

# Relationships and sex education policy

## Portsmouth Primary School



<b>Approved by:</b>	Full Governing Body	<b>Date:</b>
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# Contents

<b>1. Aims</b> .....	<b>2</b>
<b>2. Statutory requirements</b> .....	<b>2</b>
<b>3. Policy development</b> .....	<b>3</b>
<b>4. Definition</b> .....	<b>3</b>
<b>5. Curriculum</b> .....	<b>3</b>
Key curriculum themes include:.....	4
Online Safety and Digital Literacy.....	4
Consent, Boundaries and Personal Safety .....	4
Safeguarding Focus .....	4
<b>6. Delivery of RSE</b> .....	<b>5</b>
<b>7. Roles and responsibilities</b> .....	<b>8</b>
<b>8. Parents’ right to withdraw</b> .....	<b>8</b>
<b>9. Training</b> .....	<b>8</b>
<b>10. Communicating the policy to new parents</b> .....	<b>9</b>
<b>11. Monitoring arrangements</b> .....	<b>9</b>
Appendix 1: Curriculum Map .....	11
Appendix 3: Parent form: withdrawal from sex education within RSE .....	19

## 1. Aims

At Portsdown Primary School and Early Years, we believe that Relationships and Sex Education (RSE) and Personal, Social and Health Education (PSHE) provide a vital foundation for pupils’ personal development, wellbeing and safety.

We aim to equip pupils with the knowledge, skills and values they need to lead safe, healthy and fulfilling lives. Through a carefully planned and sequenced curriculum, pupils develop a positive sense of self, respect for others, and the confidence to make informed decisions.

We recognise that high-quality RSE plays a key role in safeguarding. It supports pupils to understand risk, develop resilience, and know how and when to seek help.

The aims of RSE at our school are to:

- Provide a safe, structured framework for sensitive discussions
- Prepare pupils for puberty and physical and emotional development
- Teach accurate, age-appropriate knowledge of relationships, health and the human body
- Teach pupils the correct anatomical terminology to describe themselves and their bodies
- Develop pupils’ understanding of consent, personal boundaries and respect
- Help pupils develop feelings of self-respect, confidence, empathy and resilience
- Support pupils to recognise risks, including online risks, and know how to respond safely
- Create a positive, inclusive culture around issues of relationships, family life and sexuality.

## 2. 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.

We have regard to the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (2026), which is statutory from September 2026.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (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 Portsdown Primary School and Early Years we teach RSE in line with this policy and statutory guidance.

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents.

The process included:

1. Review of national and local guidance, including 2026 statutory updates – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Governor ratification – once amendments were made, the policy was shared with governors and ratified

Pupil voice continues to inform the ongoing development of the RSE curriculum to ensure it remains relevant and responsive.

### 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about:

- Relationships and family life
- Respect, equality and diversity
- Personal identity and wellbeing
- Physical development and health

RSE involves sharing factual information and exploring values in a safe and supportive environment. It is not about the promotion of sexual activity.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

Our RSE curriculum is carefully **sequenced and progressive**, ensuring that knowledge and skills build appropriately across year groups in line with pupils' age and developmental stage.

The curriculum has been developed 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 focuses on:

- Preparing pupils for puberty
- Understanding physical and emotional changes
- Basic knowledge of reproduction (how a baby is conceived and born)

### **Key curriculum themes include:**

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

### **Online Safety and Digital Literacy**

Pupils are explicitly taught about:

- Safe and respectful behaviour online
- Privacy, consent and image sharing
- Risks such as harmful content, exploitation, coercion and misinformation
- How to seek help and report concerns

### **Consent, Boundaries and Personal Safety**

Pupils are taught, in an age-appropriate way:

- The concept of consent
- Personal boundaries and bodily autonomy
- How to recognise pressure, unsafe situations or inappropriate behaviour
- How to respond and seek help

### **Safeguarding Focus**

The curriculum reflects current safeguarding priorities, including:

- Peer-on-peer abuse
- Harmful sexual behaviour
- Misogyny and gender stereotypes
- Exploitation and coercion

### **Puberty and Human Reproduction**

Our curriculum topics on puberty and human reproduction are structured as follows:

- EYFS - growing up and how we have changed since babies
- KS1 - the correct anatomical terminology to describe body parts
- Year 3 - how bodies change as they grow, including puberty and menstruation
- Year 4 - puberty, menstruation and a simple introduction to conception

- Year 5 - puberty in more detail, including social and emotional aspects, and conception in biological terms
- Year 6 - puberty, becoming a teenager and understanding conception to the birth of a baby.

## 6. Delivery of RSE

At Portsdown, we teach weekly personal, social, health and economic (PSHE) education lessons in order to teach the knowledge and skills in a developmental and age-appropriate way. PSHE lessons are reinforced through assemblies, wider curriculum opportunities, the school ethos, praise and reward systems, external visitors and Learning Mentors. We aim to apply what we have learnt to everyday situations in the school community. In addition, the school delivers statutory Health Education, including content on physical health, mental wellbeing and healthy lifestyles.

RSE is taught within the PSHE curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Teaching is:

- Age-appropriate and inclusive
- Evidence-based and factually accurate
- Sensitive to pupils' needs and experiences
- Delivered in a safe and supportive environment

Jigsaw, the mindful approach to PSHE, provides complete coverage of all statutory Relationships Education and Health Education requirements through six carefully sequenced Puzzles (units) taught across the academic year. Learning is age-appropriate and builds progressively from Reception to Year 6.

Puzzle	When taught	Statutory coverage	Key RSHE Content
<b>Being Me In My World</b>	Autumn 1	Relationships Education, Health Education	Rights and responsibilities, help-seeking, trusted adults, boundaries, conflict resolution, citizenship, the UNCRC
<b>Celebrating Difference</b>	Autumn 2	Relationships Education	Family diversity (including same-sex parents), bullying prevention, protected characteristics, inclusion, challenging stereotypes
<b>Dreams &amp; Goals</b>	Spring 1	Health Education	Self-esteem, resilience, mental wellbeing, healthy lifestyle choices, financial literacy, online safety, water safety
<b>Healthy Me</b>	Spring 2	Health Education	Physical health, substance awareness (smoking, vaping, alcohol), safety education (road, rail, water, fire), first aid, mental health
<b>Relationships</b>	Summer 1	Relationships Education	Families, friendships, personal boundaries, online relationships, recognising unhealthy relationships, support networks
<b>Changing Me</b>	Summer 2	Health Education	Life cycles, body parts, puberty, menstruation, body image, conception and birth (optional)
<b>Changing Me</b>	Summer 2	<i>Non Statutory, recommended Sex Education</i>	<i>Ages 9-10, Piece 4 - Conception Ages 10-11, Piece 3 - Babies: Conception to Birth</i>

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 Inclusivity

Our teaching reflects the diversity of modern Britain and includes:

- Different family structures (including same-sex parents)
- Respect for all protected characteristics under the Equality Act 2010

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- 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

The curriculum is adapted to meet the needs of pupils with SEND, ensuring accessibility and appropriate pacing. All pupils are supported to engage with the curriculum in a way that is appropriate to their needs.

## 6.1 Use of resources

We **will** consider whether any resources we 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 our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 6.2 External agencies and visitors and use of external organisation's materials

External agencies may be invited to support the delivery of all aspects of PSHE. These may include: the school nurse, The National Society for the Prevention of Cruelty to Children (NSPCC) and the police. External agencies and visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff and this evaluation informs future planning.

We will make sure that an agency and any materials used (for example published by Jigsaw and the NSPCC) 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.

**We will:**

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE 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
- Share all external materials with parents and carers

We **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

## 7. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 The headteacher

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

### 7.3 Staff

Staff are responsible for:

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

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

### 7.4 Pupils

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

## 8. Parents' right to withdraw

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

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

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

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

## 9. Training

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

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

Staff will follow the safeguarding policy with regards to any disclosures made during RSE/PSHE lessons. Where staff are impacted personally by the teaching of PSHE/RSE, then they have access to formal and informal support. For example, they can access the Employee Assistance Programme or EAP 24 hours a day and 7 days a week. They are also able to seek support, advice and guidance from the PSHE/RSE lead as well as members of the Senior Leadership Team.

## 10. Communicating the policy to new parents

### For parents joining the school mid-year:

When a child joins Portsdown Primary School during the academic year, parents will be informed about our RSE policy and curriculum as part of the admissions process.

This will include:

- **At the point of admission** – Parents will be directed to the RSE policy on the school website and informed of their right to view the full curriculum content
- **During the welcome meeting** – The headteacher or a member of the senior leadership team will signpost:
  - The school's approach to RSE and PSHE
  - What their child will be learning in their year group
  - The statutory nature of relationships education
  - Their right to withdraw their child from non-statutory sex education (if applicable to their child's year group)
  - How to access further information or raise questions
- **Access to resources** – Parents will be offered the opportunity to:
  - View curriculum materials and resources used in their child's year group
  - Meet with the PSHE/RSE Subject Leader if they have specific questions or concerns
  - Attend the next scheduled parent information session on RSE (held annually)

### For parents joining during a term when RSE content is being taught:

- The class teacher will inform parents in advance of any upcoming RSE lessons
- Parents will be given the opportunity to discuss the content and ask questions before teaching begins
- If parents wish to exercise their right to withdraw their child from sex education, they should complete the form in Appendix 3 and return it to the headteacher as soon as possible

This ensures that all parents, regardless of when their child joins the school, have the same level of information and opportunity to engage with our RSE provision.

## 11. Monitoring arrangements

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Teachers assess pupils' understanding in RSE through discussion, questioning, retrieval activities and low-stakes quizzes, alongside regular use of pupil voice. Assessment is linked to the intended learning objectives,

enabling staff to identify gaps or misconceptions. Teaching is then adapted through revisiting content, targeted support and responsive planning to ensure all pupils make progress and can apply their learning confidently.

The delivery of RSE is monitored by the PSHE/RSE Subject Leader through planning scrutinies, learning walks and pupil interviews

This policy will be reviewed by the PSHE/RSE Subject Leader or a member of the Senior Leadership Team annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum Map

### PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>Self-identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Achieving and setting goals</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> </ul>	<ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>	<ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Feeling special and safe</li> <li>Being part of a class</li> <li>Rights and responsibilities</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the learning charter</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating the differences in everyone</li> </ul>	<ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes and achievements</li> <li>Learning styles</li> <li>Working well and celebrating achievement with a partner</li> <li>Tackling new challenges</li> <li>Identifying and overcoming obstacles</li> <li>Feelings of success</li> </ul>	<ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> <li>Medicine safety/ safety with household items</li> <li>Road safety</li> <li>Linking health and happiness</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> <li>Linking growing and learning</li> <li>Coping with change</li> <li>Transition</li> </ul>

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 6-7</b>	<ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Safe and fair learning environment</li> <li>Valuing contributions</li> <li>Choices</li> <li>Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Making new friends</li> <li>Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Staying healthy to achieve goals</li> <li>Perseverance and strengths</li> <li>Learning with others</li> <li>Group co-operation</li> <li>Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>Motivation</li> <li>Healthier choices</li> <li>Healthy eating and nutrition</li> <li>Safety in the home</li> <li>Safety out and about</li> <li>Medicines</li> </ul>	<ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies (correct terminology)</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning</li> <li>Processes</li> <li>Contributing to the community</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe online and off line</li> <li>Respect for myself and others</li> <li>Healthy and safe choices outdoors</li> <li>Water safety</li> <li>Asking for help</li> </ul>	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Media influence</li> <li>Being a global citizen</li> <li>How my choices affect others</li> <li>Awareness of other children's different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>How babies grow</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Personal hygiene</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <i>Conception (including IVF)</i> Growing responsibility Coping with change Preparing for transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body-image</li> <li>Puberty and feelings</li> <li><i>Conception to birth</i></li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>

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

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care for me</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 and civil partnerships represent 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>Caring friendships</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>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn the skills for developing caring, kind friendships.</li> <li>● 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.</li> <li>● The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</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.</li> <li>● How to manage conflict, and that resorting to violence is never right.</li> <li>● How to recognise when a friendship is making them feel unhappy or uncomfortable and how to get support when needed.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ul style="list-style-type: none"> <li>● How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</li> <li>● The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</li> <li>● How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</li> <li>● Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</li> <li>● That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (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 and skills they can develop in a range of different contexts to improve or support their relationships.</li> <li>● The conventions of courtesy and manners.</li> <li>● The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</li> <li>● The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>● What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> <li>● How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"> <li>● That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</li> <li>● How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</li> <li>● That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</li> <li>● The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</li> <li>● 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.</li> <li>● 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.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</li> <li>● The concept of privacy and its implications 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 contact, including physical contact.</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</li> <li>● How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</li> <li>● How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
General wellbeing	<ul style="list-style-type: none"><li data-bbox="676 293 1437 450">• The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</li><li data-bbox="676 450 1437 510">• The importance of promoting general wellbeing and physical health.</li></ul>

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

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	