



Relationships and Sex Education Policy

This policy is underpinned by the commitment of Discovery Schools Academy Trust to ensure the entitlement for all pupils to be taught the statutory relationships and sex curriculum and to maintain an appropriate educational environment in which all can learn and achieve.

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Document History

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V0.1	March 2019	Liz Braithwaite	Draft policy created
V0.1	April-July 2019	Liz Braithwaite	Consultation with Trust Board, Parents and Pupils
V1.0	September 2019	Liz Braithwaite	Changes made to policy in light of consultation comments. Final version presented to Trust Board and approved
V2.0	June 2023	Zack Minton	Review and restructure of policy. To be further updated in line with KCSIE23 and then put forward to trustees so it can be ratified.

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1. Purpose

The purpose of Discovery Trust's Relationships and Sex Education (RSE) policy is to promote the well-rounded development of pupils by ensuring the provision of high-quality, age-appropriate education on sex, relationships, and health. Our aim is to equip students with the knowledge and skills necessary to make responsible and informed decisions in their lives, while preparing them for the challenges and opportunities of adulthood. By complying with national guidelines and local regulations, we strive to create a safe and inclusive learning environment that fosters the spiritual, moral, social, cultural, mental, and physical growth of our pupils. Additionally, this policy seeks to provide relevant information and signpost students to external services that can offer further support.

2. Aims

The aims of relationships and sex education (RSE) in our trust 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

3. Legal Framework

In our primary academies, 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 like the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum at primary level.

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](#).

We also have regard to 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 Discovery Trust we teach RSE as set out in this policy.

4. Policy Development

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

- Review – a member of staff or a working group of staff from each school/central trust education team pulled together all relevant information including relevant national and local guidance
- Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy at their respective schools
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with our Advisory Boards and the Board of Trustees for ratification

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

At Parkland Primary School, we have made the decision to teach Sex education at year 6. This focuses on the science of reproduction. This builds on knowledge that is taught in the science curriculum around the life cycles and reproduction.

Protected Characteristics (Equality Act 2010) are age, disability, sex, marriage and civil partnership, race, pregnancy and maternity, sexual orientation, religion or belief and gender reassignment.

6. Organisation of Curriculum

Our RSE curriculum, which forms part of our wider PSHE 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, and considering the age, developmental stage, 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.

Primary sex education will focus on:

- Preparing pupils for how the changes that adolescence brings, prepares their bodies for sexual reproduction
- How a baby is conceived and born
- That there are ways that prevent a baby being made

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

6.1. Primary School Requirements

6.1.1. Parkland Primary school is required to deliver statutory relationships education and health education.

6.1.2. “Relationships education” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

6.1.3. “Health education” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

6.2. The majority of RSE, relationships education and health education curriculum will be delivered through PSHE education, with statutory elements taught via the science curriculum. Protected characteristics will also be taught as part of assemblies throughout the year.

6.3. The curriculum for RSE, relationships education and health education will be available on each Trust school’s website.

7. Delivery of Curriculum

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).

At Parkland Primary School, 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

At Parkland Primary School, sex education focuses on teaching basic knowledge we feel children need, to make informed and safe choices in the future including:

- Preparing pupils for how the changes that adolescence brings, prepares their bodies for sexual reproduction
- How a baby is conceived and born
- That there are ways that prevent a baby being made

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).

At Parkland Primary, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism, or the illegal use of drugs.

7.1. Curriculum development and delivery will adhere to the DfE (2020) 'Teaching about relationships, sex and health' guidance.

7.2. The RSE, relationships education and health education curriculum will be delivered by appropriately trained members of staff, using units such as; the DfE CPD RSE training units.

7.3. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional, and sexual development, as relevant.

7.4. RSE, relationships education and health education will be delivered in a non-judgemental, age-appropriate, factual, and inclusive way that allows pupils to ask questions in a safe environment.

7.5. Any LGBTQ+ content will be approached in a sensitive, age-appropriate, and factual way that allows pupils to understand and be aware of gender identity.

7.6. Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

7.7. Throughout every year group, appropriate diagrams, videos, books, games, discussion, and practical activities will be used to assist learning. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

7.8. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Acceptable Usage Policy (AUP).

7.9. Teachers will establish what is appropriate for one-to-one, small group and whole class settings and alter their teaching of the programmes accordingly.

7.10. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

7.11. Schools are responsible for ensuring that speakers, tools, and resources do not denounce capitalism or undermine the fundamental British values of democracy; the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

7.12. Schools should not under any circumstances use resources produced by organisations that take extreme political stances on matters. This is the case even if the material itself is not extreme, as the use of it could imply endorsement or support of the organisation.

8. Equality and accessibility

8.1. The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their protected characteristics: age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, sexual orientation.

8.2. The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

8.3. The school understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.

8.4. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

8.5. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

8.6. The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all pupils and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

8.7. The school will be actively aware of everyday issues such as sexism, misogyny, homophobia, and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

8.8. The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Behaviour Policy.

9. Use of external organisations and materials

At Parkland Primary School, we use materials produced by the PSHE Association to support the teaching of the RSE and PSHE curriculum. We also use the No Outsiders scheme and resources to teach pupils about protected characteristics.

Any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

We remain responsible for what is said to pupils. This includes making sure that any speakers, tools, and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We 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 they 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
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session

- 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 will not, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

10. Roles and responsibilities

10.1 The board of trustees

The board of trustees will approve the RSE policy at Trust level.

10.2 Advisory Board

Advisory Boards are responsible for supporting the implementation of the policy at their school and reporting issues to the Head of Safeguarding and CEO if they occur.

10.3 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across their school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 11).

10.4 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.

At Parkland Primary School, teachers will deliver all elements of the RSE curriculum including Sex Education.

10.5 PSHE Lead

The role of the PSHE Lead at our school includes the responsibility of reviewing and evaluating the Relationships and Sex Education (RSE) programme. The PSHE Lead will report to the Head Teacher regarding this task.

To support staff in their planning and delivery of the 'Curriculum for RSE,' the PSHE Lead will assist by providing lesson plans and activities for colleagues. They will also gather assessments, liaise with PSHE

advisors, plan INSET to meet staff needs, and coordinate with visitors who support the RSE curriculum.

10.6 Pupils

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

11. Parents' right to withdraw

11.1 Parents have the right to request that their child is withdrawn from some or all of sex education curriculum. (This does not include the statutory requirements of the science curriculum).

11.2. Parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

11.3. Requests to withdraw a child from sex education must be made in writing to the headteacher or nominated deputy.

11.4. Before granting a withdrawal request, the headteacher (or nominated deputy) will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

11.5. They will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

11.6. All discussions with parents will be documented. These records will be kept securely.

11.7. Following discussions with parents, the school will respect the request to withdraw their child up to and until three terms before the child turns 16, except in exceptional circumstances. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will plan to provide the child with RSE.

11.8. Pupils who are withdrawn from RSE (Sex Education) will receive appropriate, purposeful education during the full period of withdrawal.

11.9. For requests concerning the withdrawal of a pupil with SEND, the headteacher may take the pupils' specific needs into account when making their decision.

12. Safeguarding and Confidentiality

12.1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

12.2 To meet DfE best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

12.3. When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing

instructions to, pupils. Teaching of these subjects will always prioritise preventing self-harm or suicide as a central goal.

12.4 Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

12.5 Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.

12.6 Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

13. Training

13.1. Training will be provided by the RSE and health education subject leader, alongside other school leaders and selected outside agencies.

13.2. Training will be delivered to the relevant members of staff on a regular basis to ensure they are up to date with the RSE and health education curriculum.

13.3. Training materials will be based on the Department for Education RSE CPD units.

13.4. Training will be focused on both subject knowledge and pedagogical theory relating to methods of delivery e.g. distancing techniques.

13.5. Training will also be scheduled around any updated guidance on the curriculum and any new developments, which may need to be addressed in relation to the curriculum.

13.6. Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling, and treatments.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR 1 — MEDIUM-TERM OVERVIEW		
Half term / Key question:	Topic	In this unit of work, pupils learn... Statutory RSE Content: Relationships, Health Core Content in BOLD
Autumn 1	Zones of Regulation (Transition Week)	Introduction to Zones of Regulation based on the whole school approach and lessons. <ul style="list-style-type: none">a range of words to describe how they are feelinghow to use the zones of regulation check-in in the classroom and when to do thissome simple strategies they can use to regulate their feelings (see zones of regulation toolkit)
Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none">what they like/dislike and are good at H23what makes them special and how everyone has different strengths R23/H21how their personal features or qualities are unique to them R23/H22how they are similar or different to others, and what they have in common R23to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private R13
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none">that family is one of the groups they belong to, as well as, for example, school, friends, clubs R1about the different people in their family / those that love and care for them R1what their family members, or people that are special to them, do to make them feel loved and cared for R2how families are all different but share common features – what is the same and different about them R2about the same and different features of family life, including what families do/enjoy together R4that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried R5

Spring 1 What helps us stay healthy?	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37	<ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) H1/7 that things people put into or onto their bodies can affect how they feel H37 how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy H6/H10 why hygiene is important and how simple hygiene routines can stop germs from being passed on H5 what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing H7
Spring 2 What can we do with money?	Living in the wider world Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	<ul style="list-style-type: none"> what money is - that money comes in different forms how money is obtained (e.g. earned, won, borrowed, presents) how people make choices about what to do with money, including spending and saving the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this
Summer 1 Who helps to keep us safe?	Health and wellbeing Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	<ul style="list-style-type: none"> that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people H33 who can help them in different places and situations; how to attract someone's attention or ask for help; what to say H35 how to respond safely to adults they don't know R15 what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard R20 PB how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say H36
	Protected Behaviours	Four lessons in line with protective behaviour planning resource <ul style="list-style-type: none"> Lesson 1: Feelings Lesson 2: Unsafe feelings and body awareness Lesson 3: Body Privacy and secrets Lesson 4: Telling and networks
Summer 2 How can we look after each	Living in the wider world Ourselves and others; the world around us; caring for others; growing and	<ul style="list-style-type: none"> how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively; how to talk about and share their opinions on things that matter to them R21/R22/R24 the responsibilities they have in and out of the classroom

other and the world?	<p>changing</p> <p>PoS refs: H26, H27, R21, R22, R24, R25, L2, L3</p>	<ul style="list-style-type: none"> • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old H26 • how to manage change when moving to a new class/year group H27
YEAR 2 MEDIUM-TERM OVERVIEW		
Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> • how to make friends with others R6 • how to recognise when they feel lonely and what they could do about it R6 • how people behave when they are being friendly and what makes a good friend R7 • how to resolve arguments that can occur in friendships R8 • how to ask for help if a friendship is making them unhappy R9
Autumn 2 What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	<ul style="list-style-type: none"> • how words and actions can affect how people feel R10/11/21/22 • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe R12/R17 • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable R12 • how to respond if this happens in different situations R12 • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so R12/R16
Spring 1 What jobs do people do?	Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life
Spring 2 What helps us	Health and wellbeing Keeping safe; recognising risk; rules	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) H28

to stay safe?	PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	<ul style="list-style-type: none"> • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them H29/30/32 PB • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets R18/R19 PB • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not R14 • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them R20 PB
	Protected Behaviours	<p>Three lessons in line with protective behaviour planning resource</p> <ul style="list-style-type: none"> • Lesson 1: Right, responsibilities and feelings • Lesson 2: Unsafe Feelings and Problem Solving • Lesson 3: Body Awareness and personal space • Lesson 4: Networks and using them
Summer 1 What can help us grow and stay healthy?	Health and wellbeing Being healthy: eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest H1 • that eating and drinking too much sugar can affect their health, including dental health H2 • how to be physically active and how much rest and sleep they should have everyday H3/4 • that there are different ways to learn and play; how to know when to take a break from screen-time H9 • how sunshine helps bodies to grow and how to keep safe and well in the sun H8
Summer 2 How do we recognise our feelings?	Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27	<p>Make explicit links to teaching these lessons using Zones of Regulation.</p> <ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings that they or other may have H11/12 ZR • what helps them to feel good, or better if not feeling good H13/17 ZR • how to recognise what others might be feeling and that different things / times / experiences can bring about different feelings for different people at different times (including loss, change and bereavement or moving on to a new class/year group) H12/14/15/27 • to learn about change and loss (including death); identifying feelings associated with this and recognise what helps people feel better H20 • how feelings can affect people in their bodies and their behaviour H13 ZR • ways to manage big feelings and when they find things difficult and the importance of sharing their feelings with someone they trust H18/24 ZR • how to recognise when they might need help with feelings and how to share their feelings and ask for help when they need it H16/19 ZR • how to prepare to move to a new year group H27

YEAR 3 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 How can we be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18	<ul style="list-style-type: none"> how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded R10 how to recognise if others are feeling lonely and excluded and strategies to include them R14 how to build good friendships, including identifying qualities that contribute to positive friendships R11 that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences R17 how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support R13/R18
Autumn 2 What keeps us safe?	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H39, H40, H43, H44, R25, R26, R28, R29	<ul style="list-style-type: none"> how to recognise hazards (including fire) that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe H39 how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers Add Protective behaviours here <ul style="list-style-type: none"> that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable R25/26 PB how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) R28/29 PB how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines and take them correctly, such as for allergies and asthma, and other household products, responsibly) H9/H10/H40 how bacteria and viruses can affect health and that some diseases can be prevented by vaccinations and immunisations H9/H10 how to react and respond if there is an accident and how to deal with minor injuries (basic first aid) e.g. scratches, grazes, burns H33 what to do in an emergency, including calling for help and speaking to the emergency services H44

	Protected Behaviours	<p>Four lessons in line with protective behaviour planning resource</p> <ul style="list-style-type: none"> • Lesson 1: Right, responsibilities and feelings • Lesson 2: Unsafe Feelings • Lesson 3: Body Awareness and telling • Lesson 4: Networks and using them
Spring 1 What are families like?	Relationships Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) R7 • how common features of positive family life often include commitment, care and spending time together and shared experiences, e.g. celebrations, special days or holidays R8 • how people within families should care for each other and the different ways they demonstrate this R6 • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe R9
Spring 2 What makes a community?	Living in the wider world Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, L8	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards (and listen and respond to) people who may live differently to them (different traditions, beliefs and lifestyles), recognising what they have in common R32
Summer 1 Why should we eat well and look after our teeth?	Health and wellbeing Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods H1 • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist H1/H11 • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health H6 • how people make choices about what to eat and drink, including who or what influences these H1/H3/H6 • how, when and where to ask for advice and help about healthy eating and dental care H1/H14

Summer 2 Why should we keep active and sleep well?	Health and wellbeing Being healthy: keeping active, taking rest PoS refs: H1, H2, H3, H4, H7, H8, H13, H14	<ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings H1/H5/H7 • how to be active on a daily and weekly basis - how to balance time online with other activities H5/H13 • how to make choices about physical activity, including what and who influences decisions H1/H3 • how the lack of physical activity can affect health and wellbeing H5 • how lack of sleep can affect the body and mood and simple routines that support good quality sleep H8 • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried H1/H14
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YEAR 4 MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 What strengths, skills and interests do we have ?	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality H27 • to develop self-worth by identifying positive things about themselves and their achievements H28 • how their personal attributes, strengths, skills and interests contribute to their self-esteem H28 • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking H29 ZR (links to ZR)
Autumn 2 How do we treat each other with respect?	Relationships Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, L2, L3, L10	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online R19 • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* R27 • the rights that children have and why it is important to protect these • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination R20/21 • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns R20

Spring 1 How can we manage our feelings?	Health and wellbeing Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23	<ul style="list-style-type: none"> • how everyday things can affect feelings H18 • how feelings change over time and can be experienced at different levels of intensity H17 • the importance of expressing feelings and how they can be expressed in different ways (building a vocabulary of emotions) • how to respond proportionately to, and manage, feelings in different circumstances H20 • ways of managing feelings at times of loss, grief and change H23 • how to access advice and support to help manage their own or others' feelings H21
Spring 2 How will we grow and change?	Health and wellbeing Growing and changing; puberty PoS refs: H31, H32, H34	<ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams H31 • how puberty can affect emotions and feelings H31 • how personal hygiene routines change during puberty H32 • how to ask for advice and support about growing and changing and puberty H34
Summer 1 How can our choices make a difference to others and the environment?	Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34	<ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues, respecting others' points of view and constructively challenge those they disagree with R34 • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way

Summer 2 How can we manage risk in different places?	Health and wellbeing Keeping safe; out and about; recognising and managing risk PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations; how to respond safely and appropriately to adults they may encounter (including online) whom they do not know H38/R24 • how to recognise risk in relation to friendships (how knowing someone online differs from knowing someone face-to-face) and keeping safe R12 • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) H12/H41 • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to recognise the pressure from others to do something unsafe or that makes them feel uncomfortable and strategies to manage this influence R28/R15 • how people's online actions can impact on other people; why someone may behave differently online (pretending to be someone they are not) H42/R23 • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online H42 • how to report concerns, including about inappropriate online content and contact H42/R23 • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law (drugs are covered later in Y5) H37/H47/R29
	Protected Behaviours	Four lessons in line with protective behaviour planning resource <ul style="list-style-type: none"> • Lesson 1: Right, responsibilities and feelings • Lesson 2: Safe and unsafe feelings • Lesson 3: Secrets • Lesson 3: Networks and using networks (My network when at school)
YEAR 5 MEDIUM-TERM OVERVIEW		
Half term / Key question:	Topic	In this unit of work, pupils learn...

Autumn 1 What makes up our identity?	Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R32, L9	<ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) H25 • how individuality and personal qualities make up someone's identity recognising their individuality and personal qualities (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) H26/H27 • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others
Autumn 2 What decisions can people make with money?	Living in the wider world Money; making decisions; spending and saving PoS refs: R34, L17, L18, L20, L21, L22, L24	<ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions
Spring 1 How can we help in an accident or emergency?	Health and wellbeing Basic first aid, accidents, dealing with emergencies PoS refs: H43, H44	<ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions H43 • that if someone has experienced a head injury, they should not be moved H43 • when it is appropriate to use first aid and the importance of seeking adult help H44 • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services H44
	Protected Behaviours	Three lessons in line with protective behaviour planning resource <ul style="list-style-type: none"> • Lesson 1: Right, responsibilities and feelings • Lesson 2: Safe Feelings and Early Warning Signs (unsafe feelings) • Lesson 3: Networks and using networks (My network when at school)

Spring 2 How can friends communicate safely?	Relationships Friendships; relationships; becoming independent; online safety PoS refs: R1, R18, R24, R26, R29, L11, L15	<ul style="list-style-type: none"> • about the different types of relationships people have in their lives (friendships, family, romantic, online) R1 • how friends and family communicate together; how the internet and social media can be used positively • face-to-face/how to respond safely and appropriately to adults they may encounter whom they do not know (online and offline) R24 • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family R26 • how to respond if a friendship is making them feel worried, unsafe or uncomfortable R18 • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety R18/29
Summer 1 How can drugs common to everyday life affect health?	Health and wellbeing Drugs, alcohol and tobacco; healthy habits PoS refs: H1, H3, H4, H46, H47, H48, H50	<ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping, nicotine, alcohol, caffeine and medicines) can affect health and wellbeing H46 • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal H47 • how laws surrounding the use of drugs exist to protect them and others H47 • why people choose to use or not use different drugs H48 • how people can prevent or reduce the risks associated with them H46 • that for some people, drug use can become a habit which is difficult to break H46 • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use H50 • how to ask for help from a trusted adult if they have any worries or concerns about drugs H50
Summer 2 What jobs would we like?	Living in the wider world Careers; aspirations; role models; the future PoS refs: L26, L27, L28, L29, L30, L31, L32	<ul style="list-style-type: none"> • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

YEAR 6 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 & 2 How can we keep healthy as we grow?	Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10	<ul style="list-style-type: none"> • how mental and physical health are linked H1/H2/H3/H15 • how positive friendships and being involved in activities such as clubs and community groups support wellbeing R10 • how to make choices that support a healthy, balanced lifestyle including: H1/H2/H3/H6/H7/H8/H11/H12/H13 <ul style="list-style-type: none"> - how to plan a healthy meal - how to stay physically active - how to maintain good dental health, including oral hygiene, food and drink choices - how to benefit from and stay safe in the sun - how and why to balance time spent online with other activities - how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep - how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one H3/H4 • how drugs (legal and illegal) can affect health and how to manage situations involving them H40/H46 • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school H5/H14/H21/H22 • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on H16 • that anyone can experience mental ill-health and to discuss concerns with a trusted adult H14/H22 • that mental health difficulties can usually be resolved or managed with the right strategies and support H16/H22

	Protected Behaviours	<p>Three lessons in line with protective behaviour planning resource</p> <ul style="list-style-type: none"> • Lesson 1: Right, responsibilities and feelings • Lesson 2: Safe Feelings and Early Warning Signs (unsafe feelings) • Lesson 3: Networks and using networks (My network when at school)
<p>Spring 1 & 2</p> <p>How can the media influence people?</p>	<p>Living the wider world</p> <p>Media literacy and digital resilience; influences and decision-making; online safety</p> <p>PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p>	<ul style="list-style-type: none"> • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about drugs such as alcohol and smoking/vaping, health, the news and different groups of people) and that these can influence opinions and decisions H49 • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints R34
<p>Summer 1 & 2</p> <p>What will</p>	<p>Relationships</p> <p>Different relationships, changing and</p>	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including friendships, family, online, romantic or intimate relationships; they may be attracted to someone of the same or different sex; R2 • gender identify and sexual orientation are different R2

change as we become more independent? How do friendships change as we grow?	<p>growing, adulthood, independence, moving to secondary school</p> <p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p> <p>²Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.</p>	<ul style="list-style-type: none"> that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another; that a feature of positive family life is caring relationships R6 that adults can choose to be part of a committed relationship or not, including marriage or civil partnership (they may choose to live together or apart) R3/R5/R6 that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime R4 to identify the external genitalia and internal reproductive organs in males and females H30 key facts about puberty and the changing adolescent body; how it relates to growing from childhood to adulthood (key physical and emotional changes) H33 about the process of reproduction and birth as part of the human life cycle how babies are conceived that there are ways to prevent a baby being made² and how they need to be cared for H30 how growing up and becoming more independent comes with increased opportunities and responsibilities H35 how friendships may change as they grow and how to manage this R16 problem solving strategies for dealing with emotions, challenges and change, including moving to secondary school H24/H36 how to ask for support or where to seek further information and advice regarding growing up and changing H34
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Non-statutory Sex Education which parents could withdraw from.

	Progression of sex education and key vocabulary						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sex education (beyond statutory relationships)							Summer Term Children will be taught: -the process of reproduction and birth as part of the human life cycle

							-how babies are conceived that there are ways to prevent a baby being made ² -how they need to be cared for
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ALL	Each Unit of work will begin with a 'No Outsiders' Scheme of work lesson which address themes linked to the 2010 Equality Act . <i>These lessons also contribute towards builds a respectful and inclusive whole school ethos where 'Everyone is different, and everyone is welcome. Additionally, these support us achieving our curriculum aim of supporting our children to become responsible citizens.</i>					
EYFS	Relationships What is the same and different about us?	Relationships Who is special to us?	Health and Wellbeing What helps us stay healthy?	Living in the Wider World How can we look after each other and the world?	Health and Wellbeing Who helps to keep us safe?	Health and Wellbeing What helps us to stay safe?
Year 1	Relationships What is the same and different about us?	Relationships Who is special to us?	Health and Wellbeing What helps us stay healthy?	Living in the Wider World What can we do with money?	Health and Wellbeing Protected Behaviours Who helps to keep us safe?	Living in the Wider World How can we look after each other and the world?
Year 2	Relationships What makes a good friend?	Relationships What is bullying?	Living in the Wider World What jobs do people do?	Health and Wellbeing Protected Behaviours What helps us to stay safe?	Health and Wellbeing What helps us grow and stay healthy?	Health and Wellbeing How do we recognise our feelings?
Year 3	Relationships How can we be a good friend?	Health and Wellbeing Protected Behaviours What keeps us safe?	Relationships What are families like?	Living in the Wider World What makes a community?	Health and Wellbeing Why should we eat well and look after our teeth?	Health and Wellbeing Why should we keep active and sleep well?
Year 4	Health and Wellbeing What strengths, skills and interests do we have?	Relationships How do we treat each other with respect?	Health and Wellbeing How can we manage our feelings?	Health and Wellbeing How will we grow and change?	Living in the Wider World How can our choices make a difference to others and the environment?	Health and Wellbeing Protected Behaviours How can we manage risk in different places?
Year 5	Health and Wellbeing What makes up a person's identity?	Living in the Wider World What decisions can people make with money?	Health and Wellbeing Protected Behaviours How can we help in an accident or emergency?	Relationships How can friends communicate safely?	Health and Wellbeing How can drugs common to everyday life affect health?	Living in the Wider World What jobs would we like?
Year 6	Health and Wellbeing Protected Behaviours How can we keep healthy as we grow?		Living in the Wider World How can the media influence people?		Relationships What will change as we become more independent? How do friendships change as we grow?	

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
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • 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

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

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

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