Sires Hill
PRIMARY ACADEMY

PSHE (Personal, Social, Health Education) Policy (including Relationships and Sex Education Policy

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Policy Review Information for:	PSHE and Relationships and Sex Education Policy
Review Frequency	Annually
Statutory Policy	Yes
Policy owner	Principal
Lead Reviewer	Principal
Approver and date of last approval	Principal, October 2026

Date reviewed	**By**	**Amendments made**
September 2021	AA	No amendments
September 2022	AA	No amendments
September 2023	AA	No amendments
September 2024	AA	No amendments
September 2025	AA	Updated to include contents and restructured to include our statutory requirements • Section 5: Clarified the DFE recommends that primary schools teach sex education in Years 5/6 • Section 6: Clarified that the school may amend curriculum content to respond to the context and issues affecting pupils in an age appropriate manner. • Section 6.2 will share resources in a meeting with parents • Provided more detail about what is covered in the curriculum.
October 2026	AA	No amendments as statutory changes made in March 2026.
Next review October 2027		

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1. Aims

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

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

2. Statutory requirements

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

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 also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Sires Hill Primary Academy, we teach RSE as set out in this policy.

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

In teaching RSE, we're 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 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At SHPA we teach RSE as set out in this policy.

3. 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 and details of the curriculum have been provided

4. Ratification – once amendments were made, the policy was ratified.

4. Definition
For the purpose of this policy:

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum
Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

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

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

The school will make sure that:

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

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, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos

- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

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

SHPA uses Jigsaw, a well researched and known programme to deliver this curriculum.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by granSHPArents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 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

6.2 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 and maturity of the 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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the Principal.

7.2 The Principal

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

7.3 Staff

Staff are responsible for:

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

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.

7.4 Pupils

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

8. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

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

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

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

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Sires Hill Primary Academy puberty is taught as a statutory requirement of Health Education and is covered by our Jigsaw PSHE Programme in the 'Changing Me' unit. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.
Year 4, Lesson 2 (Having a baby)
Year 5, Lesson 4 (Conception)
Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right by email and newsletter. Parents will be invited to attend a workshop where senior staff will provide an overview of the lessons, including visual materials that will form part of the teaching. This workshop will be held annually prior to the unit being taught.

9. Training

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

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

10. PSHE

At Sires Hill Primary Academy we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. Parents/carers were consulted on this policy in October 2019 through a presentation. Parents/carers are also invited to an annual discussion where the contents of the sex education programme are shared.

The Jigsaw Programme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.
The overview of the programme can be seen on the school website.

This also supports the “Personal Development” and “Behaviour and Attitudes” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Here, at Sires Hill Primary Academy, we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC)

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme for each of the six puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.

Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Sires Hill Primary Academy we allocate teaching time for PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.
These explicit lessons are reinforced and enhanced in many ways:
Assemblies, praise and reward systems, Learning Charters, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Our approach is whole school and ensures that over time new learning is built upon prior knowledge. As each class focuses on each puzzle piece consistency of teaching and content is assured.

PSHE lessons are delivered weekly by the class teacher, as the content and discussions build over time this continuity of delivery is essential to providing the secure environment in which students are confident to express themselves and ask questions.

Health Education
What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?
Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.
The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.
It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.
Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Monitoring and Review

The of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

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Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Pre school/ Reception	Summer term	• Changing me' Know the names and functions of some parts of the body.(eye, foot, eyebrow, ear, mouth, arm, leg, chest, tongue, nose, stomach • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry Relationships • Know what a family is • • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendship • • Know that friends sometimes fall out • Know some ways to mend a friendship • • Know that unkind words can never be taken back and they can hurt • • Know some reasons why others get angry	Jigsaw

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer term	• Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know the names of female and male private body parts: vagina, penis, testicle, anus • Know that there are correct names for private body parts and nicknames and when to use them • Know which parts of the body are private and they belong to that person and nobody has the right to hurt these Relationships • Know that everyone's family is different • • Know that there are lots of different types of families • • Know that families are founded on belonging, love and care • • Know how to make a friend • • Know the characteristics of healthy and safe friends • • Know that physical contact can be used as a greeting • • Know about the different people in the school community and how they help • • Know who to ask for help in the school community	

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Year 2	Summer term	• Know that life cycles exist in nature • • Know that aging is a natural process including old-age • • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age • • Know the physical differences between male and female bodies • Know the correct names for private body parts • • Know that private body parts are special and that no one has the right to hurt these • • Know who to ask for help if they are worried or frightened • • Know there are different types of touch and that some are acceptable and some are unacceptable Relationships • • Know that everyone's family is different • • Know that families function well when there is trust, respect, care, love and co-operation • • Know that there are lots of forms of physical contact within a family • • Know how to stay stop if someone is hurting them • • Know some reasons why friends have conflicts • • Know that friendships have ups and downs and sometimes change with time • • Know how to use the Mending Friendships or Solve-it-together problem-solving methods •	

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		• Know there are good secrets and worry secrets and why it is important to share worry secrets • • Know what trust is	

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Year 3	Summer term	• Know that in animals and humans lots of changes happen between conception and growing up • • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • • Know that babies need love and care from their parents/carers • • Know some of the changes that happen between being a baby and a child • • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • • Know some of the outside body changes that happen during puberty • • Know some of the changes on the inside that happen during puberty Relationships • Know that different family members carry out different roles or have different responsibilities within the family • • Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc • • Know some of the skills of friendship, e.g. taking turns, being a good listener • • Know some strategies for keeping themselves safe online • • Know how some of the actions and work of people around the world help and influence my life • • Know that they and all children have rights (UNCRC) •	

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		• Know the lives of children around the world can be different from their own	

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer term	• Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • • Know that babies are made by a sperm joining with an ovum • • Know the names of the different internal and external body parts that are needed to make a baby • • Know how the female and male body change at puberty • • Know that personal hygiene is important during puberty and as an adult • • Know that change is a normal part of life and that some cannot be controlled and have to be accepted • • Know that change can bring about a range of different emotions Relationships • • Know some reasons why people feel jealousy • • Know that jealousy can be damaging to relationships • • Know that loss is a normal part of relationships • • Know that negative feelings are a normal part of loss • • Know that memories can support us when we lose a special person or animal • • Know that change is a natural part of relationships/ friendship • • Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe	

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer term	• Know that our self-image is important to our mental well-being, and that there are things we can do to affirm this • • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • • Know that sexual intercourse can lead to conception • • Know that some people need help to conceive and might use IVF • • Know that becoming a teenager involves various changes and also brings growing responsibility Relationships • Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends	

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer term	• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • • Know how a baby develops from conception through the nine months of pregnancy and how it is born • • Know how being physically attracted to someone changes the nature of the relationship • • Know the importance of self-esteem and what they can do to develop it • • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class Relationships • Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them • Know some of the dangers of being 'online' • Know how to use technology safely and positively to communicate with their friends and family	

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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

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TOPIC	PUPILS SHOULD KNOW
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

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TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

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TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

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TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

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Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	