



## NIGHTINGALE PRIMARY SCHOOL

### RELATIONSHIPS & SEX EDUCATION POLICY

#### 1. Aims

The aims of Relationships and Sex Education (RSE) at Nightingale Primary 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.

#### 2. Definition

Relationships Education at Nightingale Primary School teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

#### 3. Statutory Requirements

As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide Sex Education, but we do need to teach the elements of Sex Education contained in the Science curriculum. At Nightingale Primary School we teach RSE as set out in this policy.

#### 4. Policy Development

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

1. Review - The PSHE Co-ordinator collated all relevant information for this policy, 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. Parental consultation - Parents and carers were invited to attend a meeting about the policy.
4. Child consultation - we investigated what exactly children want from their RSE.
5. Ratification - once amendments were made, the policy was shared with Governors and ratified.

## 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 the whole school community, 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.

At Nightingale our curriculum starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning we teach our pupils how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical contact.

Meeting the objectives for Relationships Education requires a graduated, age-appropriate programme. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. We will consider as a school, what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

At Nightingale, our primary sex education curriculum will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

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

## **6. Delivery of RSE**

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

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

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

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)

### **6.1 LGBT**

At Nightingale we will ensure that our pupils understand, and are prepared for, the diverse world that they are growing up in. As part of our Key Stage 2 Relationships curriculum, our pupils will learn about LGBT relationships and know that the world is made up of different, healthy, strong and loving families, including families of the same sex. Pupils will leave Nightingale with a deeper understanding of the importance of including and respecting all family types.

## **7. Pupils with Special Educational Needs and Disabilities (SEND)**

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

## **8. Roles and Responsibilities**

### **8.1 The Governing Body**

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

## 8.2 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/non-science components of RSE.

## 8.3 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/non-science) components of RSE.

RSE is a statutory part of the curriculum, which staff will teach through our PSHE curriculum. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

All teaching staff are responsible for leading the learning about relationships. Year 5 and Year 6 teaching staff are responsible for the agreed non-statutory elements of the curriculum.

## 8.4 Pupils

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

## **9. Working with Parents/Carers and the Wider Community**

At Nightingale, we believe the role of parents in the development of their children's understanding about relationships is vital; Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Through our information evening for parents of our Year 5 and 6 pupils, we will ensure that parents know what will be taught and when, they will be shown the videos and booklets that the pupils will be using in their RSE lessons. We will clearly communicate that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

We will give parents every opportunity to understand the purpose and content of Relationships Education and RSE. We will be inviting parents into school to discuss what

will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe.

### 9.1 Parental Consultation

At Nightingale we understand the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective, we:

- Inform parents about the school's sex education policy and practice.
- Answer any questions that parents may have about the sex education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.

### **10. Right to be excused from Sex Education**

Parents do not have the right to withdraw their children from Relationships Education as it is a statutory part of the National Curriculum. However, Parents have the right to withdraw their children from the (non-statutory/non-science) components of Sex Education within RSE covered in Year 5 and Year 6. 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.

### **11. Training**

Staff follow our PHSE scheme (Jigsaw) and it is used as guidance for all teachers. Units 5 & 6 are focused on 'Relationships' and 'Changing me' and are appropriate for every year group from EYFS - Year 6. Visitors from outside the school, such as school nurses or sexual health professionals, can be provided for support and training to staff teaching RSE.

### **12. Monitoring Arrangements**

The delivery of RSE is monitored by Vikki Gates through:

- Planning scrutiny
- Learning walks
- Pupil conferencing
- Evidence of use of Jigsaw scheme to support pupils' learning
- Through our subject afternoons.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Vikki Gates biannually. At every review, the policy will be approved by the Governing body and the Headteacher.

**Date of Policy Approval:** July 2020

**Date of next Review:** July 2023

## Appendix 1: PSHE (including RSE and Health Education) Curriculum Progression

	EYFS	Key Stage 1 skills		Key Stage 2 skills			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Being Me in My World</b> Autumn 1</p>	<p>Help other to feel welcome.</p> <p>Making our school a safer place.</p> <p>Thinking about our right to learn.</p> <p>Caring for others.</p> <p>Working well with others.</p> <p>Know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Know that there is a normal</p>	<p>Explain why school is a happy and safe place to learn.</p> <p>Give different examples of where I or others make my class a safe and happy place.</p> <p>Know the importance of self-respect and how this links to own happiness.</p> <p>Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Know how to judge whether what they are feeling and how they are being is</p>	<p>Explain why my behaviour can impact others.</p> <p>Explain my own and other's choices and say why some choices are better than others.</p> <p>Know the conventions of courtesy and manners.</p> <p>Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Know simple self-care techniques, including the importance of rest.</p>	<p>Explain how my behaviour can affect how others feel and behave.</p> <p>Say why it is important to have rules and how it helps me and others to learn.</p> <p>Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>Explain why being listened to and listening to others is important.</p> <p>Explain why being democratic is important and helps others to feel valued.</p> <p>Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p>Compare my life with other people around the UK and explain why we have rights, responsibilities and rules to make both school and the wider community a fair place.</p> <p>Explain how actions of one person can affect another person.</p> <p>Understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems</p>	<p>Explain how my choices impact the local community and the wider world.</p> <p>Empathise with other people in the local and wider community and think about how this changes my actions.</p> <p>Understand 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.</p> <p>Where and how to seek support (including recognising the triggers for seeking support).</p>

	EYFS	Key Stage 1 skills		Key Stage 2 skills			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Being Me in My World</b> Autumn 1	range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	appropriate and proportionate	time spent with friends and family and the benefits of hobbies and interests.			and difficulties.  That it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Celebrating	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Differences</b></p> <p>Autumn 2</p>	<p>Accept that we are all different.</p> <p>Include others when working and playing.</p> <p>Know how to help other people.</p> <p>Try to solve problems.</p> <p>Use kind words.</p> <p>Give and receive compliments.</p> <p>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</p>	<p>Tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>Explain what bullying is and how being bullied might make somebody feel.</p> <p>Know 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.</p>	<p>Explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>Explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>Tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p>Tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>Explain why it is good to accept myself and others for who we are.</p>	<p>Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>Explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>Explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>

Dreams	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>&amp; Goals</b>	<p><b>Economic skills:</b> Throughout this unit children will be taught to understand their feelings about money, financial decisions and their future careers. This will be taught through an enterprise project/week, with cross curricular links with Maths, Science/STEM, computing and DT. Children will understand that the economy is a vital part of preparing them for adult life, with obvious links to health outcomes and relationships.</p>						
Spring 1	<p>Stay motivated when doing something challenging.</p> <p>Keep trying even when things are tricky.</p> <p>Work well with a partner or a group.</p> <p>Have a positive attitude.</p> <p>Help others to achieve their goals.</p>	<p>Explain how I feel when I am successful and how this can be celebrated positively.</p> <p>Say why my internal treasure chest is an important place to store positive feelings.</p>	<p>Explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> <p>Explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>Explain the different ways that help me learn and what I need to do to improve.</p> <p>Confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>Plan and set new goals even after a disappointment.</p> <p>Explain what it means to be resilient and to have a positive attitude.</p>	<p>Compare my hopes and dreams with those of young people from different cultures.</p> <p>Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>Explain different ways to work with others to help make the world a better place.</p> <p>Explain what motivates me to make the world a better place.</p>

Health y Me Spring 2	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make healthy choices.	Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.	Explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.	Explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.	Identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe and healthy including who to go to for help.	Recognise when people are putting me under pressure and can explain ways to resist this when I want to.	Explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.	Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.
Eat a balance diet.	Give examples of when being healthy can help me feel happy.	Compare my own and my friends' choices and can express how it feels to make healthy and safe choices	Compare my own and my friends' choices and can express how it feels to make healthy and safe choices	Express how being anxious/ scared and unwell feels.	Identify feelings of anxiety and fear associated with peer pressure.	Summarise different ways that I respect and value my body.	Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.
Be physically active.	Understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Know 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.	Understand the facts and science relating to allergies, immunisation and vaccination.	Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Try to keep themselves and others safe.	Understand why social media, some computer games and online gaming, for example, are age restricted.	Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and	Understand concepts of basic first-aid, for example dealing with common injuries, including head injuries.	
Know how to be a good friend and have a healthy relationship.	Understand what constitutes a healthy diet (including understanding calories and other nutritional content).	Know the importance of building regular exercise into daily and weekly routines	Know the importance of building regular exercise into daily and weekly routines				
Keep calm and deal with tricky situations.	Understand the characteristics and mental and physical benefits of an active lifestyle.						

	<p>Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.</p> <p>Know how to make a clear and efficient call to emergency services if necessary</p>	<p>and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>Understand the risks associated with an inactive lifestyle (including obesity).</p> <p>Understand the principles of planning and preparing a range of healthy meals.</p> <p>Understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>Know about dental health and the benefits of</p>	<p>Understand the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>Know where and how to report concerns and get support with issues online.</p> <p>Know how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>the importance of keeping personal information private.</p> <p>Understand that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p>		
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		good oral hygiene and dental flossing, including regular check-ups at the dentist.					
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Relationships	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1	<p>Know how to make friends.</p> <p>Try to solve friendship problems when they occur.</p> <p>Help others feel part of a group.</p> <p>Show respect when dealing with other people.</p> <p>Know how to help themselves and others when they feel upset.</p> <p>Know and show what makes a good friendship.</p> <p>Understand how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>	<p>Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.</p> <p>Know that families are important for children growing up because they can give love, security and stability. I can also explain how my qualities help these relationships.</p> <p>Give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> <p>Know that people sometimes behave differently online, including</p>	<p>Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>Understand 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.</p> <p>Give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>Explain how my life is influenced positively by people I know and by people from other countries.</p> <p>Explain why my choices might affect my family, friendships and people around the world who I don't know.</p> <p>Understand that marriages represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>Know how to recognise if family relationships are making them feel unhappy or unsafe,</p>	<p>Recognise how people are feeling when they miss a special person or animal.</p> <p>Give ways that might help me manage my feelings when missing a special person or animal.</p> <p>Know 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. (LGBT parents, single parent families, families headed by grandparents, adoptive parents, foster parents/care rs)</p>	<p>Compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>Know that 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</p> <p>Apply strategies to manage</p>	<p>Identify when people may be experiencing feelings associated with loss and recognise when people are trying to gain power or control.</p> <p>Explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p> <p>Know 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</p>

		by pretending to be someone they are not.		and how to seek help or advice from others if needed.	Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.	my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.  Know 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.	these situations and how to seek help or advice from others, if needed.
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Changing Me Summer 2	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Understand that everyone is unique and special.</p> <p>Can express how they feel when they are happy.</p> <p>Understand and respect changes which happen in them.</p> <p>Understand changes which happen in them.</p> <p>Look forward to change.</p> <p>Know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>Compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older</p> <p>Explain why some changes I might experience might feel better than others.</p> <p>Understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>Tell you what I like and don't like about being a boy/ girl and getting older and recognise that other people might feel differently to me.</p> <p>Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>	<p>Explain how boys' and girls' bodies change on the inside/outside during growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>Explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>	<p>Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>Express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends</p> <p>Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Know about menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>

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

TOPIC	PUPILS SHOULD KNOW
<p><b>Families and people who care about me</b></p>	<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>
<p><b>Caring Friendships</b></p>	<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>

<b>Respectful Relationships</b>	<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>
<b>Online Relationships</b>	<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>

<b>Being Safe</b>	<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>
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**Appendix 3: Parent form: withdrawal from sex education within RSE**

<b>TO BE COMPLETED BY PARENTS</b>	
Name of Child:	Class:
Name of Parent:	Date:
Reason for withdrawing from Sex Education within RSE:	
Any other information you would like the school to consider:	
Parent signature:	
<b>TO BE COMPLETED BY THE SCHOOL</b>	
Agreed actions from discussion with parents: (Include notes from discussions with parents and agreed actions taken)	