Bleasby Church of England Primary School



RSHE Policy

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Contents

1. Definition 2
2. Aims 3
3. Policy development 3-4
4. Curriculum 5
5. Delivery of RSHE 5-6
6. Roles and responsibilities 6-7
7. Parents' right to withdraw 8
8. Training 8
9. Monitoring arrangements 8
10. Statutory requirements 9
Appendix 1: Curriculum map 10-11
Appendix 2: By the end of primary school pupils should know 12-14
Appendix 3: Parent form: withdrawal from sex education within RSE 15

RSHE AT BLEASBY C OF E PRIMARY SCHOOL

RSHE stands for relationship, sex and health education. At Bleasby C of E Primary we want all our children to flourish, develop and achieve both personally and academically. This policy sets out how we cover the statutory aspects of relationship and health education and ensures we cover the content appropriately and sensitively. All our children will have access to high quality relationship, sex, and health education covering aspects such as caring friendships, online relationships, healthy eating and physical health.

1. Definition

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

RSHE involves a combination of sharing information and exploring issues and values.

Sex education is taught at the end of Year 6. Parents and carers have the right to withdraw their child from this element of our curriculum. Each year, Year 6 parents and carers are invited into school to view and discuss the materials and curriculum that will be delivered as part of sex education.

2. Aims

The aims of the teaching of relationships, health and sex education (RSHE) at Bleasby C of E Primary are to:

- Provide a framework in which sensitive discussions can take place
- 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
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Current Vision

We pride ourselves on our caring family ethos in which the Christian values of love, respect, honesty and kindness are at the heart of our school community and in everything we do. We promote positive behaviour and relationships through our school ABC vision.

Achieving: In RSHE we learn to use **wisdom** in making choices – using what we know and seeking advice. We know that **perseverance** is important in RSHE as in all other areas of life and look at strategies for coping with set backs.
Belonging: Our belonging values of **friendship** and **respect** are particularly significant in RSHE. We learn the importance of respect for all of the community, using strategies to enable the children to understand different families and cultures and to value differences. We also make sure that children know that other people should have respect for them. We look closely at friendships and the skills we need to develop to be good friends.
Caring: Through our teaching of RSHE we are able to look at the importance of compassion and how we can apply this in our relationships with other people.

The curriculum and teaching approach that we take at Bleasby reflects our school vision and ethos about promoting positive relationships, healthy and happy lives and the partnership between home and school.

3. Policy development

The school RSHE policy sets out clearly the framework for teaching RSHE at Bleasby.

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

1. Review – The Headteacher collated together all relevant information including relevant national and local guidance and shared this with the SLT (Senior Leadership Team) and RSHE lead.

2. Staff consultation – all school staff were given the opportunity contribute to the policy draft, make recommendations and review it as it was developed and finalised.

3. Governors and Mitre Trust- All governors were fully consulted and had opportunity to meet with the Headteacher and RSHE Lead and ask probing questions, review key papers, look at the draft policy and make recommendations. Recommendations for improvements were actioned and were a key part of the policy development.

4. Parent and carer/stakeholder consultation – Parents and carers were invited to attend a virtual meeting about the policy. At the meeting parents and carers could talk with key staff, have their questions answered and offer their views. Parents who could not attend the virtual meetings had opportunity to communicate and be consulted via email or an individual conversation. To support the consultation parents and carers were provided with the DFE parent guide, a Bleasby guide and links to key information.

5. Pupil consultation – we investigated what our children want from their RSHE education and discussed how we foresaw RSHE in the future.

6. Ratification – once amendments were made the policy was shared with governors and ratified.

7. The policy has been developed with reference to best practice for SEND pupils and the SEN code of practice.

4. Curriculum

Our curriculum is set out as per Appendix 1 but we will review and adapt it as and when necessary.

The curriculum will be carefully planned and take 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.

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 RSHE curriculum, see our RSHE curriculum map in Appendix 1.

5. Delivery of RSHE

A large element of RSHE is taught within the curriculum as a standalone strand of the curriculum, following the SCARF programme. Biological aspects of RSHE are taught within the Science curriculum. RSHE is also threaded into our enquiry curriculum with some aspects being included in Religious Education (RE) lessons.

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

For more information about our RSHE curriculum, see Appendices 1 and 2. Sex education will also be taught utilising the SCARF (Safety, Caring, Achievement, Resilience, Friendship) resources. As with any area of the curriculum teaching will be adapted and adjusted to meet the needs of pupils with SEND (special educational needs and disabilities). Our curriculum will be taught with reference to chapter 6 of the SEN code and adapted to meet the needs of all learners. We will use a variety of strategies, resources and support to ensure all children regardless of ability or SEND thrive and make excellent progress in this area of the curriculum.

These areas of learning are taught within the context of family life. Staff will take care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers amongst other structures). We will also reflect sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The RSHE curriculum will be taught through:

- RSHE lessons through the SCARF (Safety, Caring, Achievement, Resilience, Friendship) programme. https://www.coramlifeeducation.org.uk/what-we-do/
- Links with our Enquiry Curriculum, RE and PE
- Specific curriculum enrichment days such as Safer Internet Day
- External providers when appropriate- such as the NSPCC and the DARE (Drug Abuse Resistance Education) programme in Year 6. SCARF workshops for all years.
- Topics
- Invited visitors from outside the school, such as school nurses or NSPCC to provide support and training to staff teaching RSHE.

6. Roles and responsibilities

6.1 The Governing Board

The Governing Board will approve the RSHE policy and are responsible for holding the Headteacher to account for its implementation. The policy will also be shared and reviewed by the Mitre Trust.

6.2 The Headteacher

The Headteacher, Mrs R Cast, is responsible for ensuring that RSHE is taught consistently and to a high standard across the school, and for managing requests to withdraw pupils from (non- statutory/non-science) components of RSHE (see appendix 3 and section 3).

1. Roles and responsibilities

The Headteacher – has overall responsibility for the policy, its implementation and liaising with the governing body, parents/carers, local authority and outside agencies. The Headteacher will identify a lead teacher who will work closely with colleagues in related curriculum area in order to complement and not duplicate content.

The Lead teacher, Mrs B Carrington, with the Headteacher will take responsibility for:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners
- Implementing the policy and monitoring and assessing is effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate including raising awareness of prejudice and unconscious bias
- Manage all aspects of the RSHE programme developing curriculum materials where appropriate
- Liaise with external agencies to deliver specific elements of the programme

- Monitor and quality assure the programme to ensure continuity and progression within the spiral curriculum
- To ensure that this subject is fully represented at appropriate curriculum and pastoral meetings

6.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress through 'I can statements' at back of class Big Books.
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSHE
- Ensuring teaching and provision is adapted to meet the needs of all SEND pupils

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher. The class teacher is responsible for teaching RSHE to their class wherever possible.

Confidentiality

Everyone involved in teaching RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee unconditional confidentiality. Teachers will discuss confidentiality with pupils and parents, making it clear that teachers cannot offer unconditional confidentiality. Teachers will reassure pupils that if confidentiality has to be broken, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns to the safeguarding lead as outlined in the safeguarding policy.

6.4 Children

Children are expected, supported and encouraged to engage fully in RSHE lessons (unless they have been withdrawn from sex education as per guidance by their parents or carers). Children will be supported when discussing issues related to RSHE, and encouraged and supported to treat others with respect and sensitivity.

7. Parents and Carers right to withdraw

- Parents and Carers do not have the right to withdraw their children from relationships education
- Parents and Carers have the right to withdraw their children from the (non-statutory/non-science) components of sex education within RSHE
- Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher
- Alternative work will be provided for children who are withdrawn from sex education

8. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. This may take place in staff briefings, staff meetings and on INSET days.

Staff training

RSHE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. Teachers should also be supported to develop their understanding of sensitive issues including unconscious bias. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE.

The Headteacher will also invite visitors from outside the school, such as school nurses or NSPCC to provide support and training to staff teaching RSHE.

9. Monitoring arrangements

The delivery of RSHE is monitored by the Subject Leader:

- Planning scrutiny
- Learning walks
- Work scrutiny- Work is recorded in class 'Big Books'
- Pupil voice
- Feedback from parents and carers

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

STATUTORY REQUIREMENTS

This policy will be reviewed by the school governors annually. At every review the policy will be approved by the governing body.

As a primary academy school, we recognise our statutory responsibilities in relation to Relationships, Sex and Health Education (RSHE).

Under Section 34 of the Children and Social Work Act 2017, we are required to provide Relationships Education to all registered pupils at primary level. Relationships Education is compulsory for all primary-aged pupils and parents do not have the right to withdraw their child from this element of the curriculum.

As an academy, we are not required to follow the National Curriculum. However, in accordance with our funding agreement, we are required to provide a broad and balanced curriculum that is similar in breadth and ambition to the National Curriculum. This includes the teaching of science, which incorporates the statutory elements of sex education contained within the science curriculum, including learning about puberty and human development. Parents do not have the right to withdraw their child from the statutory science curriculum.

In delivering RSHE, we act in accordance with Section 403 of the Education Act 1996 and have regard to guidance issued by the Secretary of State. In particular, we follow the statutory guidance set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education.

We are committed to ensuring that our RSHE provision complies with the requirements of the Equality Act 2010. We recognise our responsibilities under the Public Sector Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between those who share a protected characteristic and those who do not. We ensure that RSHE is delivered in a way that does not unlawfully discriminate against pupils on the basis of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

We also ensure that our RSHE curriculum is accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND), in accordance with the SEND Code of Practice: 0 to 25 years. Appropriate differentiation, support and reasonable adjustments are made to ensure all pupils can access the curriculum effectively.

Through this approach, we ensure that our RSHE provision is inclusive, compliant with statutory requirements, and reflective of our school’s ethos and values.

Cycle A	Unit	EYFS / Reception	Year 1, 2, 3 (combined objectives)	Year 4, 5, 6 (combined objectives)
Autumn 1	**Me and My Relationships**	What makes me special; people close to me; getting help; being kind.	Feelings; class rules; friendships; bullying & teasing; self-regulation; cooperation; understanding what makes a good friend.	Healthy relationships; recognising emotional needs; assertive skills; cooperation; understanding positive relationships.
Autumn 2	**Valuing Difference**	Similarities & differences; celebrating difference; kindness.	Recognising and valuing difference; accepting others; people who help us; listening skills; celebrating uniqueness.	Diversity; stereotypes; respect for religious/cultural difference; prejudice; bystander behaviour.
Spring 1	**Keeping Safe**	Keeping my body safe; safe secrets & touches; people who help keep us safe.	Safe/unsafe touches; medicine safety; safe/unsafe secrets; beginning online safety; understanding how feelings keep us safe.	Managing risk; drugs norms/risks (tobacco/alcohol); online safety; understanding influence & peer pressure.
Spring 2	**Rights and Respect**	Looking after things (friends, environment, money).	Caring for myself, my money, my environment; saving/spending; cooperation; helping others.	Rights, respect and duties; community and environment; media influence; democracy; decisions around money (earning, saving, borrowing).
Summer 1	**Being My Best**	Keeping healthy (food, exercise, sleep); growth mindset.	Healthy eating; hygiene; physical health; exercise & sleep; developing skills; cooperation.	Choices for a healthy lifestyle; managing health decisions; skills and interests; media awareness and influences on health.
Summer 2	**Growing and Changing**	Cycles & life stages; similarities/differences boys & girls.	Body parts (correct terms); independence; privacy; early understanding of change; dealing with loss.	Body changes & puberty; managing difficult feelings; sex education (school policy dependent); body image; managing change.

Cycle B	Unit	EYFS / Reception	Year 1, 2, 3 (combined objectives)	Year 4, 5, 6 (combined objectives)
Autumn 1	**Me and My Relationships**	Friendship; sharing; recognising feelings; asking for help.	Rules and their purpose; developing friendships; cooperation; coping with loss; understanding feelings and getting help.	Friendship skills incl. compromise; recognising emotional needs; assertiveness; building positive relationships.
Autumn 2	**Valuing Difference**	Understanding fairness; noticing difference; being a good friend.	Being kind & helping others; difference in community; celebrating diversity; respect and tolerance.	Challenging stereotypes; understanding prejudice; recognising difference without judging; social media pressures.
Spring 1	**Keeping Safe**	People who keep me safe; recognising unsafe situations; safe adults.	Managing risk; decision-making; appropriate touch; online safety; feeling safe/unsafe.	Online safety in depth; influences & pressure; drugs norms & law; understanding emotional needs for safety.
Spring 2	**Rights and Respect**	Looking after toys/resources; fairness; sharing.	Looking after money; spending/saving; environment; responsibilities at home/school.	Media bias; understanding rights and responsibilities; making a difference in the community; financial choices.
Summer 1	**Being My Best**	Healthy routines; trying new things; resilience.	Growth mindset; hygiene & health; exercise, sleep; celebrating skills.	Aspirations; goal setting; independence; keeping healthy & safe; media awareness.
Summer 2	**Growing and Changing**	New experiences; coping with small changes; understanding my body.	Life cycles; growing & changing; privacy; early puberty understanding; supportive relationships.	Puberty in depth; managing change; self-esteem; safe/unsafe secrets; sex ed; mental health care.

Cycle C	Unit	EYFS / Reception	Year 1, 2, 3 (combined objectives)	Year 4, 5, 6 (combined objectives)
Autumn 1	**Me and My Relationships**	Turn-taking; naming feelings; recognising kind/unhelpful behaviours.	Bullying rules; recognising feelings; friendship problems; solving disputes; getting help.	Cooperation; assertiveness; boundaries; positive/negative relationship behaviours; emotional safety.
Autumn 2	**Valuing Difference**	Respecting others; noticing we are all unique; kindness in action.	Understanding difference; helping others; celebrating community; accepting uniqueness.	Prejudice-based bullying; gender stereotypes; challenging bias; being an upstander.
Spring 1	**Keeping Safe**	Safe environments; unsafe behaviours; trusted adults.	Medicine safety; safe/unsafe touches; early online safety; secrets; judging risk.	Managing risks independently; emotional needs; online reputation; drugs norms/risks; law and protection.
Spring 2	**Rights and Respect**	Caring for environment; simple money concepts; responsibility.	Helping others; managing money (saving/spending); community roles; making good choices.	Democracy; community action; environmental responsibility; media influence; spending/borrowing responsibly.
Summer 1	**Being My Best**	Trying hard; strengths; healthy lifestyle basics.	Healthy routines; hygiene; growth mindset; developing personal skills; teamwork.	Mental health; evaluating influences; independence; health choices; managing risk to wellbeing.
Summer 2	**Growing and Changing**	Growing from baby → child; differences in bodies; feeling safe.	Body changes introduction; privacy; caring friendships; dealing with loss; growing independence.	Puberty (full); body image; sex education; coping with big changes; emotional regulation; keeping safe.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

We will make use of the SCARF curriculum resources supplemented by bespoke planning from staff. The SCARF resources will be carefully matched to the needs of the pupils and they meet DFE requirements. Here is an example of how the curriculum is covered through SCARF. Please see the SCARF website or contact school for more details. https://www.coramlifeeducation.org.uk/what-we-do/

KEY: ✓ = CLE session supports and contributes to this outcome. R = CLE Relationships Education session supports and contributes to this outcome.
B = bCyberwise session supports and contributes to this outcome. Remember: your SCARF resources also cover the new DfE statutory requirements

Category	By the end of primary school pupils should know:	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Families and people who care for me	1. That families are important for children growing up because they can give love, security and stability.						R	R	R
	2. 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.								
	3. 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.						R	R	R
	4. 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.								
	5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.								
	6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.								
Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends.		✓	✓	✓	✓	✓	✓	✓
	2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.				✓	✓ B	✓	✓	✓
	3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.				✓	✓ B		✓ B	✓ B
	4. 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.			✓	✓	✓	✓	✓	✓
	5. 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.				✓	✓		✓	✓ B
Respectful relationships	1. 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.				✓		✓	✓	✓
	2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.					✓ B	✓	✓ B	✓ B
	3. The conventions of courtesy and manners.			✓	✓	✓ B		✓ B	✓ B

Category	By the end of primary school pupils should know:	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Respectful relationships (cont.)	4. The importance of self-respect and how this links to their own happiness.					✓	✓ R	✓ R	✓
	5. 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.					✓ B		✓ B	✓ B
	6. 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.				✓	B		B	✓ B
	7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.								
	8. The importance of permission-seeking and giving in relationships with friends, peers and adults.					B	R B	R B	R B
Online relationships	1. That people sometimes behave differently online, including by pretending to be someone they are not.					B	B	B	B
	2. 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.					B	B	B	B
	3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.					B	B	✓ B	✓ B
	4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.					B	B	✓	B
	5. How information and data is shared and used online.								
Being safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).					B	B R	✓ B R	✓ B R
	2. 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.					B	R	R	R
	3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.						R	R	R
	4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.								B
	5. How to recognise and report feelings of being unsafe or feeling bad about any adult.						R	R B	R
	6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.						R	R	R
	7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.						R	R	R
	8. Where to get advice e.g. family, school and/or other sources.						R	R	R

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.

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

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

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