



WNAT Relationships & Sex Education (RSE) Primaries Policy

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1. Aims

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

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

High quality RSE helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. Our RSE programme will reflect the schools' overarching aims and demonstrate and encourage the following values:

- respect for self
- respect for others
- responsibility for our own actions
- responsibility for our family, friends, school and wider community

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 West Norfolk Academies Trust we teach RSE as set out in this policy.

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 or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to make recommendations
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, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 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 do not seek answers online.

Primary sex education will focus on:

- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

All West Norfolk Academies Trust (WNAT) primary schools teach Personal, Social, Health and Economic education (PHSE) through Jigsaw, a PSHE Association Quality Assured Resource. RSE is taught within the PSHE education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive sex education sessions appropriate to their age and stage of development.

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

Sex Education; The specific content of RSE is taught through the “Changing Me” topic in the Jigsaw scheme. However, essential work is done in prior lessons in order to build children’s self-esteem, enhance their own sense of self, in regard to their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected. This work underpins the explicit RSE content and is part of the holistic approach to RSE teaching and learning.

In our schools, puberty is covered age-appropriately, prior to onset so that children are prepared emotionally and physically when their bodies change and approach puberty without fear. The names for the main external parts of the body are taught in KS1, developing this in KS2 so children understand the male and female reproductive systems. Growth from birth to old age is taught in each year group, with each year group building on the previous year's knowledge. Conception and childbirth are taught within KS2.

Emotional and mental health is an underpinning concept in every RSE lesson taught through mindfulness, philosophy and practice. We aim to empower children to understand and regulate their own emotional states. There is a strong emphasis on providing children with the knowledge and skills related to physical and emotional health, so if issues arise they can recognise them, have strategies to assist, and to seek early help from appropriate sources.

Growth mindset –or resilience-building - is also fully integrated into our RSE lessons. We are passionate that good mental health underpins everything. At WNAT schools, we encourage a safe, open and positive school environment in which to learn and seek help when needed.

Equality

Our schools are fully compliant with the Equality Act 2010 through our inclusive ethos; we are committed towards equal opportunities in all aspects of school life. All resources used will support this commitment. We will respect ethnic, cultural and religious diversity that different groups may have.

SEND

RSE will be accessible by all pupils. High quality teaching that is differentiated and personalised will help to ensure accessibility for all. Young people with special educational needs will NOT be withdrawn from RSE, but will be given help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are and are not acceptable. Work may be planned in different ways in order to meet the needs of individual young people with special educational needs.

Young people working beyond the curriculum will be encouraged to apply their skills, knowledge and understanding in other areas of the curriculum.

Safeguarding

All teachers will be aware that sometimes disclosures may be made during these sessions; in which case, the school safeguarding procedures will be followed immediately, following the Safeguarding Policy.

Assessment

Our schools have high expectations of the quality of pupils' work, in line with other curriculum areas. The curriculum will build on the knowledge pupils have previously acquired, with regular feedback on pupil progress. Lessons are planned to ensure that pupils are suitably challenged. Although there is no formal examined assessment, teachers capture progress via self-evaluations/reflection jigsaws.

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

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, LGBT 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 board

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

7.2 The headteacher

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

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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.

Class teachers are responsible for teaching RSE in our school.

7.4 Pupils

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

8. Parents' right to withdraw

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

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

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

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by PHSE Subject Leaders through:

- monitoring the standards of children's work and the quality of teaching
- supporting colleagues in the teaching of RSE
- providing information about current developments in the subject
- providing a strategic lead and direction for the subject
- giving the leadership team an annual summary report, evaluating strengths and areas for development in the subject

Class teachers, as part of our internal assessment systems, monitor pupils' development in RSE.

This policy will be reviewed by the PHSE subject leaders annually. At every review, the policy will be approved by the Governing Body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Autumn 2	Celebrating differences: <ul style="list-style-type: none"> • know why having friend is important and identify and use skills to make a friend. • Identify and use skills to stand up for themselves. • Know some qualities of a positive friendship. • Know that they don't have to be 'the same as' to be a friend - Identify some ways they can be different and the same as others. 	Jigsaw
Reception	Spring 2	Healthy me: <ul style="list-style-type: none"> • Names for some parts of their body • Know how to say no to strangers 	Jigsaw
Reception	Summer 1	Relationships: <ul style="list-style-type: none"> • Know what a family is. • Know some of the characteristics of healthy and safe friendships. • Know that friends sometimes fall out. • Know some ways to mend a friendship. • Know that unkind words can never be taken back, and they can hurt. • Recognising what being angry feels like. • Identify what jobs they do in their family and those carried out by parents/carers and siblings. • Suggest ways to make a friend or help someone who is lonely. 	Jigsaw
Reception	Summer 2	Changing Me: <ul style="list-style-type: none"> • Forming good relationships • Naming the main body parts (eg eyes, ears, arms, legs etc) • Know that we grow from baby to adult and can identify how they have changed from a baby. • Recognise that changing class can elicit happy and/or sad emotions and can say how they feel about changing class/growing up. 	Jigsaw
Year 1	Autumn 1	Science Curriculum – The Human Body <ul style="list-style-type: none"> • Naming body parts. 	Knowledge Based Curriculum
Year 1	Autumn 2	Science Curriculum – Animals and Their Needs <ul style="list-style-type: none"> • That animals, including humans, have offspring which grow into adults. 	Knowledge Based Curriculum
Year 1	Autumn 2	Celebrating differences: <ul style="list-style-type: none"> • Know what bullying means – Identify what is bullying and what isn't. • Understand how being bullied might feel and know who to tell if they or someone else is being bullied or is feeling unhappy. 	Jigsaw

		<ul style="list-style-type: none"> • Know that people are unique and that it is OK to be different. • Recognise ways in which they are the same as their friends and ways they are different. 	
Year 1	Spring 2	<p>Healthy Me:</p> <p>Why my body is amazing and ways to keep it safe and healthy.</p> <ul style="list-style-type: none"> • How being healthy helps me to feel happy <ul style="list-style-type: none"> • Know about people who can keep them safe. 	Jigsaw
Year 1	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> • Why I appreciate someone who is special to me. • Know that everyone's family is different. • Know that families are founded on belonging, love and care and express how it feels to be part of a family and to care for family members. • Know that physical contact can be used as a greeting and can identify forms of physical contact they prefer. • Can say no when they receive a touch they don't like. • Know how to make a friend and can say what being a good friend means. • Know who to ask for help in the school community. 	Jigsaw
Year 1	Summer 2	<p>Changing Me</p> <p>Identify parts of the body that make boys different to girls and can use the correct name for these (penis, testicles, vagina).</p> <ul style="list-style-type: none"> • Know that there are correct names for private body parts and nicknames, and when to use them. • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. • Know who to ask for help if they are worried or frightened. • Understand and accept that change is a natural part of getting older and can identify some things that have changed and some things that have stayed the same since being a baby (including the body) <p>Can suggest ways to manage change, e.g. moving to a new class.</p>	Jigsaw
Year 2	Autumn 2	<p>Celebrating Differences:</p> <ul style="list-style-type: none"> • Know the difference between a one-off incident and bullying – and how someone might feel if they are bullied. • Know that sometimes people get bullied because of difference. • Know where to get help if being bullied. • Understand that everyone's differences make them special and unique – friends can be different and still be friends. • Understand that boys and girls can be similar and different in lots of ways and that is OK. • Know there are stereotypes about boys and girls and that it is OK not to conform to gender stereotypes. 	Jigsaw
Year 2	Spring 1	<p>Human Body</p> <p>Exercise</p> <p>Healthy eating</p>	Knowledge Based Curriculum

Year 2	Summer 2	<p>Relationships:</p> <ul style="list-style-type: none"> • Things that cause conflict between me and my friends. • Use positive problem-solving techniques to resolve conflicts with my friends. • Know that there are lots of forms of physical contact within a family and can recognise and talk about the types of physical contact that is acceptable or unacceptable. • Know how to stay stop if someone is hurting them. • Know there are good secrets and worry secrets and why it is important to share worry secrets and can identify the negative feelings associated with keeping a worry secret. • Know what trust is and can identify who they trust in their own relationships. 	Jigsaw
Year 2	Summer 2	<p>Changing Me:</p> <ul style="list-style-type: none"> • Recognise the physical differences between boys and girls, use the correct name for parts of the body (penis, testicles and vagina) and appreciate that some parts of the body are private. • Be able to say what you like / don't like about being a boy/girl. • Know there are different types of touch and that some are acceptable, and some are unacceptable and can say what types of touch they find comfortable/uncomfortable. • Can say who they would go to for help if worried or scared. • Be able to confidently ask someone to stop if they are being hurt or frightened. 	Jigsaw
Year 3	Autumn 1	<p>Science Curriculum – Cycles in Nature:</p> <ul style="list-style-type: none"> • Life Cycles- The life cycle of butterflies, plants and amphibians: birth, growth and reproduction. 	Knowledge Based Curriculum
Year 3	Autumn 2	<p>Celebrating differences:</p> <ul style="list-style-type: none"> • Know that conflict is a normal part of relationships and use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Know that some words are used in hurtful ways and that this can have consequences. • Know why families are important and that everybody's family is different. • Know that sometimes family members don't get along and some reasons for this. • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary. • Be able to show appreciation for their families, parents and carers. 	Jigsaw
Year 3	Spring 2	<p>Healthy Me:</p> <ul style="list-style-type: none"> • Can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help. • How to take responsibility for keeping themselves and others safe. • Express how being anxious or scared feels. 	Jigsaw

Year 3	Spring 2	<p>Science Curriculum – The Human Body</p> <ul style="list-style-type: none"> • Taking care of your body 	Knowledge Based Curriculum
Year 3	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • Know that different family members carry out different roles and have different responsibilities within the family. • Know some of the skills of friendship, e.g. taking turns, being a good listener. • Know that they and all children have rights (UNCRC) • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community. • Know some strategies for keeping themselves safe online and know how to access help if they are concerned about anything on social media or the internet. • Explain how some of the actions and work of people around the world help and influence my life. • Show an awareness of how this could affect my choices. 	Jigsaw
Year 3	Summer 2	<p>Changing Me</p> <ul style="list-style-type: none"> • Identify how boys' and girls' bodies change on the inside during the growing up process (puberty) and can tell you why these changes are necessary so that their bodies can make babies when they grow up. • Know some of the outside body changes that happened during puberty. • Know some of the changes on the inside that happen during puberty and can express how they feel about puberty. • Can say who they can talk to about puberty if they have any worries. • Can suggest ways to help them manage feelings during changes they are more anxious about <p>Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</p>	Jigsaw
Year 4	Autumn 2	<p>Celebrating differences:</p> <ul style="list-style-type: none"> • Know that sometimes people make assumptions about a person because of the way they look or act - Try to accept people for who they are and be non-judgemental about others who are different. • Be comfortable with the way they look. 	Jigsaw
Year 4	Spring 2	<p>Healthy Me</p> <ul style="list-style-type: none"> • Recognise when people are putting me under pressure and can explain ways to resist this when I want to. <ul style="list-style-type: none"> • Know how different friendship groups are formed and how they fit into them and can identify the feelings that they have about their friends and different friendship groups. • Know which friends they value most and who they want to be friends with. • Know that they can take on different roles according to the situation. • Recognise how different people and groups they interact with impact on them. • Identify feelings of anxiety and fear associated with peer pressure 	Jigsaw

		<ul style="list-style-type: none"> Recognise negative feelings in peer pressure situations. 	
Year 4	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> Know some reasons why people feel jealousy. Know that loss is a normal part of relationships and that can identify the negative feelings and emotions are a normal part of loss. They Can suggest strategies for managing loss. Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe. Can suggest ways to manage relationship changes including how to negotiate 	Jigsaw
Year 4	Summer 2	<p>Changing Me</p> <ul style="list-style-type: none"> Conception and sexual intercourse are introduced in simple terms, so the children understand that a baby is formed by the joining of an ovum and sperm. Know that personal characteristics are inherited from birth parents, and this is brought about by an ovum joining with a sperm Know that babies are made by a sperm joining with an ovum. Know the names of the different internal and external body parts that are needed to make a baby. Know how the female and male body change at puberty and know that this change can bring about a range of different emotions. Can express any concerns they have about puberty. Have strategies for managing the emotions relating to change. Can appreciate their own uniqueness and that of others. Sanitary health is covered, including introducing pupils to different sanitary and personal hygiene products. 	Jigsaw
Year 5	Autumn 2	<p>Celebrating Differences</p> <ul style="list-style-type: none"> Know that bullying can be direct and indirect. Describe the different types of bullying. Help people who are being bullied and encourage bullies to make other choices. Know what racism is and why it is unacceptable. Know what culture means and develop respect for cultures different from their own. Appreciate the value of happiness regardless of material wealth. Identify their own culture and different cultures within their class community. Identify their own attitudes about people from different faith and cultural backgrounds. 	Jigsaw
Year 5	Spring 2	<p>Healthy Me</p> <ul style="list-style-type: none"> Respect and value their own bodies. Know Media, social media and celebrity culture promotes certain body types - reflect on their own body image and know how important it is that this is positive. Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure. 	Jigsaw

		<ul style="list-style-type: none"> Recognise strategies for resisting pressure. 	
Year 5	Summer 1	<p>Science Curriculum – Life Cycles and Reproduction</p> <ul style="list-style-type: none"> Asexual reproduction, sexual reproduction, reproduction in animals, growth stages of animals. 	Knowledge Based Curriculum
Year 5	Summer 1	<p>Relationships</p> <p>How to stay safe when using technology to communication with friends and how to identify when an online community/social media group feels risky, uncomfortable, or unsafe.</p> <ul style="list-style-type: none"> Resist pressures to use technology in ways that may be risky or cause harm to myself or others and can suggest strategies for managing unhelpful pressures online or in social networks. Know that there are rights and responsibilities in an online community or social network. Know that there are rights and responsibilities when playing a game online. Know that too much screen time isn't healthy. Know how to stay safe when using technology know how to report unsafe online/social network activity. 	Jigsaw
Year 5	Summer 2	<p>Changing Me</p> <p>How boys' and girls' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.</p> <ul style="list-style-type: none"> Express how I feel about the changes that will happen to me during puberty. That sexual intercourse can lead to conception. That some people need help to conceive and might use IVF That becoming a teenager involves various changes and also brings growing responsibility. Can celebrate what they like about their own and others' self-image and body image. Can suggest ways to boost self-esteem of self and others. Recognise that puberty is a natural process that happens to everybody and that it will be OK for them. Can ask questions about puberty to seek clarification. 	Jigsaw
Year 6	Autumn 2	<p>Celebrating differences:</p> <ul style="list-style-type: none"> Know that people can hold power over others. individually or in a group and be able to recognise when someone is exerting power negatively in a relationship. Know that power can play a part in a bullying or conflict situation... Identify feelings associated with being excluded. Empathise with people who are different and be aware of my own feelings towards them. 	Jigsaw

Year 6	Spring 2	<p>Healthy Me</p> <ul style="list-style-type: none"> • Know what it means to be emotionally well. • Are motivated to care for their own physical and emotional health. 	Jigsaw
Year 6	Summer 1	<ul style="list-style-type: none"> • Relationships • Know that it is important to take care of their own mental health and know ways that they can do this - Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Know the stages of grief and that there are different types of loss that cause people to grieve. • Can resist pressure to do something online that might hurt themselves or others. • Can take responsibility for their own safety and well-being recognise when people are trying to gain power or control • Demonstrate ways I can stand up for myself when others are trying to gain power. 	Jigsaw
Year 6	Summer 1	<p>Science Curriculum – The Human Body</p> <ul style="list-style-type: none"> • Human growth stages, adolescence and puberty. • The human reproductive system 	Knowledge Based Curriculum
Year 6	Summer 2	<p>Changing Me</p> <ul style="list-style-type: none"> • How a baby develops from conception through the nine months of pregnancy and how it is born. • How I feel about the development and birth of a baby. • How being physically attracted to someone changes the nature of the relationship and understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to • The importance of self-esteem and recognise ways what they can do to develop it. • Can express how they feel about the changes that will happen to them during puberty. 	Jigsaw

Appendix 2: 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"> • 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 / civil partnerships 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	<ul style="list-style-type: none"> • 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.
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> ● 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
Being safe	<ul style="list-style-type: none"> ● 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	Include notes from discussions with parents and agreed actions taken.		