

# Relationships and sex education policy (from 2020)

## Smallwood CE Primary Academy



**Approved by:**

The Board of Directors

**Date:** September 2023

**Last reviewed on:**

Autumn 2023

**Next review due by:**

Autumn 2024

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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.

At Smallwood CE Primary Academy we aim to teach our children that healthy friendships and relationships grow and develop between people within a context of love, trust and respect. We believe that there is one God and Father of us all and love includes but goes beyond affection and family ties to reach out to all humanity, made in the image of God. We therefore include sex and relationship education in the curriculum of the school, within the context of promoting loving and healthy relationships.

### 2. Statutory requirements

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

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including statutory requirements to teach the elements of Sex Education that fall under the Science curriculum.

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

At Smallwood CE Primary Academy 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. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
2. Parent/stakeholder consultation – parents council members were invited to attend a meeting about the policy.
3. Ratification – once amendments were made, the policy was shared with governors and ratified.

### 4. Context

In accordance with the appropriate age of children:

- Sex education should be taught in the context of marriage, stable relationships and family life.
- Sex education is part of a wider social, personal, spiritual and moral education process.
- Children should be taught to have respect for their own bodies and those of others, including the importance of privacy and personal space.
- Children should learn about their responsibilities to others and be aware of the consequences of sexual activity.
- It is important to build positive relationships with others, involving trust and respect.
- Children need to learn the importance of self-control.

### 5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about different relationships within families and friendships both online and offline, 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. Sex education is not compulsory in primary schools, although the statutory Science curriculum includes identifying the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. The statutory guidance on Relationships and Sex Education (RSE) and Health Education also highlights the importance of the transition to secondary school and, “continues to recommend therefore that all primary school should have a sex education programme tailored to the age and physical maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings – and drawing on knowledge of the human life cycle set out in the national curriculum for Science – how a baby is conceived and born.

### 6. 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, considering 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.

5.1 We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex

education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

5.2 In science lessons in both key stages, based on the national curriculum (revised 2014), teachers inform children about humans within the context of mammals, animals and themes on ourselves, and how a baby is born. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

5.3 Children often ask questions and offer information in whole group teaching situations; teachers and other staff will respond appropriately and handle the content sensitively. In the event of this occurring at times of day when the class teacher is elsewhere (e.g., lunchtime) the class teacher will be made aware. The class teacher will take any further actions as appropriate. Staff are encouraged to answer any questions simply and factually without offering additional unnecessary information as relevant and appropriate to the occasion.

5.4 In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We will liaise with the School Nursing Service about the details of this programme at the beginning of the academic year. Provisional discussion has already taken place with the SNS as to this being an appropriate way forward. The school nurse brings suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

5.5 We will offer all parents and carers of children in Year 5 and 6 the opportunity to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials/videos the school uses in its teaching.

5.6 Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- Safeguarding pupils by educating them about their bodies and appropriate behaviour.

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

## 7. 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.

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

RSE is taught using the LifeWise scheme and No Outsider books. The lessons have been carefully sequenced specifically for our school. RSE is taught as a whole school during Autumn 1 and Spring 2. 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).

## 8. Roles and responsibilities

### 8.1 The Board of Directors

The Board of Directors will approve the RSE policy, and hold the headteacher to account for its implementation.

### 8.2 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).

### 8.3 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.

The person responsible for the PSHCE curriculum at Smallwood CE Primary Academy is the Headteacher.

### 8.4 Pupils

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

Parents/carers 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.

If a parent/carer wishes to withdraw their child from the non-statutory 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.

## 10. 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.

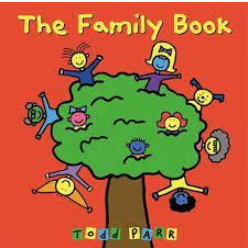
## **11. Monitoring arrangements**

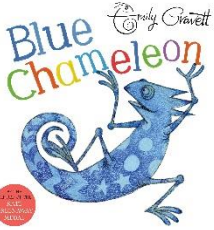
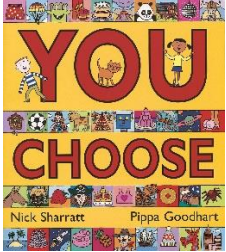
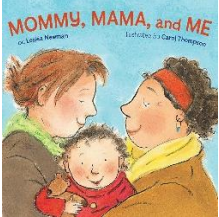
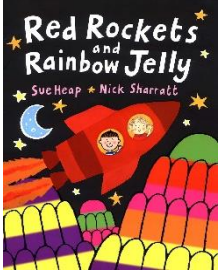
The delivery of RSE under PSHE is monitored by the PSHE Lead and Headteacher through monitoring arrangements, such as planning scrutinies, learning walks, etc.

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

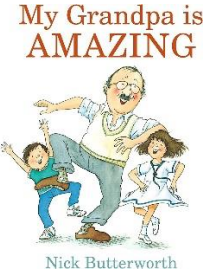
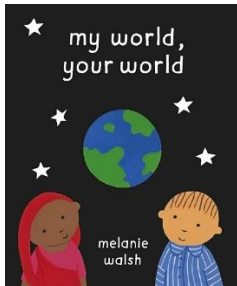
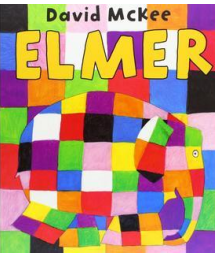
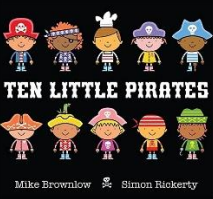
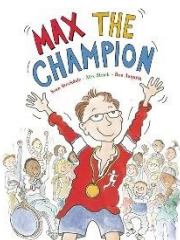
This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the Board of Directors

Appendix 1: Curriculum map

SMALLWOOD PRIMARY ACADEMY - PSHE LONG TERM CURRICULUM OVERVIEW						
	Autumn 1 (Relationships)  (Road Safety)	Autumn 2 (Health and Wellbeing)  (Fire Safety)	Spring 1 (Living in the Wider World)  (Internet Safety)	Spring 2 (Relationships)  (Farm and Countryside Safety)	Summer 1 (Health and Wellbeing)  (Rail Safety)	Summer 2 (EYFS/KS1 - Living in the wider world. KS2 - British Values)  (Water and Sun Safety)
EYFS	<u>No Outsiders</u> (Relationships)  Blue Chameleon by Emily Gravett.	<u>No Outsiders</u> (Relationships)  You Choose by Nick Sharratt and Pippa Goodheart	<u>No Outsiders</u> (Relationships)  The Family Book by Todd Parr 	<u>No Outsiders</u> (Relationships)  Mommy Mama and Me by Leslea Newman and Carol Thompson.	<u>No Outsiders</u> (Relationships)  Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt	<u>LifeWise</u>  Being Curious 1&2  Follow my lead 1&2

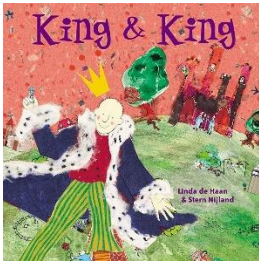
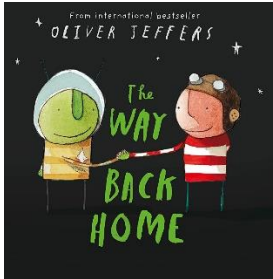
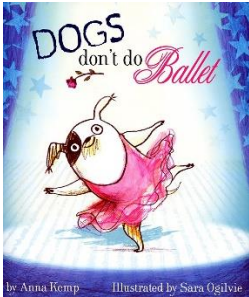
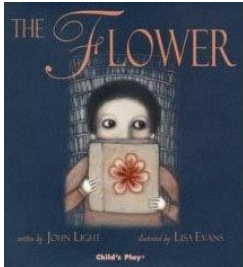
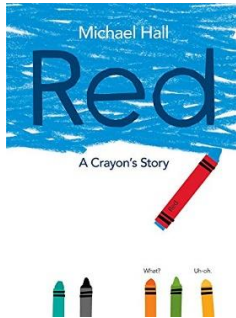
	 <p>To make friends with someone different.</p> <p><u>LifeWise</u></p> <p>Gentle Hands and Hearts 1&amp;2</p> <p>Animals 1&amp;2</p>	 <p>To say what I think.</p> <p><u>LifeWise</u></p> <p>Managing Feelings 1&amp;2</p> <p>Making Mistakes 1&amp;2</p>	<p>To understand that all families are different.</p> <p><u>LifeWise</u></p> <p>Cities, Towns, Land and Sea 1&amp;2</p> <p>The Great Outdoors 1&amp;2</p>	 <p>To celebrate my family.</p> <p><u>LifeWise</u></p> <p>Trusted Adults 1&amp;2</p> <p>Sharing 1&amp;2</p>	 <p>To understand that it is okay to like different things.</p> <p><u>LifeWise</u></p> <p>Planting our food 1&amp;2</p> <p>Marching to the Beat of your own drum 1&amp;2</p>	
Year 1	<p><u>No Outsiders</u> (Relationships)</p> <p>My Grandpa is Amazing by Nick</p>	<p><u>No Outsiders</u> (Relationships)</p> <p>My World, Your World by Melanie</p>	<p><u>No Outsiders</u> (Relationships)</p> <p>Elmer by David</p>	<p><u>No Outsiders</u> (Relationships)</p> <p>Ten Little Pirates by Mike Brownlow</p>	<p><u>No Outsiders</u> (Relationships)</p> <p>Max the Champion by Sean</p>	<p><u>LifeWise</u></p> <p>Safety symbols 1&amp;2</p>

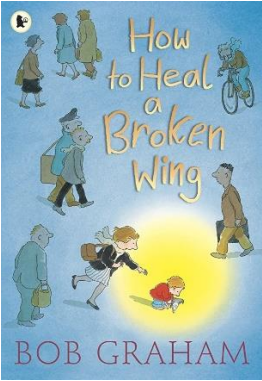
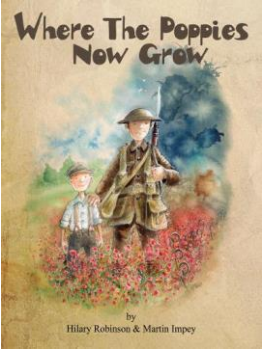
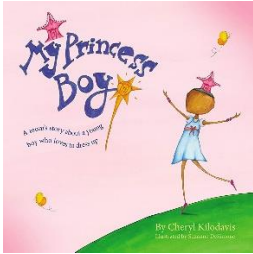
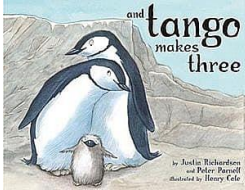
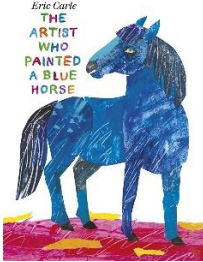


	<p>Butterworth.</p>  <p>To recognise that people are different ages.</p> <p><u>LifeWise</u></p> <p>What is friendship?</p> <p>Kind versus unkind.</p> <p>Respecting others 1&amp;2</p>	<p>Walsh.</p>  <p>To understand that I share the world with lots of people.</p> <p><u>LifeWise</u></p> <p>Being happy 1&amp;2.</p> <p>Being mindful 1&amp;2.</p>	<p>Mckee.</p>  <p>To like the way, I am.</p> <p><u>LifeWise</u></p> <p>Braving the weather 1&amp;2</p> <p>Food safety and what not to eat 1&amp;2</p>	<p>and Simon Rickerty.</p>  <p>To play with boys and girls.</p> <p><u>LifeWise</u></p> <p>What makes a family?</p> <p>Trust 1&amp;2</p> <p>Communication 1&amp;2</p>	<p>Stockdale, Alexandra Strick and Ros Asquith.</p>  <p>To understand that our bodies work in different ways.</p> <p><u>LifeWise</u></p> <p>Understanding difficult feelings 1&amp;2</p> <p>A problem shared is a problem halved 1&amp;2</p>	<p>Emergency Services 1&amp;2</p>
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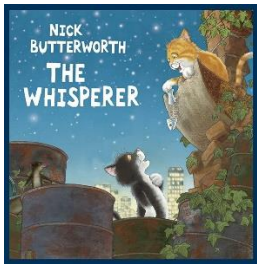
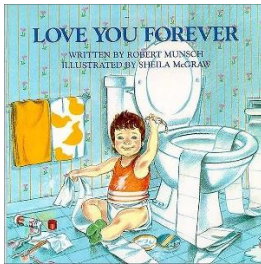
<p>Year 2</p>	<p><u>No Outsiders</u> (Relationships)</p> <p>The Great Big Book of Families by Mary Hoffman and Ros Asquith.</p>  <p>To understand what diversity is.</p> <p><u>LifeWise</u></p> <p>Positive friendship</p> <p>Understanding Peer Pressure</p>	<p><u>No Outsiders</u> (Relationships)</p> <p>The First Slodge by Jeanne Willis.</p>  <p>To understand how we share the world.</p> <p><u>LifeWise</u></p> <p>Feeling Sad 1&amp;2</p> <p>Fight or flight 1&amp;2</p>	<p><u>No Outsiders</u> (Relationships)</p> <p>The Odd Egg by Emily Gravett.</p>  <p>To understand what makes someone feel proud.</p> <p><u>LifeWise</u></p> <p>Environment 1&amp;2</p> <p>Protecting our planet 1&amp;2</p>	<p><u>No Outsiders</u> (Relationships)</p> <p>Just Because by Rebecca Elliot.</p>  <p>To feel proud of being different.</p> <p><u>LifeWise</u></p> <p>My Private Body</p> <p>Dealing with Loss 1&amp;2</p>	<p><u>No Outsiders</u> (Relationships)</p> <p>Blown away by Rob Biddulph.</p>  <p>To be able to work with everyone in my class.</p> <p><u>LifeWise</u></p> <p>It's okay to not feel okay 1&amp;2</p> <p>Happiness 1&amp;2</p>	<p><u>LifeWise</u></p> <p>Desert Island 1&amp;2</p> <p>Navigation 1&amp;2</p> <p>Adapting to change (Transition into KS2)</p>
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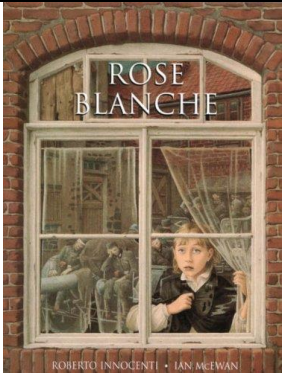
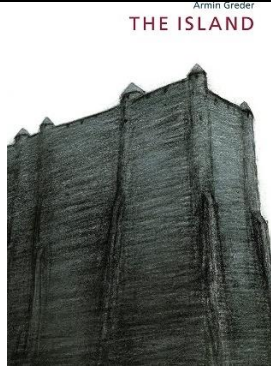
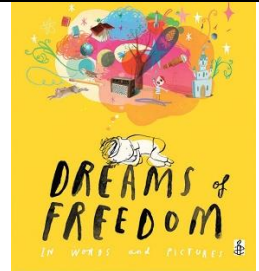
	Respecting all families					
Year 3	<p><u>No Outsiders</u> (Relationships)</p> <p>Oliver by Birgitta Sif.</p>  <p>To understand how difference can affect someone.</p> <p><u>LifeWise</u></p> <p>Relationships with others 1&amp;2</p> <p>Who can we trust</p>	<p><u>No Outsiders</u> (Relationships)</p> <p>This Is Our House by Michael Rosen.</p>  <p>To understand what 'discrimination' means.</p> <p><u>LifeWise</u></p> <p>Growth mindset 1&amp;2</p> <p>Anger, fear and</p>	<p><u>No Outsiders</u> (Relationships)</p> <p>Two Monsters by David Mckee.</p>  <p>To find a solution to a problem.</p> <p><u>LifeWise</u></p> <p>Fairtrade 1&amp;2</p> <p>Global Warming</p>	<p><u>No Outsiders</u> (Relationships)</p> <p>The Hueys in the New Jumper by Oliver Jeffers.</p>  <p>Use strategies to help someone who feels different.</p> <p><u>LifeWise</u></p> <p>Different Kinds of Friendship</p>	<p><u>No Outsiders</u> (Relationships)</p> <p>Beegu by Alexis Deacon.</p>  <p>To be welcoming.</p> <p><u>LifeWise</u></p> <p>Self - Image 1&amp;2</p> <p>Self - Worth 1&amp;2</p>	<p><u>LifeWise</u></p> <p>British Values - Culture and Liberty 1&amp;2</p> <p>British Values - Democracy and Law 1&amp;2</p>

	1&2	mindfulness  Anxiety, stress and mindfulness	The World of Work	Helping others get help 1&2  Power of Words. STOP.		
Year 4	<u>No Outsiders</u> (Relationships)  King and King by Linda de Haan and Stern Nijland.   To understand why people, choose to get married.  <u>LifeWise</u>	<u>No Outsiders</u> (Relationships)  The way back home by Oliver Jeffers.   To overcome language as a barrier.  <u>LifeWise</u>  Try and Try Again	<u>No Outsiders</u> (Relationships)  Dogs Don't Do Ballet by Anna Kemp and Sara Ogilvie.   To know when to be assertive.  <u>LifeWise</u>	<u>No Outsiders</u> (Relationships)  The Flower by John Light.   To ask questions.  <u>LifeWise</u>  Identity and Gender	<u>No Outsiders</u> (Relationships)  Red: A Crayon's Story by Michael Hall.   To be who you want to be.  <u>LifeWise</u> Bullying 1&2	<u>LifeWise</u>  British Values: Freedom in beliefs 1&2  British Values: Government and Rules 1&2

	<p>Family relationships 1&amp;2</p> <p>Respect 1&amp;2</p> <p>What's Love</p>	<p>1&amp;2</p> <p>Relaxing to Recharge 1&amp;2</p>	<p>Being Responsible 1&amp;2</p> <p>Fairtrade</p> <p>Where does my food come from?</p>	<p>Leadership x2</p> <p>Understanding consent</p>	<p>Everything Will be Alright</p>	
Year 5	<p><u>No Outsiders</u> (Relationships)</p> <p>How to Heal a Broken Wing by Bob Graham.</p>  <p>To recognise when</p>	<p><u>No Outsiders</u> (Relationships)</p> <p>Where the Poppies Now Grow by Hilary Robinson and Martin Impey.</p> 	<p><u>No Outsiders</u> (Relationships)</p> <p>My Princess Boy by Cheryl Kilodavis and Suzanne DeSimone.</p>  <p>To promote</p>	<p><u>No Outsiders</u> (Relationships)</p> <p>And Tango Makes Three by Justin Richardson and Peter Parnell.</p>  <p>To accept people who are different from me.</p>	<p><u>No Outsiders</u> (Relationships)</p> <p>The Artist Who Painted a Blue Horse by Eric Carle.</p>  <p>To appreciate artistic freedom.</p>	<p><u>LifeWise</u> (Relationships)</p> <p>British values: freedom of speech &amp; movement 1&amp;2</p> <p>British values: law and parliament 1&amp;2</p>



	<p>someone needs help.</p> <p><u>LifeWise</u></p> <p>Body Language and Communication 1&amp;2</p> <p>Communicating Effectively 1&amp;2</p>	<p>To learn from our past.</p> <p><u>LifeWise</u></p> <p>Responsibility and Inspiration 1&amp;2</p> <p>Dealing with Adversity 1&amp;2</p>	<p>diversity.</p> <p><u>LifeWise</u></p> <p>Supporting the Community 1&amp;2</p> <p>The NHS 1&amp;2</p>	<p><u>LifeWise</u></p> <p>Respecting Other Boundaries and Beliefs 1&amp;2</p> <p>What is Marriage?</p> <p>Expressing love differently as you grow.</p>	<p><u>LifeWise</u></p> <p>Junk Food 1&amp;2</p> <p>Nutritional Values 1&amp;2</p>	
Year 6	<p><u>No Outsiders</u> (Relationships)</p> <p>The Whisperer by Nick Butterworth.</p> 	<p><u>No Outsiders</u> (Relationships)</p> <p>Rose Blanche by Ian McEwan and Roberto Innocenti.</p>	<p><u>No Outsiders</u> (Relationships)</p> <p>The Island by Armin Greder.</p>	<p><u>No Outsiders</u> (Relationships)</p> <p>Love You Forever by Robert Munsch.</p> 	<p><u>No Outsiders</u> (Relationships)</p> <p>Dreams of Freedom by Amnesty International.</p>	<p><u>LifeWise</u></p> <p>British values: law makers &amp; activists 1&amp;2</p> <p>British Values: Right &amp; Radicalisation 1&amp;2</p>

	<p>To stand up to discrimination.</p> <p><u>LifeWise</u></p> <p>Ageism 1&amp;2</p> <p>Recognising and Controlling Anger.</p>	 <p>To justify my actions.</p> <p><u>LifeWise</u></p> <p>Feeling Anxious 1&amp;2</p> <p>Self - perception 1&amp;2</p>	 <p>To challenge the causes of racism.</p> <p><u>LifeWise</u></p> <p>Entrepreneurship, enterprise and business 1&amp;2</p> <p>Tax 1&amp;2</p>	<p>To consider how my life may change as I grow up.</p> <p><u>LifeWise</u></p> <p>Identity, Gender and Sexuality</p> <p>The Power of Love</p> <p>Consent</p> <p>What is Forced Marriage?</p>	 <p>To recognise my freedom.</p> <p><u>LifeWise</u></p> <p>My Amazing Body 1&amp;2</p> <p>Transition 1&amp;2</p>	
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Extra Notes:

- No Outsiders book to start every half term except summer two when you choose a book that fits the needs of your class.
- One lesson on safety to be taught each half term (see in Green)
- Internet safety is given a high profile and is taught at the start of every computing lesson as well as regular points throughout the year.
- LifeWise to be used to deliver the PSHE curriculum.

## 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>
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>

### 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	