



BRIGSHAW
LEARNING PARTNERSHIP

Primary Relationships and Sex Education Policy (RSHE)

Monitoring and Review of this Document:

The Trust shall be responsible for reviewing this document from time to time to ensure that it meets legal requirements and reflects best practice.



The Brigshaw Learning Partnership is an exempt charity regulated by the Secretary of State for Education. It is a company limited by guarantee registered in England and Wales, Registered Company Number 10301662, whose registered office is at The Brigshaw Learning Partnership, Brigshaw High School, Allerton Bywater, Castleford WF10 2HR

Providing a cradle to career education that allows our children to enjoy lives of **choice** and **opportunity**



Document Controls

Policy Document:	Primary Relationships and Sex Education Policy
Legislation/Category: Academy Schools	Legally required
Lead Staff Member:	Director Safeguarding
Approved by:	Executive
Date Approved:	June 2026



Contents

1. Statutory requirements	4
2. Aims	4
3. Definition	4
4. Curricula	4
5. Delivery of RSHE	5
6. Teaching about biological sex, gender reassignment and gender identity	6
7. Inclusivity	6
8. Use of resources	7
9. Use of external organisations and materials	7
10. Roles and responsibilities	8
10.1 The Local School Committee (LSC)	8
10.2 The Headteacher	8
10.3 Staff	8
10. 4 Pupils	9
11. Parents' right to withdraw	9
12. Training	9
13. Monitoring arrangements	9
Appendix 1: Brigshaw Learning Partnership Primary PSHE and RSHE Programmes of Study	10
Appendix 2: By the end of primary school pupils should know:	11
Appendix 3: Parent form: withdrawal from sex education within RSE	15
Links with Other Policies	16



1. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't 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. This would include the elements of sex education contained in the science curriculum.

In teaching RHE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Methley Primary School, we teach RSHE as set out in this policy.

Our PSHE programme is delivered using the Kapow scheme of work. We offer a preventative curriculum meaning we provide an environment where difference is celebrated and children are taught to be upstanders against unkind behaviour. Our PSHE programme enables learners to;

- develop confidence and responsibility, making the most of their abilities;
- develop a healthier, safer lifestyle;
- develop good relationships and respect differences between people.
- prepare to play an active role as citizens

2. Aims

The aims of the relationships, sex & health education (RSHE) curriculum at our primary schools 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

The children are at the heart of everything we do therefore, it is our top priority that we create a safe and nurturing environment to have these important conversations and discussions about understanding the world around us. We place great emphasis on active learning by encouraging the children to take part in discussions, investigations and problem-solving activities. Our children are enabled to take part in a range of practical activities that promote active citizenship, for example; charity fundraising (NSPCC, Breast Cancer Awareness and Red Nose Day), the planning of special events such as a special assembly or involvement in an activity to help other individuals or groups less fortunate than themselves (harvest collections for local food banks). We also give children the opportunity to take ownership and responsibility by electing value ambassadors.



Classes are organised to enable participation in discussions to resolve conflicts and class rules are discussed and agreed by all involved. We are a Restorative Practice school and children are offered conflict resolution in the form of a restorative circle if there is a situation which requires this.

Personal, Social and Health Education, Sex Education and Drug Education are part of a whole school approach. There is dedicated time each week (usually 1 hour per week) for PSHE lessons across school. Our Kapow scheme allows children to progress through school gradually, learning topics that are age appropriate to their development. In addition to quality first teaching in PSHE, links to ethos statements are explored in whole school assemblies, which are used as part of the provision for high quality PSHE. There are also meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The messages provided by our quality first teaching and through our PSHE scheme transmit consistent messages throughout the age ranges including how and where to access help. The role of parents and carers is recognised as a key part in making our school a safe, nurturing and happy place for all children.

3. Definition

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

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

RSHE is not about the promotion of sexual activity.

4. Curricula

Our primary schools' RSHE programmes of study are set out as per [Appendix 1](#).

Our schools have developed their RSHE programmes of study in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

5. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum at our primary schools. Biological aspects of RSHE may be taught within the school's science curriculum and other aspects may be included in religious education (RE).

The school will make sure that:

Core knowledge is sectioned into units of manageable size



- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. Families can expect their children to be taught the following in an age-appropriate way:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

The [guidance](#) recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth in the science curriculum, but it is not compulsory. As recommended by the guidance, we teach content about conception and birth in Year 5 and Year 6. We also teach puberty and the changes in the adolescent body in these year groups.

Statutory content of National Science Curriculum:

Key Stage 1 pupils are taught:	• that humans and other animals can produce offspring and that these offspring grow into adults • that animals, including humans, move, feed, grow, use their senses and reproduce • to recognise and name the main external parts of the body using scientific language • to recognise similarities and differences between themselves and others and treat others with sensitivity • to describe the importance for humans of hygiene
Key Stage 2 pupils are taught:	• the main stages of the human life cycle • the differences in the life cycles of a mammal, an amphibian, an insect, some plants and a bird • that life processes common to humans include nutrition, growth and reproduction. • key facts about puberty and the changing adolescent body using scientific vocabulary, particularly from age 9 through to age 11, including physical and emotional changes and about menstrual wellbeing including the key facts about the menstrual cycle.

Statutory content of Relationships Education:

Families and people who care for me	• that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
--	--



Caring friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	• that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.



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

Primary sex education will focus on:

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

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

1. Delivery of the RSE and PSHE curriculum at Methley

Class teachers will deliver the sessions and do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that all children know how babies are born, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We will offer a meeting to all parents and carers of children in KS2 to support the programme of lessons, explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.



Parents and carers of children in Year 2 are welcome to come and meet teaching staff to discuss the correct scientific terminology used when teaching the biological differences between male and female children.

2. Responding to children's diverse learning needs

There is a great need for sensitivity in the approach to relationship and sex education. This will include sensitivity to:

- religious and cultural diversity
- differing needs of boys and girls
- diverse sexuality of young people
- LGBTQ+ bullying and behaviour

Inclusive RSE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect. There will be an equality of opportunity for boys and girls and teachers will ensure that there is no stigmatisation of pupils based on home circumstances.

3. Roles and responsibilities

The Local Governing Board

The governing board will approve the RSE policy.

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.

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, providing high quality teaching that is differentiated and personalised to ensure accessibility
- It is the role of the teacher to ensure that children with learning difficulties and special needs are properly included and their developmental needs met.
- 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.

The role of parents/carers

The school believes that the primary role in children's RSE lies with the parents and carers. We wish to build a positive and supporting relationship with the parents of the children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- We have consulted with parents and other stakeholders about the new RSE policy
- inform parents/carers about the school's practice and the resources used in its teaching;
- answer any questions that parents/carers may have about the RSE of their child;
- take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for RSE within the school;
- inform parents/carers about the best practice known with regard to RSE so that the teaching in school supports the key messages that parents/carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities;
- develop a whole school programme and all children from Foundation to Year 6 will be taking part in these lessons. The lessons are differentiated for each year group

Pupils

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

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Assessment

Is planned from the beginning and identified as part of the teaching and learning

- Involves discussions with pupils about learning objectives and outcomes
- Reflects the learning and achievements of all pupils, taking into account their range of learning styles and intelligences
- Measures what we value about PSHE and not just those aspects that are easy to measure
- Actively involves pupils as partners in the assessment process, giving opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next



- Gives opportunities for pupils to collect evidence of their achievements that are linked to learn objectives and outcomes of the relevant activities.
- Is ongoing, diagnostic and informs future learning and teaching

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6. Teaching about biological sex, gender reassignment and gender identity

In line with statutory RSHE guidance, our school will teach the facts and the law about biological sex, sexuality, sexual health, gender reassignment and gender identity in an age-appropriate, inclusive, factual and respectful way.

Teaching will be impartial and will not present contested views as established fact. Pupils will be taught about the protected characteristics under the Equality Act 2010, including sex, sexual orientation and gender reassignment, and about the importance of respect for others, including those with different views and beliefs.

Where gender identity is discussed, this will be handled carefully and sensitively. The school will not use resources that oversimplify complex issues, reinforce sex stereotypes, or suggest that clothing, hobbies, interests or personality determine a person's sex or gender. Staff will avoid materials or approaches that present the idea that all people have a separate gender identity as fact.

The school will teach pupils the facts about biological sex, the relevant law, and the importance of treating everyone with dignity and respect. Teaching will not encourage pupils to question their gender, nor will it endorse a particular ideological position.

The school will review all RSHE resources before use to ensure they are age-appropriate, evidence-informed, aligned with statutory guidance, and suitable for the needs and maturity of pupils. Where external providers or resources are used, the school will retain responsibility for the content delivered. Parents and carers will be consulted when the RSHE policy is reviewed and may view curriculum materials on request.

7. Inclusivity

Our schools will teach in a manner that:

- Considers how a diverse range of pupils will relate to them including those with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:



- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed to ensure all students, including those with SEND, can access the full RSE curriculum.

8. Use of resources

All of our primary schools will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into their curriculum intent
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

9. Use of external organisations and materials

Our primary schools will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't 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.

Our primary schools will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)



- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

Our primary schools won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

10.Roles and responsibilities

10.1 The Local School Committee (LSC)

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

10.2 The Headteacher

The Headteacher at each school is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 9).

10.3 Staff

Staff are responsible for:

- Delivering RSHE 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 RSHE



- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) [insert DSL name here]

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

Class teachers are responsible for the delivery of RSHE.

10. 4 Pupils

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

11. 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/non-science components of sex education within RSHE.

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

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

12. Training

Staff are trained on the delivery of RSHE as part of their induction and on-going professional development.

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

13. Monitoring arrangements

The delivery of RSHE is monitored through:

- Planning scrutinies, learning walks and pupil voice.
- Pupils' development in RSE is monitored by PSHCE leads in our schools and senior leaders as part of our internal assessment systems.
- This policy will be reviewed by the Director of Safeguarding bi-annually. At every review, the policy will be approved by the headteacher and the BLP Trust Executive team.



Appendix 1: Brigshaw Learning Partnership Primary PSHE and RSHE Programmes of Study

School	PSHE and RSE Curriculum Programmes of Study
<i>Allerton Bywater Primary School</i>	• Please click here to access details of the programme of study for RSHE
<i>Methley Primary School</i>	• Please click here to access details of the programme of study for RSHE
<i>Swillington Primary School</i>	• Please click here to access details of the programme of study for RSHE
<i>Kippax Ash Tree Primary School</i>	• Please click here to access details of the programme of study for RSHE
<i>Kippax North Primary School</i>	• Please click here to access details of the programme of study for RSHE
<i>Kippax Greenfield Primary School</i>	• Please click here to access details of the programme of study for RHE



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

Topic	Pupils Should Know
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • About managing conflict with kindness and respect, and that violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed





Topic	Pupils Should Know
Respectful relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online • 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, including where pictures or words might be circulated



	• Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
--	---

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



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

To Be Completed by Parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

Any other information you would like the school to consider

Parent
signature

To Be Completed by The School

Agreed actions
from discussion
with parents



Links with Other Policies

This policy is linked to the following policies:

- Safeguarding and Child Protection Policy

Please visit our primary school [websites](#) where you will find a copy of this policy.