

Maiden Erlegh Trust  
**RELATIONSHIPS AND SEX  
EDUCATION POLICY  
(PRIMARY)**



**MAIDEN ERLEGH  
TRUST**

**Including local annexes for:**

**OAK TREE SCHOOL**

<b>Initial approval:</b>	November 2025
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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 primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science 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

In our school 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 – all relevant information including relevant national and local guidance was collated and reviewed centrally by Maiden Erlegh Trust.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
4. Ratification – once amendments were made, the policy was shared with governors and 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, carers 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. Some biological aspects of RSE are taught within the science curriculum, and other aspects may be included within religious education curriculum (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
- How I change as I grow including preparing children for the physical and emotional changes that growing up brings

Sex education will be taught in years 5 & 6 and will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born, including consent & contraception.

- The journey of an embryo from conception to birth

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.

Our mainstream primary schools use the Jigsaw PSHE and RSE programme as the core resource to deliver high quality, ageappropriate Relationships and Sex Education. Jigsaw provides a carefully sequenced, progressive curriculum that supports pupils' personal development, emotional literacy, and understanding of healthy relationships. The materials are fully aligned with the statutory DfE 2026 RSE and Health Education guidance, ensuring coverage of all required learning while promoting safeguarding, respect, and inclusion.

Jigsaw lessons are structured to create a safe, supportive learning environment, with consistent routines, mindfulness elements, and clear ground rules that help pupils engage sensitively with potentially challenging topics. Content is delivered in a valuesled, nonjudgemental way, reflecting our school ethos and reinforcing our commitment to equality and the protected characteristics. Resources are adapted where necessary to meet the needs of all learners, including SEND pupils.

Our special primary schools follow the PSHE association framework for children with SEND.

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

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.

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 grandparents, 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. Use of external organisations and materials

We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

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 we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- 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 our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, 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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, 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
- Work with agencies who don't allow their material to be shared with parents and carers

## 8. Roles and responsibilities

### 8.1 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 Educational Standards Committee.

### 8.2 The headteacher

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 components of RSE (see section 9).

### 8.3 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 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.

### 8.4 Pupils

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

## 9. Parents' right to withdraw

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

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

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

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

## 10. Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

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

## 11. Monitoring arrangements

Monitoring and evaluation of the programme is undertaken by the Senior Leadership Group.

This policy will be reviewed every 3 years subject to statutory changes. At every review, the policy will be approved by Educational Standards Committee.

# APPENDIX 1: CURRICULUM MAP

## Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Band 1	Autumn 1	<p><b><u>Self awareness</u></b></p> <ul style="list-style-type: none"> <li>• Has developed friendships with other children.</li> </ul>	<p>Taught explicitly through structured lessons and activities. Taught ‘in the moment’ as appropriate. Generalise skills through community visits.</p>
Band 1	Autumn 2	<p><b><u>Self care, support and safety</u></b></p> <ul style="list-style-type: none"> <li>• Can build constructive and respectful relationships.</li> <li>• Can form positive attachments to adults and friendships with peers.</li> </ul>	<p>Taught explicitly through structured lessons and activities. Taught ‘in the moment’ as appropriate. Generalise skills through community visits.</p>
Band 1	Spring 1	<p><b><u>Managing feelings</u></b></p> <ul style="list-style-type: none"> <li>• Can build constructive and respectful relationships.</li> <li>• Can form positive attachments to adults and friendships with peers.</li> </ul>	<p>Taught explicitly through structured lessons and activities. Taught ‘in the moment’ as appropriate. Generalise skills through community visits.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Band 1	Spring 2	<p><b><u>Changing and growing</u></b></p> <ul style="list-style-type: none"> <li>• Can form positive attachments to adults and friendships with peers</li> </ul>	<p>Taught explicitly through structured lessons and activities. Taught 'in the moment' as appropriate. Generalise skills through community visits.</p>
Band 1	Summer 1	<p><b><u>Healthy lifestyles</u></b></p> <ul style="list-style-type: none"> <li>• Can form positive attachments to adults and friendships with peers</li> </ul>	<p>Taught explicitly through structured lessons and activities. Taught 'in the moment' as appropriate. Generalise skills through community visits.</p>
Band 1	Summer 2	<p><b><u>The world I live in</u></b></p> <ul style="list-style-type: none"> <li>• Can form positive attachments to adults and friendships with peers</li> <li>• Has developed friendships with other children.</li> <li>• Can build constructive and respectful relationships.</li> </ul>	<p>Taught explicitly through structured lessons and activities. Taught 'in the moment' as appropriate. Generalise skills through community visits.</p>
Band 2	Autumn 1	<p><b><u>Self awareness</u></b></p> <p><b>Things we are good at</b></p> <ul style="list-style-type: none"> <li>• Respond with curiosity to stimuli about our family</li> </ul> <p><b>People who are special to us</b></p> <ul style="list-style-type: none"> <li>• Recognise what is meant by 'family'.</li> <li>• Describe times when we may feel unhappy with our friends or family members.</li> </ul>	<p>Taught explicitly through structured lessons and activities. Taught 'in the moment' as appropriate. Material adapted from PSHE SEND association framework.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Band 2	Autumn 2	<p><b><u>Self care, support and safety</u></b></p> <p><b>Taking care of ourselves</b></p> <ul style="list-style-type: none"> <li>• Respond to stimuli about the people who look after us.</li> <li>• Identify people who look after us and help us to take care of ourselves.</li> <li>• Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.).</li> </ul> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>• Respond with curiosity to stimuli about the adults who are responsible for keeping us safe.</li> <li>• Respond with curiosity to adult modelling of different ways that people communicate with each other.</li> <li>• Describe some ways that we use to communicate, including online.</li> </ul> <p><b>Trust</b></p> <ul style="list-style-type: none"> <li>• Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise.</li> <li>• Identify trusted adults in school.</li> <li>• Recognise things we would call ‘personal’ and things we would call ‘private’. Recognise what keeping something secret means.</li> </ul> <p><b>Public and private</b></p> <ul style="list-style-type: none"> <li>• Respond to stimuli about things that belong to us.</li> <li>• Respond to stimuli about what is meant by the word private.</li> <li>• Recognise the difference between something that is private and something that is public.</li> <li>• Explain that we have a right to keep our bodies private.</li> </ul>	<p>Taught explicitly through structured lessons and activities. Taught ‘in the moment’ as appropriate.</p> <p>Material adapted from PSHE SEND association framework.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Band 2	Spring 1	<p><b><u>Managing feelings</u></b>  <b>Managing strong feelings</b></p> <ul style="list-style-type: none"> <li>• Respond to stimuli about some of the different ways we can communicate our feelings and needs to others.</li> <li>• Identify some different ways of communicating feelings and needs to others.</li> <li>• Demonstrate vocabulary/ communication skills to express a range of different feelings.</li> <li>• Recognise ways we can help ourselves to feel better if we are feeling sad or upset</li> </ul>	<p>Taught explicitly through structured lessons and activities. Taught 'in the moment' as appropriate.  Material adapted from PSHE SEND association framework.</p>

Band 2	Spring 2	<p><b><u>Changing and growing</u></b></p> <p><b>Dealing with touch</b></p> <ul style="list-style-type: none"> <li>• Respond with interest to stimuli about different kinds of daily physical contact we experience.</li> <li>• Respond to adult modelling/visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us.</li> <li>• Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection.</li> <li>• Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched.</li> <li>• Explain that our bodies belong to us and that we have a right to feel safe.</li> <li>• Recognise the need to respect other people’s bodies and to ask for permission before we touch them.</li> </ul> <p><b>Different types of relationships</b></p> <ul style="list-style-type: none"> <li>• Give examples of different types of relationships.</li> <li>• Identify the people who make up our family.</li> <li>• Identify different types of family.</li> <li>• Recognise others’ families in school may be different from their family.</li> </ul> <p><b>Changes in puberty</b></p> <ul style="list-style-type: none"> <li>• Respond with curiosity to adult prompting of the names for body parts and changes of puberty. <b>(Considering teaching in gender groups).</b></li> <li>• Recognise correct vocabulary for some of the main body parts, including genitalia. <b>(Considering teaching in gender groups).</b></li> </ul>	<p>Taught explicitly through structured lessons and activities. Taught ‘in the moment’ as appropriate.</p> <p>Material adapted from PSHE SEND association framework.</p>
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>Recognise that bodies change as people become adults, including the onset of menstruation. <b>(Considering teaching in gender groups).</b></li> <li>Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty <b>(Considering teaching in gender groups).</b></li> <li>Identify whom we can talk to about growing and changing.</li> </ul>	
Band 2	Summer 2	<p><b><u>The world I live in</u></b>  <b>Taking care of the environment</b></p> <ul style="list-style-type: none"> <li>Respond to stimuli which demonstrates the ways in which we are cared for by trusted adults.</li> </ul>	<p>Taught explicitly through structured lessons and activities. Taught 'in the moment' as appropriate.  Material adapted from PSHE SEND association framework.</p>
Band 3	Autumn 1	<p><b><u>Self awareness</u></b>  <b>Different types of relationships</b></p> <ul style="list-style-type: none"> <li>Identify different types of family.</li> </ul> <p><b>Getting on with others</b></p> <ul style="list-style-type: none"> <li>Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.</li> <li>Identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship.</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Band 3	Autumn 2	<p><b><u>Self care, support and safety</u></b></p> <p><b>Keeping safe online</b></p> <ul style="list-style-type: none"> <li>• Identify things that we should never share online without checking with a trusted adult first.</li> <li>• Explain how other people’s identity online can be different to what it actually is in real life.</li> <li>• Explain how to respond if we’re not sure if someone online is who they say they are.</li> <li>• Identify some benefits of balancing time on electronic devices with other activities.</li> <li>• Demonstrate practical strategies for keeping safe when using specific digital devices and platforms.</li> <li>• Explain how what we post online might affect ourselves or others.</li> <li>• Describe strategies to help us stop and think about the possible consequences for ourselves or others before we post something online.</li> <li>• Identify basic rules for using social media, including age restrictions and why they exist.</li> <li>• Identify whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.</li> </ul>	<p>Taught explicitly through structured lessons and activities. Taught ‘in the moment’ as appropriate.</p> <p>Material adapted from PSHE SEND association framework.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Band 3	Spring 1	<p><b><u>Managing feelings</u></b></p> <p><b>Identifying and expressing feelings</b></p> <ul style="list-style-type: none"> <li>• Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to.</li> </ul> <p><b>Managing strong feelings</b></p> <ul style="list-style-type: none"> <li>• Give simple reasons why it is important that others know how we are feeling.</li> </ul>	<p>Taught explicitly through structured lessons and activities. Taught 'in the moment' as appropriate.</p> <p>Material adapted from PSHE SEND association framework.</p>

Band 3	Spring 2	<ul style="list-style-type: none"> <li>• <b><u>Changing and growing</u></b></li> <li>• <b>Changes at puberty</b></li> <li>• Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes.</li> <li>• Use correct vocabulary to name male and female reproductive organs.</li> <li>• Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private.</li> </ul> <p><b>Dealing with touch</b></p> <ul style="list-style-type: none"> <li>• Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact.</li> <li>• Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it.</li> <li>• Identify trusted adults we can tell.</li> <li>• Explain that we have the right to protect our bodies from Inappropriate/ unwanted touching.</li> <li>• Explain how we can respect other people's right to protect their bodies from inappropriate/ unwanted touching.</li> <li>• Explain when and whom to tell if we are worried, and the importance of persisting in telling until we feel comfortable and safe.</li> </ul> <p><b>Dealing with touch</b></p> <ul style="list-style-type: none"> <li>• Explain that our bodies should be looked after and that female genital mutilation (FGM) (removing or injuring female genitalia</li> </ul>	<p>Taught explicitly through structured lessons and activities. Taught 'in the moment' as appropriate.</p> <p>Material adapted from PSHE SEND association framework.</p>
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>for nonmedical reasons) is wrong and illegal, even if some adults think it is necessary.</p> <ul style="list-style-type: none"> <li>• Identify someone we could safely go to for help if we are worried about ourselves or someone else.</li> </ul> <p><b>Different types of relationships</b></p> <ul style="list-style-type: none"> <li>• Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us.</li> <li>• Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.</li> <li>• Recognise that two people in a long term relationship might live together or be married (or in a civil partnership); that getting married must always be a choice both people make together.</li> <li>• Recognise that two people who love and care for one another may or may not have children.</li> <li>• Identify some of the roles and responsibilities of parents and carers.</li> <li>• Explain the features of a healthy and positive friendship or family relationship. Identify whom to tell if something in our family life makes us unhappy or worried.</li> <li>• Recognise that relationships, including marriage and civil partnership, can be between people of any gender.</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Band 3	Summer 2	<p><b><u>The world I live in</u></b></p> <p><b>Belonging to a community</b></p> <ul style="list-style-type: none"> <li>• Describe how being part of a group makes us feel.</li> <li>• Identify specific things we take part in as a member of these groups.</li> <li>• Describe what it means to be part of a community.</li> <li>• Identify different groups that make up our community.</li> <li>• Explain how it feels to be part of a community.</li> <li>• Suggest ways we can help people to feel welcome in the different groups and communities we belong to.</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Identify where we may get money from and for what reasons (e.g. presents from relatives or pocket money from a family member).</li> <li>• Identify possible consequences of losing money on ourselves or others; whom to go to or how to seek help if this happens to us.</li> </ul>	<p>Taught explicitly through structured lessons and activities. Taught 'in the moment' as appropriate.</p> <p>Material adapted from PSHE SEND association framework.</p>

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of 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</li><li>• 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</li><li>• That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up</li><li>• That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships 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</li> <li>• 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</li> <li>• 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</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened</li> <li>• About managing conflict with kindness and respect, and that violence is never right</li> <li>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults</li> <li>• How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration</li> <li>• 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</li> <li>• The practical steps they can take in a range of different contexts to improve or support their relationships</li> <li>• The conventions of courtesy and manners</li> <li>• 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</li> <li>• 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.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• 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</li> <li>• 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</li> <li>• How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online, including where pictures or words might be circulated</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know</li> <li>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust</li> <li>• 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</li> <li>• Where to get advice, for example from their family, school and/or other sources</li> </ul>

## 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			
TO BE COMPLETED BY PARENTS/CARERS			
Parent/carer signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents/carers	<p><i>Include notes from discussions with parents/carers and agreed actions taken.</i></p> <p><i>E.g: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the year 5 classroom</i></p>		

## **APPENDIX 4: SCHOOL SPECIFIC INFORMATION AT SCHOOL**

The person responsible for leading RSE is:

Kimberley Wong

RSE is taught by:

Class Teachers

The delivery of RSE is monitored by:

Kimberley Wong (Primary PD lead) and Abi Davis (Headteacher) and Cass Minette (DSL)