

## Relationships and Sex Education Policy



### Highbury Primary School

‘Valued as Individuals, Inspired and Nurtured as Learners’

Respect, Resilience, Confidence, Kindness, Inclusive, Aspiration

#### RSE (Policy Addendum)

##### Policy Update Notice (Added October 2025)

This policy is based on the DfE's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, which is in force until 31 August 2026.

The DfE published updated statutory guidance in July 2025, which will come into force from 1 September 2026. We are currently reviewing our RSE provision in light of this new guidance and will consult with parents/carers, pupils, and staff Spring/Summer 2026 before updating this policy.

We will publish our updated policy by July 2026 and the new curriculum will be implemented from September 2026.

If you have any questions about the upcoming changes, please contact Mrs C Pether.

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## 1. Aims

At Highbury Primary School, Relationship and Sex Education will reflect the school's ethos and values. It will demonstrate and encourage the following:

- 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
- An awareness of the place of physical relationships within the context of a healthy relationship to develop respectful attitudes and values
- Promote pupils understanding of safeguarding and well-being through a programme that enables pupils to learn about safety and risks in relationships. Teaching pupils to recognise who their trusted adults are and where they can go for help.
- Equipping our pupils with the skills to make informed decisions on the topics of relationships and sex
- Pupils ability to develop caring attitudes towards themselves and others; to foster self-esteem and self-awareness
- Helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- To explore and discuss different types of healthy relationship, including those between acquaintances, friends and families, partners, civil partnerships and marriage

- › Prepare our pupils for some of the challenges, opportunities and responsibilities of adult life
- › Helping to prepare our pupils for the physical and emotional changes they undergo at puberty
- › Knowledge and understanding of biological facts and the reproductive process
- › Provides opportunities for pupils to ask questions, share ideas, thoughts and opinions in a respectful and safe environment using appropriate language
- › Staying safe online – (Please see our E-Safety Policy)

## 2. Statutory requirements

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

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

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

At Highbury Primary School we teach RSE as set out in this policy (see Appendix 1 for what is taught).

## 3. Policy development

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

1. Review – a member of staff 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 and any interested parties, including our Chair of Governors, were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE is about the emotional and social 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 about educating and informing children of the facts they need to keep themselves safe and healthy.

## 5. Curriculum

Our curriculum is set out as per Appendix 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Each half term, parents will be informed of the PSHE curriculum children are covering through the curriculum newsletter.

Primary sex education will focus on:

- › Preparing boys and girls for the changes that adolescence brings

› How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 2.

## **6. Delivery of RSE**

At Highbury Primary School, we have a cyclical curriculum which returns to the same themes throughout the years, starting with basic health and hygiene in Nursery, all the way to conception and birth in Year 6. We are careful to teach accurate, factual information using nationally recognised and recommended resources. We always communicate with parents/carers before we teach our Year 5 and Year 6 units of work, and our Relationships and Sex Education curriculum overview can be found on the school website, as an appendix to our Relationships and Sex Education policy. As a school we have flexibility to deliver our Relationships and Sex Education curriculum content in a way that is age appropriate, developmentally appropriate and sensitive to the needs and backgrounds of our pupils. We are always happy to speak with parents and carers to share what we are teaching and show the resources that we're using.

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

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ 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).

## **7. Roles and responsibilities**

### **7.1 The Governing Body**

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 The Head Teacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

### **7.3 Staff**

Class teachers are responsible for:

- Delivering RSE in a sensitive way
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE

All staff must model positive attitudes to 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.

### 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

The Department for Education's guidance suggests that "all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils" (DfE, 2020).

From September 2020, you cannot withdraw your child from Relationships Education. It is now a government requirement that all children cover the topics outlined within this strand of the PSHE curriculum. Prior to Sex Education lessons, a comprehensive list of what will be covered will be sent to parents, with suggested resources, which can be used at home. However, if you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher, Mrs Watson.

However, the science curriculum, which is statutory in all maintained primary schools, does include content on human development, including reproduction, which there is no right to withdraw from. So if your child is looking at animal and human reproduction in Science, we are not allowed to grant requests for withdrawal. But if they are having Sex Education lessons as part of their PSHE curriculum, you do have the right to ask for your child to be withdrawn from this curriculum content and it is our duty to provide alternative curriculum-based activities in these cases.

### 9. Training

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

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

### 10. Monitoring and Evaluation arrangements

The delivery of RSE is monitored by Miss C Poolton (PSHE Leader) with the Senior Leadership Team through the subject audit process.

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

This policy will be reviewed by Miss C Poolton and the SLT every two years. At every review, the policy will be approved by the Governing body.

<b>Date Approved</b>	<b>March 2023</b>
<b>Owner</b>	<b>Local Governing Body</b>
<b>Review Date</b>	<b>Two years from approval</b>

## Appendix 1: PSHE Progression- to show what will be taught

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL									
	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## Appendix 2: Highbury PSHE Curriculum Overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p><b>Relationships - Families and friendships</b></p> <ul style="list-style-type: none"> <li>Roles of different people; families; feeling cared for</li> </ul> <p><b>Relationships</b></p> <p><b>Respecting ourselves and others</b></p> <ul style="list-style-type: none"> <li>How behaviour affects others; being polite and respectful</li> </ul>	<p><b>Relationships - Safe relationships</b></p> <ul style="list-style-type: none"> <li>Recognising privacy; staying safe; seeking permission</li> </ul>	<p><b>Health and Wellbeing</b></p> <p><b>Physical health and Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>Keeping healthy; food and exercise, hygiene routines</li> </ul>	<p><b>Living in the wider world</b></p> <p><b>Media literacy and digital resilience</b></p> <ul style="list-style-type: none"> <li>Using the internet and digital devices</li> <li>keeping safe online</li> </ul> <p><b>Living in the wider world</b></p> <p><b>Belonging to a Community</b></p> <ul style="list-style-type: none"> <li>What rules are; caring for others' needs; looking after the environment</li> </ul>	<p><b>Living in the wider world</b></p> <p><b>Money and work</b></p> <ul style="list-style-type: none"> <li>Strengths and interests; jobs in the community</li> </ul> <p><b>Health and Wellbeing</b></p> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>Recognising what makes them unique and special; feelings; managing when things go wrong</li> </ul>	<p><b>Health and Wellbeing</b></p> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>How rules and age restrictions help us</li> <li>sun safety</li> </ul>

2	<p><b>Relationships</b> Families and Friendships</p> <ul style="list-style-type: none"> <li>Making friends; feeling lonely and getting help</li> </ul> <p><b>Living in the wider world</b> Belonging to a Community</p> <ul style="list-style-type: none"> <li>Belonging to a group; roles and responsibilities ; being the same and different in the community</li> </ul>	<p><b>Relationships</b> Respecting ourselves and others</p> <ul style="list-style-type: none"> <li>Recognising things in common and differences; playing and working cooperatively; sharing opinions</li> </ul>	<p><b>Health and Wellbeing</b> Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> <li>Why sleep is important; medicines and keeping healthy</li> <li>Keeping teeth healthy</li> <li>Managing feelings and asking for help</li> </ul>	<p><b>Living in the wider world</b> Media literacy and digital resilience</p> <ul style="list-style-type: none"> <li>The internet in everyday life; online content and information</li> </ul> <p><b>Money and work</b></p> <ul style="list-style-type: none"> <li>What money is; needs and wants; looking after money</li> </ul>	<p><b>Relationships</b> Families and Friendships</p> <ul style="list-style-type: none"> <li>Safe relationships</li> <li>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</li> </ul>	<p><b>Health and Wellbeing</b> Growing and changing</p> <ul style="list-style-type: none"> <li>Growing older; naming body parts; moving class or year</li> </ul> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>Safety in different environments; risk and safety at home; emergencies</li> </ul>
3	<p><b>Relationships</b> Respecting ourselves and others</p> <ul style="list-style-type: none"> <li>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</li> </ul> <p><b>Relationships - Safe relationships</b></p> <ul style="list-style-type: none"> <li>Personal boundaries;</li> </ul>	<p><b>Relationships</b> Families and friendships</p> <ul style="list-style-type: none"> <li>What makes a family; features of family life</li> </ul>	<p><b>Living in the wider world</b> Money and work</p> <ul style="list-style-type: none"> <li>Different jobs and skills; job stereotypes; setting personal goals</li> </ul> <p><b>Living in the wider world</b> Belonging to a Community</p> <ul style="list-style-type: none"> <li>The value of rules and laws; rights, freedoms and responsibilities</li> </ul>	<p><b>Living in the wider world</b> Media literacy and digital resilience</p> <ul style="list-style-type: none"> <li>How the internet is used; assessing information online</li> </ul>	<p><b>Health and Wellbeing</b> Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> <li>Health choices and habits; what affects feelings; expressing feelings</li> </ul> <p><b>Health and Wellbeing</b> Keeping Safe</p> <ul style="list-style-type: none"> <li>Risks and hazards; safety in the local</li> </ul>	<p><b>Health and Wellbeing</b> Growing and changing</p> <ul style="list-style-type: none"> <li>Personal strengths and achievements; managing and re-framing setbacks</li> </ul>

	safely responding to others; the impact of hurtful behaviour				environment and unfamiliar places	
4	<p><b>Relationships - Families and Friendships</b></p> <ul style="list-style-type: none"> <li>Positive friendships including online</li> </ul> <p><b>Living in the wider world</b></p> <p><b>Media literacy and digital resilience-</b></p> <ul style="list-style-type: none"> <li>how data is shared</li> </ul>	<p><b>Relationships - Safe relationships</b></p> <ul style="list-style-type: none"> <li>responding to hurtful behaviour, managing conflict and recognising risk online</li> </ul> <p><b>Respecting ourselves and others-</b></p> <ul style="list-style-type: none"> <li>Recognising differences and similarities, discuss difference sensitively</li> </ul>	<p><b>Living in the wider world</b></p> <p><b>Money and work-</b></p> <ul style="list-style-type: none"> <li>making decisions about money, using and keeping money safe</li> </ul>	<p><b>Living in the wider world</b></p> <p><b>Belonging to a Community-</b></p> <ul style="list-style-type: none"> <li>What make a community shared responsibility</li> </ul>	<p><b>Health and Wellbeing</b></p> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>Keeping safe in different situations, including responding in emergencies, first aid</li> <li>Medicine and household products, drugs common to everyday life</li> </ul>	<p><b>Health and Wellbeing</b></p> <p><b>Physical health and Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>Maintaining a balanced life style oral hygiene and dental care</li> </ul>
5	<p><b>Living in the wider world</b></p> <p><b>Belonging to a community</b></p> <ul style="list-style-type: none"> <li>Protecting the environment; compassion towards others</li> </ul> <p><b>Relationships - Families &amp; friendships</b></p> <ul style="list-style-type: none"> <li>Managing friendships and peer influence</li> </ul>	<p><b>Living in the wider world</b></p> <p><b>Money and work</b></p> <ul style="list-style-type: none"> <li>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</li> </ul>	<p><b>Living in the wider world</b></p> <p><b>Media Literacy and digital resilience</b></p> <ul style="list-style-type: none"> <li>How information online is targeted; different media types, their role and impact</li> </ul> <p><b>Health and Wellbeing Growing</b></p>	<p><b>Relationships - Respecting ourselves and others</b></p> <ul style="list-style-type: none"> <li>Responding respectfully to a wide range of people; recognising prejudice and discrimination</li> </ul>	<p><b>Health and Wellbeing</b></p> <p><b>Physical health and mental wellbeing</b></p> <ul style="list-style-type: none"> <li>Healthy sleep habits</li> <li>Sun safety</li> <li>Medicines, vaccinations, immunisations and allergies</li> </ul>	<p><b>Relationships - Safe Relationships</b></p> <ul style="list-style-type: none"> <li>Physical contact and feeling safe</li> </ul> <p><b>Health and Wellbeing Growing and changing</b></p> <ul style="list-style-type: none"> <li>Female Genital Mutilation</li> </ul>

	<p><b>Health and Wellbeing</b></p> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>Physical and emotional changes in puberty; external genitalia; support with puberty</li> </ul>		<p><b>and changing</b></p> <ul style="list-style-type: none"> <li>Personal identity; recognising individuality and different qualities; mental wellbeing</li> </ul>			(FGM)
6	<p><b>Relationships - Safe Relationships</b></p> <ul style="list-style-type: none"> <li>Recognising and managing pressure; consent in different situations</li> </ul> <p><b>Relationships - Respecting ourselves and others</b></p> <ul style="list-style-type: none"> <li>Expressing opinions and respecting other points of view, including discussing topical issues</li> </ul>	<p><b>Living in the wider world</b></p> <p><b>Belonging to a community</b></p> <ul style="list-style-type: none"> <li>Valuing diversity; challenging discrimination and stereo types</li> </ul> <p><b>Living in the wider world</b></p> <p><b>Media literacy and digital resilience</b></p> <ul style="list-style-type: none"> <li>Evaluating media sources; sharing things online</li> </ul>	<p><b>Living in the wider world</b></p> <p><b>Money and work</b></p> <ul style="list-style-type: none"> <li>Influences and attitudes to money; money and financial risks</li> </ul>	<p><b>Health and Wellbeing Keeping safe</b></p> <ul style="list-style-type: none"> <li>Keeping personal information safe; regulations and choices</li> </ul>	<p><b>Health and Wellbeing</b></p> <p><b>Physical health and Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>What affects mental health?</li> <li>Health and ways to take care of it; managing change, loss and bereavement; managing time online</li> </ul>	<p><b>Relationships - Families and friendships</b></p> <ul style="list-style-type: none"> <li>Attraction to others; romantic relationships; civil partnership and marriage</li> </ul> <p><b>Health and Wellbeing Growing and changing</b></p> <ul style="list-style-type: none"> <li>Human reproduction and birth; increasing independence; managing transition</li> </ul>

### Appendix 3: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Appendix 4: 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: NAME 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