Relationships and Sex Education Policy

(taught as part of the PSHE curriculum)

Crossacres Primary Academy

Approved by:	Governing Body	**Date:**	June 2026
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1. Aims

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

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

Our RSE provision promotes pupils' wellbeing, supports positive relationships, and contributes to our whole-school ethos of safety, respect and inclusion, in line with the Department for Education's statutory guidance (2025).

We aim to ensure that all pupils develop the knowledge, skills, language and confidence needed to form healthy relationships, keep themselves safe, and understand their rights and responsibilities as they grow.

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RSE at Crossacres Primary Academy is inclusive and accessible to all pupils, including those with SEND, and reflects the Equality Act 2010 and the Public Sector Equality Duty.

2. 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 are not required to provide Sex Education, but we must teach the elements of human reproduction contained in the national curriculum for science.

Relationships Education does not include teaching the details of sexual activity. It focuses on helping pupils understand healthy relationships, families, friendships, safety and respect.

Any Sex Education we choose to teach beyond the science curriculum will be clearly defined, age-appropriate, and communicated to parents in advance.

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 (section 149 of the Equality Act 2010)

These duties require us to eliminate discrimination, advance equality of opportunity and foster good relations between different groups.

Our RSE curriculum is designed to meet these duties by ensuring that teaching is inclusive, respectful and representative of the diverse families and communities our pupils belong to.

3. Policy development

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

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

This policy has been produced in line with the Department for Education's 2025 statutory guidance and the PSHE Association's recommended policy framework.

A representative of the governing body was involved in the development and review of this policy. The policy will be reviewed every 18–24 months to ensure it remains up to date, reflects current guidance, and continues to meet the needs of our pupils and community.

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4. Definition

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

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

RSE is not about the promotion of sexual activity.

Relationships Education focuses on families, friendships, respect, safety and healthy interactions.

Sex Education (if taught beyond the science curriculum) focuses on human reproduction, conception and birth, and is taught in an age-appropriate and sensitive manner.

We differentiate clearly between Relationships Education and Sex Education, in line with statutory guidance, and ensure parents are informed of any content that falls outside the science curriculum.

5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils.

We ensure our curriculum is inclusive, age-appropriate and responsive to local and school-level data, including safeguarding trends, pupil needs and pupil voice.

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.

Primary sex education will focus on:

- Preparing pupils for the changes that adolescence brings, including puberty as part of statutory Health Education
- How a baby is conceived and born (as part of the national curriculum for science)

Learning is sequenced to build knowledge progressively from Early Years to Year 6, ensuring pupils revisit key themes such as safety, respect, friendships and families at increasing levels of depth.

RSE learning links to other curriculum areas, including Science (reproduction, life cycles, body changes), Computing (online safety), Religious Education (family, values), and Citizenship (rights, responsibilities, respect).

RSE learning is assessed through pupil voice, class discussion, reflection activities, scenario-based tasks and teacher observation. Assessment is used to inform future planning and ensure progression.

We differentiate learning to meet the needs of all pupils, including those with SEND, through adapted resources, additional adult support, small-group work and personalised approaches where appropriate.

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6. Delivery of RSE

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

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

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

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 (including single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster carers, and other structures).

We also recognise that some pupils may have different structures of support around them (e.g., looked-after children, young carers) and ensure teaching is sensitive and inclusive.

Teachers establish a safe learning environment by agreeing ground rules, using distancing techniques (such as scenarios and case studies), and ensuring pupils can ask questions safely, including anonymously.

Sensitive or challenging questions are handled in line with safeguarding procedures and the school's agreed question-handling protocol. Teachers will answer questions factually and age-appropriately, and will not provide detail beyond the scope of the curriculum.

We ensure that RSE is accessible to all pupils, including those with SEND, through differentiation, adapted resources, small-group work and personalised approaches where appropriate.

We are mindful of the law and legal requirements, ensuring that teaching does not condone or encourage illegal activity, including hate crime, violence, terrorism, or illegal drug use.

6.1 Inclusivity

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

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- Digital formats

› Give careful consideration to the level of differentiation needed

6.2 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

7. Use of external organisations and materials

We will make sure that any 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.

We will:

- Make appropriate checks and engage with external agencies to ensure their approach to teaching about RSE is balanced and age-appropriate
- Ensure that any resources used comply with this policy, the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998 and the Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Ask to see in advance any materials that the agency may use
- Ensure that the teacher is present during all sessions with external speakers

All visitors must follow the school's safeguarding procedures, including being briefed on confidentiality, reporting concerns, and remaining supervised at all times.

We conduct a basic online check of any external organisation and review feedback from other schools before agreeing to work with them.

We evaluate the contribution of external visitors after each session to ensure their input meets curriculum aims, safeguarding expectations and the needs of our pupils.

We will not, 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

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8. Roles and responsibilities

8.1 The Governing Board

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

The governing board is involved in the design, review and monitoring of RSE provision, ensuring it meets statutory requirements and reflects the needs of the school community.

A named governor (Safeguarding Governor) oversees RSE as part of their safeguarding responsibilities.

8.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 9).

The headteacher ensures staff receive appropriate training, that teaching materials are appropriate and compliant, and that RSE is delivered safely and effectively.

8.3 Staff

Staff are responsible for:

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

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.

- All teachers have a responsibility for teaching Relationships Education within the school.

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the head teacher.

- Lauren Butler and Molly Downie have responsibility for the Relationships Education curriculum in school. They are line managed by Deputy Head – Julie Harrison.

Staff receive regular training on safe and effective RSE delivery, including safeguarding, handling sensitive questions, inclusive practice, and creating safe learning environments.

Staff follow the school's agreed protocols for answering questions, managing sensitive issues, and ensuring lessons remain age-appropriate and inclusive.

8.4 RSE/PSHE Lead

The RSE/PSHE lead is responsible for:

- Overseeing curriculum planning and ensuring content is age-appropriate and sequenced effectively
- Ensuring resources are appropriate, inclusive and compliant with statutory guidance
- Supporting staff with planning, delivery and assessment
- Monitoring the quality of RSE teaching across the school
- Liaising with external agencies and ensuring visitors follow school safeguarding procedures
- Gathering and responding to pupil voice to inform curriculum development

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8.5 Pupils

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

Pupils are encouraged to share their views, ask questions appropriately, and contribute to shaping the RSE curriculum through pupil voice activities.

9. Parents' right to withdraw

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

In primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. At Crossacres we are not teaching beyond the national curriculum for science and are focusing on relationships within our PSHE curriculum rather than sex education.

Parents have the right to withdraw their children from the [non-statutory/non-science] 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.

The school will meet with the parent to discuss the request, explain the content and purpose of the lessons, and ensure the parent fully understands what their child will be missing.

Pupils who are withdrawn will receive purposeful, appropriate alternative education during RSE sessions.

10. 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.

Training includes safeguarding, handling sensitive questions, inclusive practice, managing disclosures, and creating safe learning environments.

Staff receive updates when statutory guidance changes, when new resources are introduced, or when monitoring identifies areas for development.

The RSE/PSHE lead provides ongoing support, modelling and coaching to ensure consistent, high-quality delivery across the school.

11. Monitoring arrangements

The delivery of RSE is monitored by the headteacher and SLT as part of the routine monitoring arrangements. through:

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the full governing body and the deputy head.

At every review, the policy will be approved by: the full governing body, safeguarding lead and the head teacher.

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The contribution of external visitors is monitored and evaluated to ensure their sessions meet curriculum aims, safeguarding expectations and school values.

Pupil voice is used to evaluate the effectiveness of RSE lessons and inform future planning, ensuring the curriculum remains relevant and responsive to pupils' needs.

Monitoring outcomes are used to update curriculum planning, staff training and resource selection.

This policy will be reviewed every 18–24 months, or sooner if statutory guidance changes.

12. POLICY REVIEW

As part of effective RSE provision, the RSE policy should be reviewed at least every 18–24 months to ensure that it continues to meet the needs of pupils, staff and parents and is in line with current Department for Education advice and guidance.

This policy will be reviewed every 18–24 months, or sooner if statutory guidance changes or significant updates to the curriculum are required.

The review will be carried out by the deputy headteacher, the RSE/PSHE lead and the governing body.

The review process will consider:

- Feedback from staff, pupils and parents
- Monitoring outcomes from lesson observations, planning scrutiny and pupil voice
- Safeguarding updates and local contextual information
- Changes to statutory or non-statutory guidance

Any amendments will be approved by the full governing body and published on the school website

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Appendix 1: Curriculum map

	Autumn			Spring			Summer		
	Health and Wellbeing			Relationships			Living in the Wider World		
	Healthy lifestyles	Ourselves, Growing and Changes	Personal Safety	Feelings and emotions	Families and friendships	Staying safe and being respectful	Online Safety and Wellbeing	British Values	Money
Year 1	Healthy eating including fruit and vegetable, where they have come from and how food and drink can be changed before it is eaten or drunk; recognising unhealthy eating; selecting healthy snacks; plan and prepare a healthy snack. (4 lessons)	PANTS: understand which parts of their bodies are private; have the skills to understand and express boundaries around these body parts; Correct terminology for body parts and external genitalia; identify good and bad secrets; inappropriate & appropriate touch (3 lessons)	How to cross a road, how to keep safe around roads, how to call 999, Fire risks in the home and the need for a fire alarm; what to do if the fire alarm sounds in school and also in the home (4 lessons)	Notice and name some feelings; feelings can be felt more, or less, strongly; identify different types of distraction & what could help when someone is distracted; identify pleasant and unpleasant feelings; explain what can help change less pleasant feelings to more pleasant ones; identify examples of helpful and unhelpful thoughts; describe how helpful and unhelpful thoughts can change how we act and feel; describe the difference between feeling relaxed and feeling tense; identify different reactions (5 lessons)	Identify what a family is; that families provide love, security & stability & help children grow up safe/ happy; the importance of spending time together; the characteristics of a safe/happy family life including in times of difficulty and how they protect and care for children and other family members; that there are different types of family, and that everyone's family is unique and special (3 lessons)	What are boundaries; what sort of boundaries are appropriate inf friendships in play, toys, books, space; what is privacy for both children and adult; not always good to keep secrets if they relate to safety or privacy (3 lessons)	The internet is an integral part of life; where do we use the internet; consider positive and negative aspects of the internet	Explain the class rules; why they are important; where else are there rules and why are they there.	Recognise money; identify between need & want; ways to keep it safe
Year 2	Dental hygiene; how food choices can cause tooth decay; the importance of going to the dentist; the importance using fluoride toothpaste and brushing teeth twice a day; recognise the importance of washing hands, having a bath/shower; washing and brushing	Recognise what makes themselves special; Special people in children's lives and how we care for one another; Growing and changing from young to old; main stages of the human life cycle	How to stay safe around household products and medicine; who helps us and how to call for help; Identifying different ways to take medicines; recognising hazard symbols on household products	identify a range of feelings inc how pleasant they are; describe how feelings can vary in strength; identify whether a distraction is helpful or not; how different distractions can make someone feel; identify how helpful & unhelpful thoughts might affect someone's feelings & behaviours; different ways to change unhelpful thoughts to helpful ones;	How important friendships make us feel happy/ secure; how people choose and make friends; healthy friendships are positive/ welcoming & do not make others feel lonely/ excluded; how to manage conflict and that violence is never right (4 lessons)	How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. (2 lessons)	Benefit of limiting time spent online, risk of excessive time spent online; that gaming can become addictive; what to do if they see upsetting or inappropriate or upsetting content online; how to report something seen online	What is respect; that we should respect others who are different from us; the conventions of courtesy and manners; identify people in our community who help protect us; how we show respect to	Different ways of paying for things; history of money; managing risk and emotions associated with money

	hair and wearing clean clothes. (5 lessons)	(4 lessons)	(4 lessons)	identify ways of reacting to different situations; how practising different strategies helps us to manage our responses (5 lessons)				positions of authority. (2 lessons)	
Year 3	Characteristics of an active lifestyle; importance of regular exercise & how to build into daily/weekly routines; different forms of regular, moderate and vigorous activities; risks of an inactive lifestyle including obesity; who to speak to if they are worried about their health; sun protection; how to protect our skin from sun damage including skin cancer. (4 lessons)	Recap PANTS rule; Recognising each persons body belongs to them including physical touch; unsafe and inappropriate touch; build confidence in seeking help; change and challenges relating to changes at home/ family unit (4 lessons)	Identifying risk, hazards and dangers; ways to reduce risks; identifying who helps us stay safe & how to call 999 Accident prevention: open water, water safety code, level crossing & railway/tramlines (5 lessons)	How noticing thoughts and feelings can help us manage them; analyse a range of distractions and decide if they are helpful or not; describe how patterns of thoughts and emotions can affect someone's wellbeing; identify types of worry and describe how worries might affect someone; identify strategies that can be used to help manage worries; identify strategies to help someone feel calmer (5 lessons)	The characteristics of a healthy friendship; that most friendships have ups and downs and these can often be repaired; how to repair friendships/ deal with conflict; how to recognise if a friendship is making them unhappy; that not every child will have friends they would like at times and people feel lonely sometimes; no shame in being lonely/ talking about it; who to talk to about friendship fall out and feeling lonely (3 lessons)	Different types of bullying; the impact of bullying ; responsibilities of bystanders reporting to an adult; bullying affects mental health; how to get help; how to respond safely and appropriately to adults they encounter (including online) including those do/ don't know. How to report feelings of being unsafe or hurt about any adult including the vocabulary and confidence (3 lessons)	Why social media, apps, computer games and online gaming including gambling have age restrictions; the minimum age of social media sites; how people behave differently online, including pretending to be someone else ; unsafe contact with older social media users and strangers; caution about sharing info about themselves; importance of privacy and location settings to protect information	Diversity and multiculturalism; what it means; the benefits of living in a diverse community; valuing diversity within communities	Various way of paying; saving and budgeting based on priorities; influence on spending and saving
Year 4	Hygiene routines that prevent the spread of bacteria and viruses; importance of handwashing ; understand the importance of vaccinations to stop viruses. Allergies and the importance and how people live with them (4 lessons)	The physical body changes that happen when approaching and during puberty; menstruation; about how hygiene routines change during the time of puberty and how to maintain personal hygiene; about where to get more information, help and advice about growing and changing, especially about puberty	Identify what a drug is; how smoking affects our health and our choice; cost of smoking; effects of vaping and nicotine additions such as nicotine pouches (4 lessons)	Describe a wide range of emotions and their intensity; learn about internal and external distractions and how they can be managed; assess a range of strategies to develop positive thinking habits; describe how repetition of these strategies over time makes them easier and supports wellbeing; strategies that can help manage worries and positively impact emotions and behaviour; self-calming strategies	Recognising and respecting personal boundaries; explain and demonstrate how to communicate and set their own personal boundaries with friends, family, peer & adults; how to be assertive and express needs and boundaries. The difference between assertive and controlling; the difference between being kind to others and neglecting own needs; How manage conflict with kindness and respect.	The importance of self respect & how it links to happiness; how to foster own self-esteem & identity including interests; how they should be treated with respect by others & the importance of respecting others including those who are different (eg religion, physically, background)	How online relationships can complement meaningful in-person relationships but also how they could cause tension; why online relationships are not a good substitute for in person; pros/cons of different online connections; that people should be respectful in online interactions including where people are anonymous; the importance of avoiding putting pressures on other to share information and	The meaning of democracy; How is Britain democratic including voting and manifestos; that not all countries are democratic	What enterprise means; inspiring entrepreneurs; pathways to different careers;

		(3 lessons)		(5 lessons)	(3 lessons)	(3 lessons)	images; how to resist peer pressure, uphold boundaries & get support; the impact of their behaviour online to others; how to recognise respectful behaviour online.		
Year 5	What constitutes as a healthy diet; understanding calories and other nutritional content; how to plan and prepare a healthy a range of healthy meals; understanding the importance of a healthy relationship with food; that poor diet has risks including obesity and tooth decay (5 lessons)	Puberty including menstruation, wet dreams and erections; Changes that happen at puberty emotionally and physically including hygiene recap. Body image; reflect on diversity of people's appearance and their own; how the media, social media, filters impacts body image and mental health (5 lessons)	Accident prevention; what to do in an emergency; Learn the skills for basic first aid including head injuries, bites and stings, bleeding, choking and basic life support; how to call 999 including from a locked phone; the importance of reporting incidents rather than filming them (5 lessons)	Managing thoughts and emotions in everyday situations; helpful and unhelpful distractions and strategies to manage them; earn about brain plasticity and how changing thinking habits can support wellbeing; assess strategies to manage unpleasant experiences; identify the similarities and differences between rumination and worry; explain what reappraisal and sensory focus activities are, and how they affect the brain; what reactivity is and identify strategies to help with responses (5 lessons)	Different committed loving relationships and families including civil partnerships & marriage. Discuss why 2 people choose & willingly agree to marry; that marriage & civil partnerships are legally recognised and intended to be lifelong; how why families differ (e.g. single parents, LGBT+ parents, blended families, adoption & fostering), and that all families should be respected). Other children's families are characterised by love and care; characteristics of a stable, caring family & that they are important for children's security when growing up; that families can go through changes & experience difficult times, where to seek help if family is making them feel unsafe/ unhappy (3 lessons)	What is a stereotype; how stereotypes can be unfair, negative, destructive & lead to bullying; how to challenge a stereotype. Identify examples of gender stereotyping, identify examples of unfair treatment based on gender ;Explain why everyone deserves equal respect ; ways to challenge unfairness (3 lessons)	How to critically evaluate their online relationships; risks associated with people they have never met; how people behave differently online, including pretending to be someone else; how to recognise harmful content and contacts; how to report this; that abuse, bullying and harassment can take place online and that it impacts wellbeing and mental health; where to get support; online risks that material may be circulated and that an image or work shared can be circulated and there is no way of deleting it.	The Rule of Law, why and how laws are made	Becoming a critical consumer; understanding advertising and the medias influences; how to compare prices and find deals
Year 6	The importance of sufficient good quality sleep for health; amount of sleep for their age; steps to improve sleep; reducing screen time for sleep; impact of	Changes in life; Isolation and loneliness can affect children; how to get support with loneliness; loss including bereavement;	Legal and illegal drugs including alcohol and drug-taking. Risks of alcohol and drug taking including energy drinks. peer influence; how	How noticing and naming emotions can help someone to regulate them; learn a variety of strategies for managing internal and external distractions; what negativity bias is and how	The needs and preferences of others & how we balance the needs and wishes of different people in relationships and how this can be complicated.	How to recognise if a relationship is harmful or dangerous; skills for recognising who to trust & who not to trust. How to seek help	How to understand the information they find online & how it is selected and targeted; how to take a critical approach to what they see/ read online; make decisions about which	Prejudice and discrimination; how to recognise behaviours/actions which discriminate against others; ways of responding to it if	Explore financial scams; risks of borrowing money & understanding interest rates; understanding

	poor sleep on weight, mood and ability to learn. The benefits of physical activity, time outdoors and helping others on wellbeing and happiness; self care techniques. How recognise early signs of physical illness such as weight loos and unexplained changes to the body. (5 lessons)	everyone grieves differently including where to get help; change and challenges relating to transition to high school; changes to family life (4 lessons)	alcohol impacts diet and health; how to respond to finding a syringe (6 lessons)	it can be managed; about the impact of rumination and worry on emotions and behaviour, and strategies for managing rumination and worry; managing stress. (5 lessons)	The meaning of consent and explain what people must do to give and receive consent in their friendships (2 lessons)	about violence, harm or when they feel unsure of who to trust. How to ask for advice for help for themselves or others and how to keep trying until they are heard. 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.	content is appropriate for them; rights in relation to sharing protected data, privacy & consent; risks relating to online gaming, video game monetisation, scams, fraud and financial harms. how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation	witnessed or experienced	taxes and how money deducted supports the wider community incl NHS

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- Privacy
- Speak with out being interrupted
- Be listened to
- Our own space
- Express ideas and feelings
- Be respected
- To learn
- Make mistakes

Appendix 2: Example of Ground Rules

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as 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. 3. That the families of other children, 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. 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	1.How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. 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. 3. 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. 4. 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. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

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TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	1.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. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. 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. 4. 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. 5. 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. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. 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. 9. 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. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and relationships	1. 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. 2. 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. 3. 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.

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	4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. 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. 6. 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.

TOPIC	PUPILS SHOULD KNOW
Being safe	1.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. 2. 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. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. 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. 7. 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.

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General wellbeing	1. 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. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing Online	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

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	8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical Health	1.The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	1.The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

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Health protection and prevention	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	1.About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic First Aid	1.How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

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

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

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