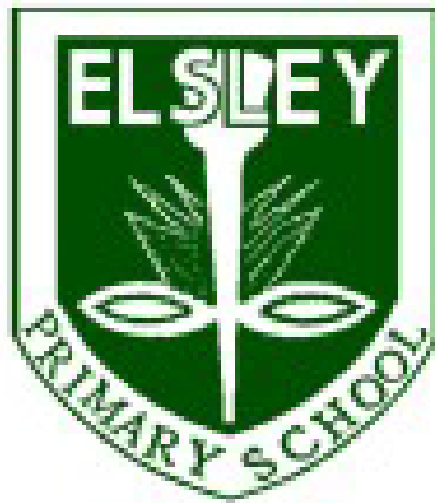


Relationship and Sex Education policy Elsley Primary School



Approved by:	Governing Board	Date: April 2020
Last reviewed on:	May 2026	
Next review due by:	October 2026	

Our School Vision

At Elsley, we believe in a lifelong process of active growth and self-improvement. We have a diverse community and adopt an attitude in which we want each of our pupils to be and feel valued, respected and safe. We celebrate individuality, achievements and talents and we inspire pupils to have high aspirations to strive to reach their personal best.

Aims and Principles

Elsley is situated in Brent which is home to one of the most diverse communities in the country and this is one of our strengths. We strive to be an inclusive society and to ensure that everyone in our school feels welcome and equal. This means embracing the modern world we live in, understanding and celebrating our various differences, and addressing the context in which our children are growing up.

Safeguarding children and young people is paramount and is everyone's responsibility. Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

We believe Relationships and Sex Education (RSE) is important for our pupils and our school because:

- It is giving children the knowledge, skills and attitudes that will enable them to make informed decisions about their wellbeing (including the wellbeing of others), health and relationships and to build their self-efficacy
- It is the recognition that everyone faces difficult situations in their lives and how relationship and sex education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support
- It promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- It prepares pupils at the school for the opportunities, responsibilities and experiences of later life

Thus, the aims of Relationships and Sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place safely and respectfully
- Prepare pupils for puberty and changes of adolescence, giving them an age-appropriate understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Equip pupils with the knowledge, skills and language to identify risk, seek help, report concerns and

protect themselves and others from harm

- Create a positive culture around sexuality and relationships where there is an understanding and respect for diversity
- Use Relationships and Sex Education as a tool for safeguarding and identification of early help

We view the partnership of home and school as vital in providing the context to both compliment and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

Statutory requirements

Current regulations and guidance from the Department for Education state that all schools must deliver relationships education as of September 2020.

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

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

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.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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

Documents that inform the school's RSE policy include:

- DfE Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education
- PSHE Association Programme of Study
- National Curriculum (2014)
- Keeping Children Safe in Education (KCSIE - DfE)
- Equality Act 2010
- Supplementary Guidance SRE for the 21st century (2014)
- Ofsted Inspection Framework
- Education for a Connected World

Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy

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

Definition

RSE provides pupils with the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

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

RSE is not about the promotion of sexual activity.

In this policy, Sex Education refers to the specific, additional content taught in Year 6 that is not part of the statutory science curriculum, namely:

- Preparing boys and girls for the changes that adolescence brings
- The scientific process of how a baby is conceived and born

Some aspects of sex education are statutory and taught through the science curriculum (e.g. human life cycles, reproduction). Parents do not have the right to withdraw their child from statutory science content.

Curriculum Design

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

RSE is taught as an embedded part of the PSHE curriculum by, following a spiral planned programme of work. It gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach. While we carry out the main RSE in our PSHE curriculum, we also do some RSE through the statutory science curriculum and other subject areas, such as PE and Computing.

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).

Sex Education

Our Year 6 pupils also receive stand-alone sex education sessions delivered by class teachers, focusing on the following themes:

- Emotional and physical changes during puberty, including personal hygiene
- The scientific process of conception and how a baby is conceived and born (including the responsibility of being a parent)
- Understanding what makes a healthy, respectful relationship
- Body image and confidence

Careful planning goes into the design of these lessons and they sit within the context of respect, consent, responsibility, emotional readiness and safety.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed

Meeting the needs of all pupils (SEND, looked-after pupils and pupils with additional needs)

We are committed to ensuring that all pupils are able to access the RSE curriculum. In order to achieve this our practice to delivering the RSE curriculum will include:

- Adapting resources and teaching approaches to match pupils; cognitive, communication or sensory needs
- Pre-teaching or revisiting key vocabulary and concepts
- Providing additional support (e.g. 1:1 support, working in a small group) for pupils who may find the content sensitive or emotionally challenging
- Liaising with parents, carers, social workers, health professionals and other specialists (e.g. BOAT) to plan for individual needs
- Being particularly mindful of pupils with a history of trauma, abuse or safeguarding concerns, and ensuring they are supported sensitively and appropriately

Use of resources

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

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

Safe and effective practice

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, teachers will:

- Answer questions honestly, sensitively, so that pupils are informed in an age-appropriate way
- Use professional judgment and guidance from training to decide whether to address the question in the moment, later one to one or at a more appropriate stage in the curriculum

Teachers will not answer questions that:

- Go beyond the agreed curriculum and the RSE scope for each year group
- Are outside the scope of this policy

We encourage pupils to talk to their parents/carers about any questions they might have that fall outside the curriculum.

Where questions or pupil comments raise a safeguarding concern, staff will follow the school's safeguarding procedures and discuss the matter with the designated safeguarding lead (DSL).

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, as well as with its delivery.

In the event that an external organization is drawn upon to support the delivery of any aspect of the RSE curriculum, the school will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Be clear on:

- What they're going to say
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

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

- Work with external agencies that take or promote extreme positions (i.e. political, religious or otherwise)
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

Roles and Responsibilities

The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

Staff

Teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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.

Pupils

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

This will be achieved by establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike. This is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass

Parental rights

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

- Statutory Relationships Education
- Statutory Health Education content, including puberty and menstrual wellbeing
- Statutory elements of the science curriculum (e.g. human life cycles, reproduction in science)

However, parents, carers and other adults in the community are entitled to:

- accessible, accurate, up-to-date, information delivered in a way which meets their needs
- a safe and supportive environment for their children
- information on how and when RSE is taught
- understand their rights and responsibilities in relation to RSE policy and curriculum
- be informed about issues of confidentiality and how it affects them and their children

- have their views and ideas received in a respectful, non-judgemental manner.

Parents and carers do have the right to request that their child is withdrawn from the non-statutory elements of sex education within RSE, which at Elsley Primary School pupils are taught in Year 6 and cover:

- Conception and how a baby is conceived and born (beyond what is covered in science)

Requests for withdrawal should:

- Be made in writing, using the form in Appendix 3
- Be addressed to the Headteacher

Before granting a request, the Headteacher will:

- Meet with the parent/carer to discuss the request and ensure they understand the aims, content and context of the lessons
- Explain the potential impact of withdrawal, including:
 - Gaps in pupil understanding about human reproduction and conception
 - The possibility that pupils may hear information from peers in less accurate or supportive contexts
- Discuss any concerns or questions parents and carers may have

In the event of withdrawal:

- The pupil will remain in school and will be provided with appropriate, supervised alternative work for the duration of specific sex education lessons
- A record of the request and the outcome will be kept on the pupil's file

If a parent or carer withdraws their child from sex education lessons, we are unable to guarantee that the child will not hear about lesson content from peers (e.g. on the playground or outside school). By withdrawing pupils from these lessons, there is a risk that they may seek information from unreliable or inappropriate sources (e.g. older peers, the internet), which may be inaccurate or unsafe.

Monitoring arrangements

The PSHE subject leader will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Lesson observations
- Staff meetings to review and share ideas

Engaging Stakeholders

The school acknowledges that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

Parents will be informed about the policy, and an information meeting will be held annually for parents of children in Year 5 and Year 6. Parents will have the opportunity to discuss the resources used.

We have decided that we will not teach the sex education elements as this is not statutory except those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum (see Appendix 2).

Review

As part of effective RSE provision, this RSE policy will be reviewed by the PSHE Leader every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with the up-to-date Department for Education advice and guidance. At every review, the policy will be approved by the headteacher.

Appendix 1: Relationships and sex education curriculum map

Whole school overview						
PSHE	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Nursery	<p>Introduction: Setting ground rules for RSE & PSHE</p> <p>Self-regulation: My feelings</p> <p>In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p>	<p>Building relationships: Special relationships</p> <p>In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p>	<p>Managing self: Taking on challenges</p> <p>In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.</p>	<p>Self-regulation: listening and following instructions</p> <p>In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p>	<p>Building relationships: My family and friends</p> <p>In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.</p>	<p>Managing self: My wellbeing</p> <p>In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.</p>
	Reception (understanding the World)					
Year 1	<p>Introduction: Setting ground rules for RSE & PSHE</p> <p>Families and relationships</p> <p>Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair</p>	<p>Health and wellbeing</p> <p>Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy</p>	<p>Safety and the changing body</p> <p>Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe</p>	<p>Citizenship</p> <p>Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy</p>	<p>Economic wellbeing</p> <p>Learning about a range of money and bank functions including cash safety, spending, saving and jobs</p>	<p>Transition lessons</p> <p>Helping Year 1 pupils with the transition to a new year and the changes that come with it</p>
Year 2	<p>Introduction: Setting ground rules for RSE & PSHE</p> <p>Families and relationships</p> <p>Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect</p>	<p>Health and wellbeing</p> <p>Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene</p>	<p>Safety and the changing body</p> <p>Lesson collection: Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; looking at the concept of privacy.</p>	<p>Citizenship</p> <p>Lesson collection: learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion.</p>	<p>Economic wellbeing</p> <p>Learning about financial literacy including how adults get money, wants and needs, using skills and talents and inclusive environments.</p>	<p>Transition lessons</p> <p>Helping Year 2 pupils with their transition to Year 3 and the changes that may come with this move.</p>
Year 3	<p>Introduction: Setting ground rules for RSE & PSHE</p> <p>Families and relationships</p> <p>Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist</p>	<p>Health and wellbeing</p> <p>Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.</p>	<p>Safety and the changing body</p> <p>Learning about: cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence</p>	<p>Citizenship</p> <p>Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy</p>	<p>Economic wellbeing</p> <p>Introduction to budgeting, learning about the different paying methods, the emotional impact of money, the ethics of spending, potential jobs and careers and learning that anyone can aspire to anything.</p>	<p>Transition lessons</p> <p>Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this</p>

Year 4	<p>Introduction: Setting ground rules for RSE & PSHE Families and relationships Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement</p>	<p>Health and wellbeing Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene</p>	<p>Safety and the changing body Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma</p>	<p>Citizenship Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.</p>	<p>Economic wellbeing Learn to manage money, understand borrowing, be cautious online, challenge workplace stereotypes, and align interests with future careers.</p>	<p>Transition lessons Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings</p>
Year 5	<p>Introduction: Setting ground rules for RSE & PSHE Families and relationships Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.</p>	<p>Health and wellbeing Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation</p>	<p>Safety and the changing body Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.</p>	<p>Citizenship An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community</p>	<p>Economic wellbeing Learn to manage money, understand borrowing, be cautious online, challenge workplace stereotypes, and align interests with future careers.</p>	<p>Transition lessons Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.</p>
Year 6	<p>Introduction: Setting ground rules for RSE & PSHE Families and relationships Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief</p>	<p>Health and wellbeing Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals</p>	<p>Safety and the changing body Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.</p>	<p>Citizenship Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy</p>	<p>Economic wellbeing Explore choices related to navigating feelings about money, keeping money safe, managing finances in secondary school, understanding the risks of gambling, considering careers in various workplaces, and identifying the paths to pursue different careers.</p>	<p>Transition lessons Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have</p>

Transition year unit sequence

Whole school overview- Transition year						
PSHE	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Nursery Reception (understanding the World)	Introduction: Setting ground rules for RSE & PSHE Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	Transition	Introduction: Setting ground rules for RSE & PSHE Families and relationships	Citizenship	Economic wellbeing	Health and wellbeing	Safety and the changing body
Year 2	Transition	Introduction: Setting ground rules for RSE & PSHE Families and relationships	Citizenship	Economic wellbeing	Health and wellbeing	Safety and the changing body
Year 3	Transition	Introduction: Setting ground rules for RSE & PSHE Families and relationships	Citizenship	Economic wellbeing.	Health and wellbeing	Safety and the changing body
Year 4	Transition	Introduction: Setting ground rules for RSE & PSHE Families and relationships	Citizenship	Economic wellbeing	Health and wellbeing	Safety and the changing body
Year 5	Transition	Introduction: Setting ground rules for RSE & PSHE Families and relationships	Citizenship	Economic wellbeing.	Health and wellbeing	Safety and the changing body
Year 6	Transition	Introduction: Setting ground rules for RSE & PSHE Families and relationships	Citizenship	Economic wellbeing	Health and wellbeing	Safety and the changing body

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources
RSE IN THE SCIENCE CURRICULUM	
Pupils should be taught to	
Year 1	Identify, name, draw and label the basic parts of the human body and say which part the body is associated with each sense
Year 2	Notice that animals, including humans, have offspring which grow into adults
Year 3	Nothing in Science curriculum related to puberty or reproduction
Year 4	
Year 5	Describe the life process of reproduction in some plants and animals Describe the changes as humans develop to old age
Year 6	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

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

To be completed by parents/carer			
Name of child		Class	
Name of parent/carer		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/carers	<p><i>Include notes from discussions with parents/carers and agreed actions taken.</i></p> <p><i>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</i></p>		