recognising and managing peer influence and a desire for peer approval in friendships.</p> <p>I recognise the effect of online actions on others.</p> <p>I can recognise pressure from others to do something unsafe or that makes me feel uncomfortable and strategies for managing this</p> <p>I know where to get advice and report concerns if worried about my own or someone else's personal safety (including online)</p>	<p>I know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>I have strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <p>I know about discrimination: what it means and how to challenge it.</p> <p>I recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves.</p> <p>I know that everyone, including myself, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>I can recognise reasons for rules and laws and consequences of not adhering to rules and laws.</p> <p>I know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things.</p> <p>I know how to show care and concern for others.</p> <p>I know ways of carrying out shared responsibilities for protecting the environment in school and at home.</p> <p>I know how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>	<p>I can identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>I can recognise positive things about myself and my achievements.</p> <p>I can set goals to help achieve personal outcomes.</p> <p>I can identify the kind of job that I might like to do when I'm older.</p> <p>I can recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>I know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>I can recognise that people make spending decisions based on priorities, needs and wants</p> <p>I know about the risks involved in gambling and different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</p> <p>I can identify the ways that money can impact on people's feelings and emotions.</p>

	It's My Body	Think Positive	Digital Wellbeing	VIPs	Diverse Britain	One World
	<p>I can make informed decisions about health.</p> <p>I can make choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>I know what good physical health means and how to recognise early signs of physical illness</p> <p>I know what constitutes a healthy diet.</p> <p>I can plan healthy meals and know the benefits to health and wellbeing of eating nutritionally rich foods.</p> <p>I know risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>I know how and when to seek support, including which adults to speak to in and outside school, if I am worried about my health.</p> <p>I know that for some people gender identity does not correspond with their biological sex.</p> <p>I can recognise my individuality and personal qualities</p> <p>I know about stereotypes and how they can negatively influence behaviours and attitudes towards others.</p> <p>I have strategies for challenging stereotypes.</p> <p>I know about how text and images in the media and on social media can be manipulated or invented.</p> <p>I have strategies to evaluate the reliability of sources and identify misinformation.</p>	<p>I know how to make informed decisions about health.</p> <p>I know about choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>I can recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>I know that mental health, just like physical health, is part of daily life.</p> <p>I know the importance of taking care of mental health.</p> <p>I know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>I know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p>I know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>I know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <p>I know about discrimination, what it means and how to challenge it.</p> <p>I know how to assess the reliability of sources of information online; and how to make safe reliable choices from search results.</p> <p>I know how text and images in the media and on social media can be manipulated or invented.</p> <p>I have strategies to evaluate the reliability of sources and identify misinformation.</p>	<p>I can recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>I can recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice.</p> <p>I can recognise if a friendship (online or offline) is making me feel unsafe or uncomfortable and know how to manage this and ask for support if necessary</p> <p>I know about privacy and personal boundaries.</p> <p>I know what is appropriate in friendships and wider relationships (including online);</p> <p>I know about seeking and giving permission (consent) in different situations.</p> <p>I know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	<p>I know about discrimination: what it means and how to challenge it.</p> <p>I can recognise there are human rights, that are there to protect everyone.</p> <p>I know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things.</p> <p>I know how to show care and concern for others.</p> <p>I know about the different groups that make up my community.</p> <p>I know what living in a community means.</p> <p>I can value the different contributions that people and groups make to the community.</p> <p>I know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>I know about stereotypes and how they can negatively influence behaviours and attitudes towards others</p> <p>I have strategies for challenging stereotypes.</p> <p>I know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p><b>Cg.</b> what democracy is, and about the basic institutions that support it locally and nationally</p>	<p>I know about the relationship between rights and responsibilities.</p> <p>I know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>I know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>I know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>

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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

Secondary schools insert:

**Appendix 2: By the end of secondary school pupils should know**

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

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

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

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