

**Queen's College Preparatory School
(including Early Years Foundation Stage)**

Relationship, Sex and Health Education

*Due for review
Michaelmas 2025*



Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary statutory; and a recommendation that all schools have a Sex Education programme.

'The Department continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils... drawing on knowledge of the human life cycle set out in National Curriculum Science - how a baby is conceived and born' (DfE RSHE)

At Queen's College Preparatory School (QCPS) we use Jigsaw, a comprehensive scheme of learning for Personal, Social and Health Education (PSHE). Included in the scheme is the specific content for Relationship, Sex and Health Education (RSHE), in which the programme covers the updated requirements which were statutory from September 2020 (DfE, England 2019).

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

Aims of policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their

experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

While the core of Relationship and Health Education content will be delivered in the Summer 2 term through the Relationships and Changing Me unit (see Appendix 1 for details of themes), essential work will be done in previous units to build on:

- Children's self-esteem;
- Enhancing their own sense of self in regard to their body image;
- Learning how to develop caring and healthy relationships;
- Learning how to develop assertiveness skills in keeping themselves valued, safe and respected.

This policy should be read in conjunction with the PSHE and SMSC Policy.

Relationship and Health Education is embedded in the PSHE curriculum and aims to help children to develop:

- Self-esteem and self-awareness;
- The skills needed for successful relationships;
- A positive attitude towards difference and diversity;
- An understanding of their own and others' rights;
- Emotional literacy;
- The ability and confidence to make informed choices;
- The knowledge, skills, understanding and attitude to maximise their health;
- The ability and knowledge to keep themselves and other people safe by minimizing risk from harm;
- An understanding of their own and others' values and beliefs, and an individual moral framework that will help them to make well-considered decisions;
- A discerning eye for the messages they receive from the media;
- A positive attitude towards their body and sexuality;
- The ability to access help and support.

Relationship, Sex and Health Education gives pupils accurate information about their bodies, sex and relationships, which allows them the opportunities to develop life skills

and an individual moral framework that aims to enable them to make positive use of that information.

At QCPS we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Objectives/Pupil Learning Outcomes

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose;
- Value self and others;
- Form relationships;
- Make and act on informed decisions;
- Communicate effectively;
- Work with others;
- Respond to challenge;
- Be an active partner in their own learning;
- Be active citizens within the local community;
- Explore issues related to living in a democratic society;
- Become healthy and fulfilled individuals.

Statutory Requirements

We must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, although we are not required to provide sex education, we do need to teach the elements of sex education which is contained in the science curriculum. This is currently taught in FV and revised upon in FVI.

For guidance on parents' right to withdraw from sex education in RSHE, see section 13 of this policy.

Policy Development

This policy has been developed in consultation with staff and parents during the Michaelmas term 2021 (and again for an update in the Spring Term 2023). The consultation and policy development process involved the following steps:

- I. Review – the SLT and Head of PSHE collected all relevant information including relevant national and local guidance
- II. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- III. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- IV. Ratification – once amendments were made, the policy was shared with the Council and ratified

Definition of Relationships, Sex and Health Education (RSHE)

From September 2020, Relationships and Health Education is compulsory for all primary schools as set out in the DfE Guidance (2019). This includes primary aged children learning about the ‘changing adolescent body’, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019). There is a current statutory duty for Independent schools to provide PSHE and they must meet the Independent School Standards as set out in the Education (Independent School Regulations 2014). Independent schools may find the DfE guidance on Relationships Education, Sex Education and Health Education useful in planning and age-appropriate curriculum.

All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSHE) that describes the content and organisation of RSHE. In primary schools if the decision is taken to teach sex education beyond Relationships and Health Education and National Science Curriculum, this should also be documented in the policy. The policy should be made available to parents/carers on request and also available on the school’s website.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing. This is why the DfE recommend:

“... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on

knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born.” (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

Rationale: Why should Relationship, Sex and Health Education be taught?

In a world where children receive information about relationships and sex from a variety of sources, many of which are inaccurate or ‘unhealthy’, primary school Relationship, Sex and Health Education aims to counterbalance these messages by providing accurate information as part of a supportive programme.

At QCPS, the teaching of Sex Education in PSHE will take place in Form VI only. The teaching of conception, as set out in the National Science Curriculum will take place in Form V and Form VI.

Teaching is delivered in the context of managing change and is age-appropriate.

Relationship, Sex and Health Education is about helping children to develop and maintain successful relationships. It is about providing them with information that will support them with the process of puberty and help them to understand issues relating to sex and reproduction.

Relationship, Sex and Health Education needs to happen at a time when many pupils start to experience puberty and show an increased awareness of matters relating to the body and sex.

Relationship, Sex and Health Education is about demonstrating to children that matters relating to the body and sex can be spoken about in a sensitive and positive way. This helps children to feel more comfortable about communicating about these matters. This therefore will undoubtedly increase the likelihood of them behaving responsibly in any sexual relationship they go on to have, as such responsibility usually requires some kind of communication – with a partner and/or sexual health services.

NB: The DfE have released a draft for the teaching of Sex Education at the primary level, and below is the new proposed guidance:

- *Some subjects, such as the risks of online gaming, social media and scams should not be taught before FIII.*

- *Puberty should not be taught before FIV, whilst sex education should not be taught before FV, in line with what pupils learn about conception and birth as part of the national curriculum.*

Our policy and curriculum reflect this.

Compulsory aspects of Relationships, Sex and Health Education

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). Where a school delivers this as part of a whole programme of PSHE, such as Jigsaw, they are free to continue with this approach.

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off-line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil wellbeing (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSHE they must have regard to the Secretary of States guidance; this is a statutory duty. Independent Schools Inspectorate (ISI) will evaluate how schools help to support personal development for their children (ISI Handbook Inspection Framework 2019).
- It is compulsory for primary schools to teach the parts of sex education that fall under National Curriculum for science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

RSHE has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy
- Health and Safety Policy
- E-Safety Policy
- SEND & EAL Policy
- RE Policy
- Safeguarding Policy
- SMSC & FBV Policy

Curriculum - Jigsaw Content

We follow the Jigsaw curriculum which is set out as per Appendix 1.

However, 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 don't seek answers online.

Primary sex education in Form VI will focus on:

- Preparing 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. Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

* NB: Sex Education in the Changing Me Unit will take place in Form VI only
 Jigsaw RSHE Content

The grid below shows specific RSHE content for each year group:

Age	
4-5 Rec	Family life, making friends, falling out and making up, being a good friend, dealing with bullying, growing up – how have I changed from baby to now, bodies (not including names of sexual parts), respecting my body and looking after it, eg personal hygiene.
5-6 FI	Recognising bullying and how to deal with it; celebrating differences between people; making new friends' belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes since being a baby; differences in female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understanding which parts are private.
6-7 FII	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group cooperation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycle in nature; growing young to old; increasing independence; female body (using correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8 FIII	Seeing things from others' perspectives; families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and ow to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; family stereotypes, outside body changes at puberty; inside body changes at puberty.
8-9 FIV	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; showing appreciation to people and animals; being unique; girls and puberty; confidence in change; accepting change.
9-10 FV	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time;

	dangers of online grooming; SMARRT internet safety rules; self and body image; influence of online and media on body image; puberty for girls; growing responsibility; coping with change.
10-11 FVI	Children’s universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including ‘county-lines’ and gang culture; love and loss; managing feelings; control and power; assertiveness; technology safety; responsibility with technology use; self-image; body image; puberty in boys and girls; conception to birth; having a baby (including IVF); reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Health Education including substance education, mental health education and safety education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others’ health and wellbeing.

Moral and Values Framework

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Jigsaw’s Health Education Content

The grid below shows specific Health Education content for each year group:

Age

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.

9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
10-11	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

Delivery of Lessons

How Relationship and Health Education will be delivered (and Sex Education in Form VI):

- Embedded in the PSHE curriculum;
- Delivered in PSHE lessons for each year group, taking place predominantly in the summer term;
- Delivered in both Science (Form V and Form VI only) and PSHE lessons.

Who will deliver Relationship, Sex and Health Education?

Relationship, Sex and Health Education will be delivered predominantly by the Form teacher. However, topics may also be covered by the science teacher as part of the science curriculum in Forms V and VI.

Techniques used for teaching RSHE:

- Develop ground rules for RSHE with the whole class, refer to them regularly and encourage the pupils to do so;
- Use distancing techniques such as anonymous questions, case studies and problem pages to help pupils avoid personalising issues;
- Agree as a class not to ask personal questions – of either staff or children;
- Admit if you do not know an answer to a question and find out the answer later;
- If a child's question seems inappropriate agree to discuss it with the child individually later rather than with the whole class;
- Allow individual staff to use their professional judgement to answer questions in front of the whole class or individually;
- Be prepared to modify the programme if a certain question recurs (perhaps because of media coverage);
- Encourage pupils to ask their parents/carers any question outside the planned programme;
- Use the correct terminology – consistently and appropriately;
- However, openly teach pupils what 'slang' words mean and that some are offensive;
- Discuss religious and cultural beliefs with the pupils – avoid making assumptions;
- Talk about sexuality without promoting any one kind of relationship i.e. we respect that people may choose different types of relationship;
- We are committed to providing a safe and secure environment in which marriage and other long term human relationships can be explored. This implies that the teaching is designed to present concepts and ideas the individual pupils may choose to relate to their own experience;
- With the pupil's permission, inform parents/carers about questions their child has asked;
- Make provision for questions about sex, reproduction and puberty to be answered individually, as they arise, outside the planned programme. Parents/carers will be informed of this decision in the school prospectus so that they can exercise their right for this not to happen with their child;
- Tell pupils that their question will be answered in a later part of the Relationship, Sex and Health Education (if necessary).

Roles and responsibilities

a. The Council

The Council will approve the RSHE policy, and hold the Head to account for its implementation.

b. The Head

The Head 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 8 and section 13).

c. Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- 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

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 Headmistress.

d. Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships and health education nor from the element of sex education that is a statutory requirement of the science curriculum (see Section 4).

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE. These are outlined in Appendix 3.

Requests for withdrawal should be put in writing and addressed to the Headmistress using the form in Appendix 4. Where a parent requests that a child is excused from part or all of the non-statutory/non-science components of sex education within RSHE, the pupil is excused until the request is withdrawn.

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

Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing Professional Development calendar. The Headmistress 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.

Monitoring, Evaluation and Assessment

Monitoring

The Head of PSHE will monitor the effective implementation of the scheme of work and the policy to identify that:

- Staff are clear about their roles and responsibilities.
- The scheme of work and policy reflects national guidance, local priorities and pupils' needs.
- All pupils are being taught the scheme of work as planned.
- The quality of teaching is consistent across all classes and exemplifies best practice.

This will be achieved through:

- Recording pupil attendance in RSHE lessons
- Lesson observations
- Sampling pupil's work
- Pupil & staff evaluation

The policy and scheme of work will be reviewed on an annual basis.

Evaluation

Teachers will evaluate lessons, units and the overall RSHE scheme of work on an ongoing basis, to identify:

- If the lesson or unit enabled the pupils to learn what was intended
- If the lesson or unit meets the needs of the pupils
- If any modifications are required in any way to improve it

Teacher evaluations will inform the Head of PSHE's monitoring and review process which may result in changes to the RSHE scheme of work or policy.

Assessment

Form teachers will keep a record of each pupil's understanding in every lesson, informed by assessment for learning tools, marking of work and pupil self-assessment. This will be used to inform Teachers' evaluation of the scheme of work, and subsequently, the Head of PSHE's monitoring process.

Appendix A. Overview of Jigsaw curriculum (Summer Term content)

Form	Changing Me (RSHE Unit of Work)
Reception	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Form I	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Form II	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Form III	How babies grow Understanding a baby's needs Family stereotypes Challenging my ideas Preparing for transition
Form IV	Being unique Girls and puberty Outside body changes Confidence in change Accepting change Preparing for transition Environmental change
Form V	Self- and body image Influence of online and media on body image Puberty for girls Growing responsibility Coping with change Preparing for transition
Form VI	Self-image Body image Inside body changes Puberty and feelings Puberty for boys Conception (including IVF) to birth Having a baby Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Transition

Form	Relationships (RSHE Unit of Work)
Reception	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying
Form I	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships
Form II	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships
Form III	<ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends
Form IV	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Showing appreciation to people and animals
Form V	<ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules
Form VI	<ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Girlfriends and boyfriends Power and control Assertiveness Technology safety Take responsibility with technology use

Appendix B. What pupils should know by the end of primary school

<p>Families and people who care about me</p>	<p>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.</p>
<p>Caring friendships</p>	<p>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.</p>
<p>Respectful relationships</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. 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,</p>

	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.

Appendix C: Parent form: withdrawal from sex education within RSHE

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			