Harbour Schools Partnership

A guiding light for education

SEX EDUCATION (RSE) POLICY

Ashleigh CofE Primary School

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NB. 'Trustees' means the Directors referred to in the Trust's Articles of Association

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1. AIMS

1.1 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 the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

1.2 These aims support the school's vision of *'Learning to Love; Loving to Learn - Life in all its Fullness'* and promote the values of Respect, Compassion, Service, Hope, Aspiration and Forgiveness in all aspects of pupils' personal development and relationships.

2. STATUTORY REQUIREMENTS

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

2.2 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 includes the elements of sex education contained in the science curriculum.

2.3 In teaching RSE, we are required by our funding agreement to have regard to the guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996. We follow the statutory guidance that comes into force on 1 September 2026.

2.4 We also have regard to the legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED), 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

2.5 We also have regard to our funding agreement and articles of association. We teach RSE as set out in this policy.

3. POLICY DEVELOPMENT

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

- Review — a member of staff or working group pulled together all relevant information, including national and local guidance
- Staff consultation — all school staff were given the opportunity to look at the policy and make recommendations
- Parent/carer and stakeholder consultation — parents/carers and any interested parties were invited to contribute, including through a focus group
- Pupil consultation — we considered what pupils want and need from their RSE
- Ratification — once amendments were made, the policy was shared with the governing board and ratified

4. DEFINITION

4.1 For the purpose of this policy:

- RSE is about the emotional, social and cultural development of pupils and involves learning about relationships, healthy lifestyles, diversity and personal identity.
- In our primary academies the core entitlement is relationships education and health education; any sex education we provide is set out in section 6.
- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity

5. CURRICULUM

5.1 Our RSE curriculum is set out in Appendices 1 and 2 but we may need to adapt it as and when necessary.

5.2 We have developed the curriculum in consultation with parents/carers, pupils and staff, taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. 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.

5.3 We will share all curriculum materials with parents and carers on request.

6. DELIVERY OF RSE

6.1 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).

6.2 The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

6.3 Our scheme

6.3.1 At Ashleigh CofE Primary School we deliver RSE through One Decision. We use the version of this scheme that has been updated to meet the September 2026 statutory guidance, and we hold the provider's statutory mapping document as part of our evidence that the curriculum covers the required content. Where our audit identifies a need the scheme does not fully meet, we supplement it with bespoke lessons planned by the class teacher in consultation with members of SLT.

6.4 Relationships education

6.4.1 Relationships education focuses on the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

6.5 Sex education in Years 5 and 6

6.5.1 Where we teach sex education in addition to the science curriculum, it will focus on:

- How a baby is conceived and born

6.5.2 For clarity: teaching about puberty and the changing adolescent body, including preparing children for the changes that adolescence brings, is part of statutory health education. It is taught to all pupils, is not part of sex education and is not subject to the parental right of withdrawal (see section 9).

6.5.3 Throughout each year group we will use appropriate material to assist learning, such as diagrams, videos, books, games, discussions and practical activities. Teachers will make sure that all pupils' views are listened to, will encourage them to ask questions and engage in discussion, and will answer questions sensitively, honestly and appropriately for the age of the pupils.

6.5.4 The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils, including any additional needs such as special educational needs and disabilities (SEND).

6.6 Inclusivity

6.6.1 These areas of learning are taught within the context of family life, taking care not to stigmatise children based on their home circumstances (families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents, among others), and reflecting sensitively that some children may have a different structure of support around them (for example looked-after children, young carers or kinship carers).

6.6.2 We will be mindful of the law, taking care not to condone or encourage illegal activity. We will teach these topics in a manner that considers how a diverse range of pupils will relate to them, is sensitive to all pupils' experiences, and makes pupils feel safe, supported and able to engage with the key messages. We will give careful consideration to the level of differentiation needed and will teach in whichever setting is most appropriate — whole-class, small group, or one-to-one.

6.7 Use of resources

6.7.1 We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE and Health Education guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan, are from credible sources, and are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

6.7.2 When we consult parents/carers we will provide examples of the resources the school plans to use. We will inform parents/carers in advance of any deviation from our published policy and share relevant materials on request.

7. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

7.1 Where we use an external organisation or its materials, we will make sure they are accurate, age- and stage-appropriate, unbiased, and in line with our legal duties around political impartiality. We will:

- Engage with the agency to make sure its approach is balanced and that it, and its resources, are age-appropriate, in line with pupils' developmental stage, and comply with this policy, the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998 and the Education Act 1996
- Only work with agencies in which we have full confidence, and make sure speakers and resources meet the intended outcome of the relevant part of the curriculum

- Be clear on what an agency will say and its position on the issues, ask to see any materials in advance, and review case-study materials and feedback from others the agency has worked with
- Know the named individuals attending and follow our usual safeguarding procedures, and conduct a basic online search to address anything that may concern us or parents/carers
- Check the agency's protocol for taking pictures or using personal data, and make sure a teacher is in the room throughout
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Inform external organisations that the school is legally obliged to share all content with parents/carers, and share all external materials on request

7.2 We will not, under any circumstances, work with external agencies that take or promote extreme political positions, use materials produced by such agencies (even where the material itself is not extreme), or work with agencies that do not allow their material to be shared with parents/carers.

8. ROLES AND RESPONSIBILITIES

8.1 The governing board

8.1.1 The Local Governing Board will approve the RSE policy and hold the Headteacher to account for its implementation.

8.2 The Headteacher

8.2.1 The Headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents/carers, and for managing requests to withdraw pupils from the non-science components of RSE (see section 9).

8.3 Staff

8.3.1 Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE, and modelling positive behaviour while avoiding language that might perpetuate harmful stereotypes - being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Monitoring progress and responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-science components of RSE
- Reporting any safeguarding concerns or disclosures to the school's designated safeguarding lead (DSL),

8.3.2 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.

8.4 Pupils

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

9. PARENTS' RIGHT TO WITHDRAW

9.1 Parents/carers do not have the right to withdraw their child from relationships education, from health education (including teaching about puberty and the changing adolescent body), or from any topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

9.2 **As we teach sex education in addition to the science curriculum (Option A):** parents/carers have the right to withdraw their child from the non-science components of sex education within RSE. Requests should be put in writing using the form in Appendix 3 and addressed to the headteacher. Alternative schoolwork will be given to pupils who are withdrawn. The headteacher will discuss the request with parents/carers to understand it and to explain the nature, purpose and benefits of the curriculum and will document this conversation. The request will then be granted. The statutory guidance requires primary schools to grant requests to withdraw from sex education automatically, other than for content taught as part of the science curriculum.

9.3 **As we teach only the science curriculum:** there are no non-science components from which a pupil may be withdrawn.

10. TRAINING

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

11. MONITORING ARRANGEMENTS

11.1 The delivery of RSE is monitored as part of our curriculum monitoring systems. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

APPENDIX 1: CURRICULUM MAP

Year group	Term	Topic / theme details	Resources
Year 1	*Autumn 1*	**Feelings and Emotions – Jealousy:** Children learn to recognise feelings of jealousy, understand why they occur, and develop positive ways to manage these emotions.	*Who is Jewish and how do they live? (P1)* Workbook What I Know Now – One Decision resources Jealousy – One Decision resources
Year 1	*Spring 1*	**Keeping/Staying Healthy – Washing Hands:** Children learn the importance of good hygiene, including proper handwashing, to help prevent the spread of germs and illness.	*What do Christians believe God is like?* Workbook What I Know Now – One Decision resources Washing Hands – One Decision resources
Year 1	*Spring 2*	**Relationships – Friendships:** Children learn about the qualities of a good friend, how to build positive relationships, and how to resolve disagreements respectfully. **Computer Safety – Online Bullying:** Children learn how to recognise online bullying, stay safe online, and seek help from trusted adults when needed.	*Who is Jewish and how do they live? (P2)* Workbook What I Know Now – One Decision resources Friendship – One Decision resources What I Know Now – One Decision resources Online Bullying – One Decision resources
Year 1	*Summer 1*	**Our World – Growing in Our World:** Children learn about how they grow and develop, as well as how people, communities, and environments change over time.	*Who do Christians say made the world?* Workbook What I Know Now – One Decision resources Growing in Our World – One Decision resources
Year 2	*Autumn 1*	**Being Responsible – Practice Makes Perfect:** Children learn that perseverance and regular practice help them develop new skills and achieve their goals. **Being Responsible – Helping Someone in Need:** Children learn the importance of showing kindness, empathy, and support to others when they need help.	*Who is a Muslim and how do they live?* (P1) Workbook Practice Makes Perfect – One Decision resources Helping Someone in Need – One Decision resources
Year 2	*Autumn 2*	**Feelings and Emotions – Anger:** Children learn to recognise feelings of anger and explore safe and positive ways to manage these emotions.	*Why does Christmas Matter to Christians?* Workbook

Year group	Term	Topic / theme details	Resources
		Feelings and Emotions – Worry: Children learn to identify worries, understand that everyone experiences them, and know where to go for support.	Anger – One Decision resources Worry – One Decision resources
Year 2	*Spring 1*	**Keeping/Staying Healthy – Healthy Eating:** Children learn about making healthy food choices and how a balanced diet helps their bodies grow and stay healthy. **Keeping/Staying Healthy – Brushing Teeth:** Children learn the importance of good oral hygiene and how regular toothbrushing helps keep teeth and gums healthy. **Relationships – Bullying:** Children learn how to recognise bullying, understand its impact, and know how to seek help and support. **Relationships – Body Language:** Children learn how body language communicates feelings and intentions and how to interpret these signals appropriately.	*Who is a Muslim and how do they live?* (P2) Workbook Healthy Eating – One Decision resources Brushing Teeth – One Decision resources Bullying – One Decision resources Body Language – One Decision resources
Year 2	*Spring 2*	**Computer Safety – Image Sharing:** Children learn how to share images safely online, protect their privacy, and seek advice before sharing personal content. **Computer Safety – Computer Safety Documentary:** Children consolidate their understanding of online safety through exploring key messages about responsible technology use.	*Why does Easter Matter to Christians?* Workbook Image Sharing – One Decision resources Computer Safety Documentary – One Decision resources
Year 3/4a	*Autumn 2*	**Feelings and Emotions – Jealousy:** Children learn to recognise feelings of jealousy, understand why they occur, and develop positive strategies for managing these emotions.	*What is the 'Trinity' and why is it important for Christians?* Workbook What I Know Now – One Decision resources Jealousy – One Decision resources
Year 3/4a	*Spring 1*	**Keeping/Staying Healthy – Healthy Living:** Children learn how healthy choices, including diet, exercise, sleep, and personal hygiene, contribute to overall wellbeing.	*How and why do people try to make the world a better place?* Workbook What I Know Now – One Decision resources Healthy Living – One Decision resources
Year 3/4a	*Spring 2*	**Computer Safety – Online Bullying:** Children learn how to identify online bullying, respond appropriately, and seek support from trusted adults when needed.	*Why do Christians call the day Jesus died 'Good Friday'?* Workbook What I Know Now – One Decision resources

Year group	Term	Topic / theme details	Resources
			Online Bullying – One Decision resources
Year 3/4a	*Summer 1*	**A World Without Judgement – Breaking Down Barriers:** Children learn about challenging stereotypes, promoting inclusion, and respecting people from different backgrounds and experiences.	*For Christians, what was the impact of Pentecost?* Workbook What I Know Now – One Decision resources Breaking Down Barriers – One Decision resources
Year 3/4b	*Autumn 2*	**Feelings and Emotions – Grief:** Children learn about loss and grief, understanding that people can experience a range of emotions and may need support during difficult times. **Feelings and Emotions – What I've Learnt:** Children review key learning about recognising, expressing, and managing emotions in healthy ways.	*What do Hindus believe God is like?* Workbook Grief – One Decision resources What I've Learnt – One Decision resources
Year 3/4b	*Spring 1*	**Keeping/Staying Healthy – Medicine:** Children learn how medicines can help people stay healthy and the importance of only taking medicine with the guidance of a trusted adult. **Keeping/Staying Healthy –** What I've Learnt: Children consolidate their understanding of healthy habits and the choices that support physical and emotional wellbeing.	*What is it like for someone to follow God?* Medicine – One Decision resources What I've Learnt – One Decision resources
Year 3/4b	*Spring 2*	**Computer Safety – Making Friends Online:** Children learn about the risks of communicating with people online and how to stay safe when interacting through digital platforms. **Computer Safety – What I've Learnt:** Children review key online safety messages and how to use technology responsibly and safely.	*What kind of world did Jesus want?* Making Friends Online – One Decision resources What I've Learnt – One Decision resources
Year 3/4b	*Summer*	**A World Without Judgement – Tolerance:** Children learn the importance of respecting and valuing people who may have different beliefs, backgrounds, and experiences from their own. **A World Without Judgement – What I've Learnt:** Children reflect on their learning about equality, respect, fairness, and challenging prejudice.	*How do festivals and worship show what matters to a Muslim?* *How do festivals and family life show what matters to Jewish people?* *How do people from religious and non-religious communities celebrate key festivals?* Workbook Tolerance – One Decision resources What I've Learnt – One Decision resources

Year group	Term	Topic / theme details	Resources
Year 3	*Summer*	**Relationships – Touch:** Children learn about appropriate and inappropriate touch, personal boundaries, consent, and how to seek help from trusted adults if they feel uncomfortable. **Relationships – What I've Learnt:** Children review and consolidate their learning about healthy relationships, respect, personal boundaries, and staying safe.	*Growing and Changing* Workbook **YEAR 3 ONLY** Touch – One Decision resources What I've Learnt – One Decision resources
Year 4	*Summer*	**Growing and Changing – What I Know Now: Relationship:** Children learn about the different types of positive relationships in their lives, how relationships can change as they grow, and the importance of trust, respect, and communication.	*Growing and Changing* Workbook **YEAR 4 ONLY** What I Know Now – One Decision resources Relationship – One Decision resources
Year 5/6a	*Autumn 2*	**Feelings and Emotions – Worry:** Children learn to recognise feelings of worry, understand their causes, and develop strategies for managing them positively. **Feelings and Emotions – What I've Learnt:** Children consolidate their learning about recognising, expressing, and managing a range of emotions.	*What can be done to reduce racism? Can religion help?* Workbook Worry – One Decision resources What I've Learnt – One Decision resources
Year 5/6a	*Spring 1*	**Keeping/Staying Healthy – Alcohol and Drugs:** Children learn about the risks associated with alcohol and drugs and the importance of making healthy and safe choices. **Keeping/Staying Healthy – What I've Learnt:** Children review key learning about physical health, mental wellbeing, healthy lifestyles, and personal safety. **Computer Safety – Making Friends Online:** Children learn about the risks of communicating with people online and how to stay safe when interacting in digital environments. **Computer Safety – What I've Learnt:** Children reflect on their online safety learning and how to use technology responsibly and securely.	*Creation and Science: conflicting or complementary?* Workbook Alcohol and Drugs – One Decision resources What I've Learnt – One Decision resources Making Friends Online – One Decision resources What I've Learnt – One Decision resources
Year 5/6b	*Autumn 1*	**Keeping/Staying Safe – Peer Pressure:** Children learn how to recognise peer pressure, make independent decisions, and seek support when they feel influenced to do something unsafe or uncomfortable. **Keeping/Staying Safe – Adults' and Children's Views:** Children explore how adults and children may view situations differently and how considering different perspectives can support safe decision-making.	*Why do Hindus want to be good?* Workbook Peer Pressure – One Decision resources Adults' and Children's Views – One Decision resources

Year group	Term	Topic / theme details	Resources
Year 5/6b	*Autumn 2*	**Being Responsible – Looking Out for Others:** Children learn the importance of noticing when others may need help and how to act responsibly and compassionately to support them. **Being Responsible – Adults' and Children's Views:** Children consider how responsibilities may differ for adults and children and how understanding different viewpoints can help them make positive choices. **Feelings and Emotions – Anger:** Children learn to recognise triggers for anger and develop healthy strategies for managing strong emotions appropriately. **Feelings and Emotions – Adults' and Children's Views:** Children explore how emotions may be experienced and expressed differently by adults and children and the importance of empathy and understanding.	*What does it mean if Christians believe God is holy and loving?* Workbook Look Out for Others – One Decision resources Adults' and Children's Views – One Decision resources Anger – One Decision resources Adults' and Children's Views – One Decision resources
Year 5/6b	*Spring 1*	**Keeping/Staying Healthy – Smoking:** Children learn about the health risks associated with smoking and how to make informed choices that support their wellbeing. **Keeping/Staying Healthy – Adults' and Children's Views:** Children consider how health choices can affect people differently at different stages of life and why healthy habits are important.	*Why is the Torah so important to Jewish people?* Workbook Smoking – One Decision resources Adults' and Children's Views – One Decision resources
Year 5/6b	*Spring 2*	**Computer Safety – Image Sharing:** Children learn about the risks of sharing images online, the importance of privacy, and how to protect themselves in digital environments. **Computer Safety – Adults' and Children's Views:** Children explore how adults and children may perceive online behaviours differently and how this can help them stay safe online.	*For Christians, what kind of king is Jesus?* Workbook Image Sharing – One Decision resources Adults' and Children's Views – One Decision resources
Year 5/6b	*Summer 1*	**A World Without Judgement – Inclusion & Acceptance:** Children learn to value diversity, challenge discrimination, and create inclusive environments where everyone feels respected and accepted. **A World Without Judgement – Adults' and Children's Views:** Children consider how attitudes and experiences may differ between adults and children and how respect for different perspectives promotes inclusion.	*What does it mean to be a Muslim in Britain today?* *What does it mean to be a Humanist in Britain today?* Workbook Inclusion and Acceptance – One Decision resources Adults' and Children's Views – One Decision resources
Year 5	*Summer*	**Growing and Changing – Puberty:** Children learn about the physical and emotional changes that occur during puberty, understanding that these changes are a normal part of growing up.	*Growing and Changing* Workbook **YEAR 5 ONLY**

Year group	Term	Topic / theme details	Resources
		Growing and Changing – Adults' and Children's Views: Children explore how perspectives on growing up and puberty may differ between adults and children, promoting understanding, communication, and respect.	Puberty – One Decision resources Adult's and Children's Views – One Decision resources
Year 6	*Summer*	**Growing and Changing –** Conception: Children learn the basic facts about human reproduction and conception in an age-appropriate way, building on their learning from the science curriculum. **Growing and Changing – What I've Learnt:** Children review and consolidate their learning about growing up, relationships, puberty, reproduction, personal safety, and preparing for the transition to secondary school.	*Growing and Changing* Workbook **YEAR 6 ONLY** Conception – One Decision resources What I've Learnt – One Decision resources

APPENDIX 2: BY THE END OF PRIMARY SCHOOL, PUPILS SHOULD KNOW

This is the statutory content for relationships education, together with the "Developing bodies" content from statutory health education. Our scheme's mapping shows where each item is taught.

Topic	Pupils should know
Families and people who care for me	• That families are important for children growing up safe and happy because they can give love, security and stability • The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, and the importance of spending time together and sharing each other's lives • That other children's families sometimes look different from their own, but that they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent 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 that lead to happiness and security, including mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded; pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others if needed
Respectful, kind relationships	• The importance of respecting others, including in families and friendships; how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive, express needs and boundaries, and manage feelings including disappointment and frustration • That they can expect to be treated with respect, and the importance of respecting others, including those who are different or make different choices or have different preferences or beliefs • The practical steps they can take in a range of contexts to improve or support their relationships, and the conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness, including opportunities to consider self-esteem and building a sense of their own identity • The difference between being assertive and being controlling, and between being kind to others and neglecting your own needs • About different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when concerned about violence or harm, or unsure who to trust

Topic	Pupils should know
	• What a stereotype is, how stereotypes can be unfair, negative or destructive or lead to bullying, and how to challenge a stereotype
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not or pretending to be a child • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when anonymous; the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older users who may be strangers • That it's important to be cautious about sharing information about themselves online, and how to use privacy and location settings to protect their information • 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, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context), including boundaries in play and in negotiations about space, toys, books and resources • About the concept of privacy and its implications for 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 or unsafe physical and other contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse — about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult. — and the vocabulary and confidence needed to do so • How to ask for advice or help for themselves or others and to keep trying until they are heard. Where to get advice, for example from their family, school and/or other sources
Developing bodies (Statutory health education-no right of withdrawal)	• About growth and other ways, the body can change and develop, particularly during adolescence, including the human life cycle, with puberty discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, and nipples; that all of these parts of the body are private; and skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, taught before girls' period starts so that they understand what to expect; puberty teaching is sequenced from year four so that pupils learn about changes before they experience them. whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

APPENDIX 3: PARENT/CARER FORM REQUESTING WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

To be completed by parents/carers			
Name of child		**Class**	
Name of parent/carer		**Date**	
Reason for withdrawing from sex education within relationships and sex education			
To be completed by the school			
Agreed actions taken following the request (to be recorded and a copy placed in the pupil's educational record):			

APPENDIX 4: WHAT PARENTS HAVE TOLD US

Outline of consultation process:

What matters most to you in how we teach friendships, respect, and staying safe?
Is there anything about our community you'd want us to be especially mindful of?
How would you like us to keep you informed about RSE and health education through the year?
Any thoughts on how we approach growing up and the changes of puberty in years five and year six?