

# COGNITA

## Relationships, Sex and Health Education (RSE) Policy



## September 2024

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### 1 Introduction and aims

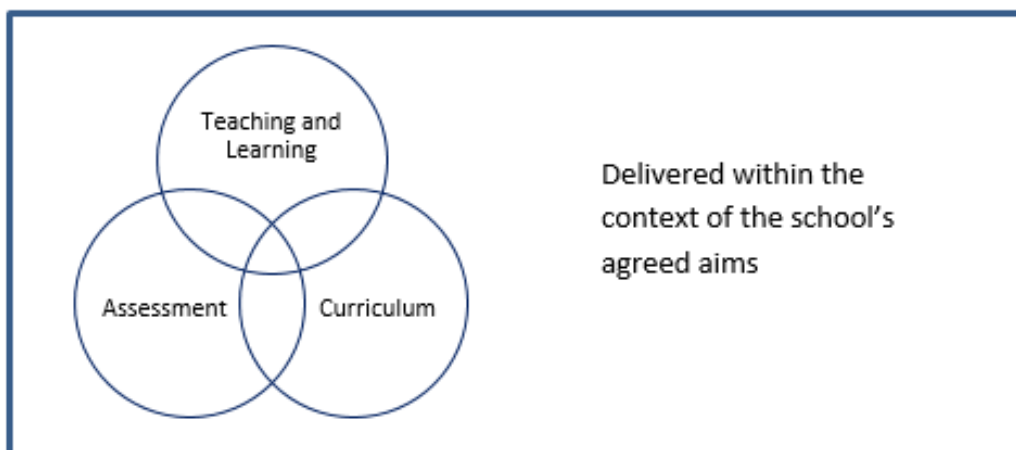
Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homo/bi/trans phobia and sexual violence/harassment. This policy applies to all students, including those in the Early Years.

The purpose of this policy is to ensure that our Relationships and Sex Education (RSE) supports our school ethos and fulfils our school aims, which are defined as:

“We aim to help children realise their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness. We encourage children, whilst being individuals, to respect themselves as well as the rights, views and property of others. We seek to help children develop a responsible and independent attitude towards their work and promote their well being.”

1.1 This policy forms part of the curriculum.

1.2 We see the curriculum as, ‘The total learning experience for our students, which includes not only the



taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards’.

1.3 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.

The aims of RSE at our school are to:

1.4 Provide a framework in which sensitive discussions can take place.

1.5 Prepare students for puberty, give them an understanding of sexual development and the importance of health and hygiene.

1.6 Help students develop feelings of self-respect, confidence and empathy.

- 1.7 Create a positive culture around sexuality and relationships.
- 1.8 Teach students the correct vocabulary to describe themselves and their bodies.
- 1.9 Help students understand that healthy relationships are an important part of wellbeing.
- 1.10 Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community

### **2 Statutory requirements**

- 2.1 Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.
- 2.2 As a Preparatory School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards

At King's School and Nursery we teach RSE as set out in this policy.

### **3 Policy development**

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

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance including regard to the school's obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.
- Student consultation – students were consulted with about their RSE lessons through the School Council.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed in June 2023.

### 4 Definition

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

### 5 Curriculum

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.
- 5.3 Sex education is not compulsory in primary schools.
- 5.4 Primary sex education will focus on:
- Preparing all students for the changes that adolescence brings; and
  - How a baby is conceived and born.

It will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan.
  - ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
  - iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.
- 5.5 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

### 6 Delivery of RSE

6.1 Sex and relationship education is delivered in a variety of ways:-

- • classroom topics
- • curriculum subjects e.g. PSHE, Science and PE
- • story/circle time
- • the inclusion of other professionals, where appropriate.

- 6.1 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

Children in Key Stage 2 will also learn:

- that life processes common to humans and other animals include nutrition, growth and reproduction.
- about the main stages of the human life cycle.
- how to express their opinions about relationships and bullying.
- how to listen and support others.
- to respect other people's viewpoints and beliefs.
- to recognise their own worth and identify positive things about themselves.
- the importance of recognising safe and unsafe situations.
- the importance of how to identify and be able to talk to someone they trust.

The Sex and Relationship Programme is planned so that classroom materials and activities reflect the children's intellectual, emotional, moral and spiritual maturity. We aim to give children correct information and challenge inappropriate language, attitudes and behaviour.

Every two years, our RSE is supported through CAP and teacher led workshops, discussions about privacy when changing for swimming and class discussions as issues arise.

- 6.2 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.
- 6.3 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

### Staff & Governance

#### 7.1 PSHE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is the Deputy Headteacher. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

#### 7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see section 8).

#### 7.3 The Chair of Governors

The Chair of Governors will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND (see below);
- Teaching is sensitive to the needs of all students with protected characteristics under the Equality Act 2010
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### 7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

All Form teachers are responsible for delivering RSE to their class.

## 8 Students

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

### 8.1 Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the SENCO. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, King's School and Nursery is mindful of preparing students for adulthood.

King's School and Nursery is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

### **9 Parents' right to withdraw**

- 9.1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

- 9.2 Parents do not have the right to withdraw their children from relationships education.

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

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

Alternative work will be given to students who are withdrawn from sex education.

### **10 Training**

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

- 10.2 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.

### **11 Monitoring arrangements**

- 11.1 The delivery of RSE is monitored by Emma Robinson, Deputy Headteacher, through: Planning check, work scrutiny, lesson observations and learning walks.

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



## Appendix 1: Curriculum Map

### Relationships and Sex Education Curriculum Map

YEAR GROUP	TERM	TOPIC DETAIL
EYFS	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Show sensitivity to their own and to others' needs.</li> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> </ul> <p>Express their ideas and feelings about their experiences</p>	<p>Taught by class teacher Age appropriate resources produced by staff, supported by resources from The PSHE Association and Twinkl</p>
Year 1	<p>H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H27. about preparing to move to a new class/year group R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying</p>	<p>Taught by class teacher Age appropriate resources produced by staff, supported by resources from The PSHE Association and Twinkl</p>

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	<p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	
Year 2	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>Taught by class teacher</p> <p>Age appropriate resources produced by staff, supported by resources from The PSHE Association and Twinkl</p>
Year 3	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p>	<p>Taught by class teacher</p> <p>Age appropriate resources produced by staff, supported by resources from The PSHE Association and Twinkl</p>

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	<p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	
Year 4	<p>R1. to recognise that there are different types of relationships (e.g., friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>	<p>Taught by class teacher</p> <p>Age appropriate resources produced by staff, supported by resources from The PSHE Association and Twinkl</p>

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	<p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p>	
Year 5	<p>R14: healthy relationships make people feel included; recognise when others may feel lonely or excluded; recipes for how to include them</p> <p>R15: strategies for recognising and managing peer influence and a desire for peer approval in friendships; the effect of online actions on others</p> <p>R16: how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17: that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18: do you recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R25: recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26: seeking and giving permission (consent) in different situations</p> <p>R27: about keeping something confidential or secret, when this should (eg a birthday surprise for others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R29: where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>H16: About strategies and behaviours that support mental health - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and well-being.</p> <p>H25: about personal identity; what contributes to who we are (eg ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26: That for some people gender identity does not correspond with their biological sex.</p> <p>H27: to recognise their individuality and personal qualities.</p> <p>H38: how to predict, assess and manage risk in different situations.</p> <p>H43: about what is meant by first aid; basic techniques for dealing with common injuries</p>	<p>Taught by class teacher</p> <p>Age appropriate resources produced by staff, supported by resources from The PSHE Association and Twinkl</p>

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	<p>H44: and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p> <p>H45: female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</p>	
Year 6	<p>R26. about seeking and giving permission (consent) in different situations</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R1. to recognise that there are different types of relationships (e.g., friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically, and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.</p> <p>R5. that people who loves and care for each other can be in a committed relationship (e.g., marriage), living together, but may also live apart.</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security, and stability.</p> <p>H24. problem-solving strategies for dealing with emotions, challenges, and change, including the transition to new schools</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle: how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup></p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring.</p> <p>H36. strategies to manage transitions between classes and key stages.</p>	<p>Taught by class teacher</p> <p>Age appropriate resources produced by staff, supported by resources from The PSHE Association and Twinkl</p> <p>Year 6 also use resources from Channel 4's Living and growing programme.</p>

### Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS 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>

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TOPIC	STUDENTS 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 3: Parent form: Withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. E.g.: X will be taking part in all relationships lessons and during the sex education lessons, they will be working independently on a project in the Year 5 classroom

### Appendix 4: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## Relationships and Sex Education (RSE) Policy


<b>Ownership and consultation</b>	
Document sponsor (role)	European Director of Education
Document author (name)	Beth Kerr/PSHE Leads
Consultation February 2020	Consultation with the following: Alison Barnett, Regional Safeguarding Lead (RSL)/Danuta Tomasz, DE
Review – June 2022	Nicola Lambros Director of Education for Europe Alison Barnett – Regional Safeguarding Lead for Europe

<b>Audience</b>	
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England	Yes
Wales	Yes
Spain	TBC

<b>Version control</b>	
Review cycle	Every 3 years
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Review date	September 2024

<b>Related documentation</b>	
Related documentation	Curriculum Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards

Policy Adopted	September 2023	
Next Review Date	September 2024	
Signed		Clare Page Headteacher