



# Lanesend Primary School

## Relationships and Sex Education Policy

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**Signed:**  
Chair of Trustees

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**Lanesend Primary School**  
**Relationship and Sex Education Policy**

**Contents:**

1. Introduction
2. Policy Development
3. Definition
4. Aims and Objectives for Relationship and Sex Education
5. The Teaching Programme for Relationship and Sex Education: Legal Requirements
6. The role of other members of the community
7. Delivery/Resources
8. Answering Difficult Questions
9. Roles and Responsibilities
10. Parents' right to Withdraw
11. Links to other documents

# I - Introduction

This document is a statement of our aims, principles and strategies used to deliver Relationship and Sex Education at Lanesend Primary. Our school's policy on Relationship and Sex Education (RSE) is based on the Department for Education's (DfE) document 'Relationship and Sex Education Guidance' (DFES0116/2000). Documents that inform the school's Relationship and Sex Education policy include:

- Education Act (1996);
- Learning and Skills Act (2000);
- Education and Inspections Act (2006);
- Equality Act (2010);
- Supplementary Guidance SRE for the 21st century (2014);
- Keeping children safe in education – Statutory safeguarding guidance (2016); and
- Children and Social Work Act (2017)

Revised DfE statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools).

The parental right to withdraw pupils from Relationship and Sex Education (RSE) remains, in primary education, for aspects of sex education which are not part of the Science curriculum (this is currently taught in Year 6).

Relationship Education and Health Education became statutory for all children from 2020 – there is no right to withdraw from these aspects of the Personal, Social and Health Education (PSHE) curriculum.

As a school, we ensure that we address all areas of Relationship and Sex Education and PSHE at an age-appropriate level and in a sensitive and inclusive manner. We have an open-door policy towards discussing any issues with parents. Our parents have access to our topics and schemes of work – this allows our parents the opportunity to support the teaching we are covering in school to be explored further at home.

We believe Relationship and Sex Education is important for all our pupils and our school because it prepares our children with the knowledge, understanding and skills which will enable them to make informed choices about their current and future relationships. It is not our job to promote any specific relationship as more important or better than another: we simply aim to engender a culture where people are free to make their own choices, free of prejudice and judgment.

Relationship and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future. In sessions, children's understanding is evaluated using formative assessments such as mind maps. Assessments such as these aim to demonstrate what the child knew at the start of the session and how their knowledge and understanding has changed/improved. Further assessment approaches can be found on the PSHE Association schemes of work.

Relationship and Sex Education is an integral part of our PSHE programme (which follows our Kapow Scheme of learning), an area which is considered important throughout our school.

We believe that Relationship and Sex Education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents. A positive effort has and will continue to be made to inform and involve parents.

Parents of the school are aware of when and how issues will be taught (Appendix 1). They are encouraged to come into school and view resources if they wish to do so. The school will continue to consult with them with regards to content and materials.

The school's programme of Relationship and Sex Education is embedded within the school's PSHE curriculum and helps children to respect themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by the school staff and invited professionals.

Parents have the right to withdraw their children from all or part of any sex education provided, but not from the biological aspects of human growth and reproduction provided under the National Curriculum Science. (See Appendix 3 for Right to Withdraw form)

## **2. Policy Development**

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

1. Review – a member of staff 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. Family/stakeholder consultation – parents and any interested parties were invited comment, question or meet with staff about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their Relationship and Sex Education
5. Ratification – once amendments were made, the policy will be shared with governors and ratified.

## **3. Definition**

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

Relationship and Sex Education involves a combination of sharing information and exploring issues and values. Relationship and Sex Education is not about the promotion of sexual activity.

## **4. Aims and Objectives for Relationship and Sex Education**

We aim to deliver Relationship and Sex Education in an objective, balanced and sensitive manner set within our school values. At Lanesend Primary School, we endeavour to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health and relationship related behaviour.

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).

Relationship and Sex 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

The objectives of Relationship and Sex Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their

abilities.

- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood (Year 5/6 – right to withdraw\*)

## **Special Educational Needs and Disabilities (SEND)**

We believe that Relationships Education, Relationship and Sex Education and Health Education must be accessible for all our pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. At Lanesend Primary School, we provide quality teaching that is differentiated and personalized which will be the starting point to ensure accessibility. We are also mindful of preparing children for adulthood outcomes, I2 as set out in the SEND code of practice, when teaching these subjects to those with SEND.

At Lanesend Primary School, we are aware that some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and Relationship and Sex Education can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. These factors will be taken into consideration when teaching these subjects.

## **5. The Teaching Programme for Relationship and Sex Education: Legal Requirements**

All schools must teach the following as part of the National Curriculum Science programme of study. Parents do not have the right to withdraw their child/children.

### **EYFS – Reception:**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### **Key Stage 1**

Children should:

- Know the differences between things that are living and things that have never been alive.
- Know that animals, including humans, move, feed, grow, use their senses and reproduce.
- Name the main external parts, e.g. hand, elbow, knee, of the human body.
- Know that humans can produce babies and these babies grow into children and then into adults.
- Know that humans have senses which enable them to be aware of the world around them.
- Recognise similarities and differences between themselves and other pupils.

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

### **Key Stage 2**

Children should:

- Know that there are life processes, including nutrition, movement, growth, and reproduction, common to animals, including humans.
- Know the main stages of the human life cycle.

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in Years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Relationship and Sex Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

## 6. The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the Relationship and Sex Education consultant and the school nurse, give us valuable support with our Relationship and Sex Education programme.

### The role of parents

The school is well aware that the primary role in children's Relationship and Sex Education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the families of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we;

- inform parents about the school's Relationship and Sex Education policy and practice;
- answer any questions that parents may have about the Relationship and Sex Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for Relationship and Sex Education in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

During Year 6, a letter is sent to parents/carers informing them of the nature of Relationship and Sex Education lessons about to take place. An opportunity for parents to view content of the sessions and any questions or concerns are addressed.

## 7. Delivery/Resources

Relationship and Sex Education is delivered through Science, RE and PSHE. Relationship and Sex Education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

Our school follows the Kapow Curriculum which supports and reflects our school values of 'Belonging, Pride, Respect'. It 'Aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century', preparing them to become confident individuals and active members of society. The curriculum supports children to make informed choices now, and in the future, about key areas which are covered: families and people who care about me; caring friendships; respectful relationships; online relationships; being safe and financial matters. Kapow's scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex

education as well as wider PSHE learning, as set out in the National Curriculum (2014). In addition, the curriculum forms an important part of Lanesend Primary School's provision for children's personal development and promotes the fundamental British values of modern Britain: democracy; rule of law; respect; tolerance and individual liberty.

High quality PSHE and RSE teaching is an important element of Lanesend Primary School's duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'.

Relationship and Sex Education is usually delivered in mixed gender groups however there may be occasions where single gender groups are more appropriate and relevant. This happens in Year 6 which enables children of either sex to ask questions openly.

Teachers must avoid expressing an opinion or endorsing a moral point of view on the issues of abortion, sexuality, sex change, sexual identity, faiths or surrogacy. It is the teachers' role to encourage an open approach, where children are free to express their opinions.

## **8. Answering Difficult Questions**

Lanesend Primary School believes that pupils should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a child may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. Where teachers are unsure of this, they should explain to the child (children) that they will check this out and respond as soon as possible. Teaching staff should seek advice from the SLT if they need advice on how to address a difficult question. It is not the job of the teacher to have all the answers but to facilitate an open dialogue where all questions are valued. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages pupils to be mature and sensible.

If a question is too explicit or inappropriate to answer in class, teachers will acknowledge it and explain to the child that they will need to ask their families. In these cases, staff will need to record this information (of the question and conversation had around the subject) on My Concern and speak to parents/carers so that they have the opportunity to address things at home. If a teacher is concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures.

## **Confidentiality**

Teachers' conduct Relationship and Sex Education lessons in a sensitive, supporting and open manner where children feel safe to express their opinions free of judgement and prejudice. Where children make comments in Relationship and Sex Education and PSHE sessions, other children are encouraged to show respect, tolerance and sensitivity. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection – see Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate but will immediately inform the named person for Safeguarding issues (Headteacher, DHT or HSLW) about their concerns. They will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection and Confidentiality). School staff cannot promise absolute confidentiality if approached by a child for help. Staff must make this clear to children. Safeguarding procedures must be followed when any disclosures about abuse are made.

## **9. Roles and Responsibilities**

### **The Local Governing Body**

The Local Governing Body (LGB) will approve the Relationship and Sex Education policy, and hold the head

teacher to account for its implementation.

## **The Headteacher**

The head teacher/ PSHE (Relationship and Sex Education) Lead is responsible for ensuring that Relationship and Sex Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of Relationship and Sex Education (see Appendix 1)

## **Staff**

Staff are responsible for:

- Delivering Relationship and Sex Education in a sensitive and age-appropriate way
- Modelling positive attitudes to Relationship and Sex Education
- Monitoring progress
- Responding to the needs of individual pupils (SEND)
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of Relationship and Sex Education

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

## **Pupils**

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

## **10. Parents' right to Withdraw**

Parents have the legal right to withdraw their children from the non-statutory/non-science components of sex education within Relationship and Sex Education. This component is currently taught in Year 6 'Safety and the Changing Body' in lessons 5 and 6. Parents are invited to view the lesson plans and resources before they are shown to the children. Any questions or concerns are invited at this point.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the head teacher. Alternative work will be given to pupils who are withdrawn from sex education.

Parents do not have the right to withdraw their children from relationships and health education which forms part of the PSHE curriculum.

## **11. Links to other documents:**

- Child Protection and Safeguarding Policy
- Health and Safety Policy
- PSHE Policy
- SEND Policy
- Prevent (Radicalisation and Extremism) Policy
- First Aid Policy
- E-Safety Policy
- Equality and Diversity Policy
- Early Years Policy

Draft Policy reviewed on 01.05.24 by Vickie Sutton, Headteacher



## Appendix I: Curriculum Map

	<b>Autumn 1 Citizenship</b>	<b>Autumn 2 Family and Relationships</b>	<b>Spring 1 Economic Wellbeing</b>	<b>Spring 2 Health and Wellbeing</b>	<b>Summer 1 &amp; 2 Safety and the Changing Body &amp; Transition Unit to Next Year</b>
YR	Self-Regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends  Managing self: My wellbeing
Y1	The importance of rules and consequences of not following them; Caring for the needs of babies, young children and animals; Exploring similarities and differences; Introduction to democracy	Exploring how families can be different; The characteristics and impact of positive friendships; Learning that issues can be overcome; Learning that people show feelings differently and that stereotyping is unfair.	Learning about what money is and where it comes from; How to keep cash safe; The function of banks and building societies; Spending and saving; Some job roles in and out of school.	Exploring personal qualities; Strategies to manage feelings; The impact of sleep and relaxation on wellbeing; The importance of hand washing and sun protection; Dealing with allergic reactions; People in the community who keep us healthy. <i>(Continues into Summer 1)</i>	Learning how to respond to adults in different situations; Distinguishing appropriate and inappropriate physical contact; Understanding what to do if lost and how to call the emergency services; Identifying hazards in the home; People in the community who keep us safe.  <b>Transition lesson</b>
Y2	Learning about rules outside school; Caring for the school and local environment; Exploring the roles people have within the local community; Learning how school councils work; Voicing an opinion.	Learning that families are composed of different people who offer each other care and support; Learning how other people show their feelings and how to respond; Looking at conventions of manners; Developing an understanding of self-respect.	Learning about where money comes from; Learning how to look after money; Learning how we use money; Looking at careers and jobs.	Learning about the benefits of exercise and relaxation on physical health and wellbeing; Learning strategies to manage different emotions; Setting goals; Developing a growth mindset Understanding dental hygiene. <i>(Continues into Summer 1)</i>	Developing understanding of safety with roads and medicines; An introduction to online safety; Distinguishing secrets from surprises; Naming body parts; Looking at the concept of privacy.  <b>Transition lesson</b>
Y3	Learning about children's rights; Exploring why we have rules and the roles of local community groups; Charities and recycling; An introduction to local democracy.	Learning how to resolve relationship problems; Effective listening skills and non-verbal communication; Looking at the impact of bullying and what action can be taken; Exploring trust and who to trust; Learning that stereotyping can exist.	Introduction to creating a budget and learning about the different ways of paying; Learning about the emotional impact of money; Learning about the ethics of spending; Thinking about potential jobs and stereotypes.	Learning how to call the emergency services; Responding to bites and stings; Be a responsible digital citizen; Learning about cyberbullying; Identifying unsafe digital content; Learning about influences and making independent choices; Learning about an awareness of road safety. <i>(Continues into Summer 1)</i>	Developing understanding of safety in roads and medicines; An introduction to online safety; Distinguishing secrets from surprises; Naming body parts; Looking at the concept of privacy.  <b>Transition lesson</b>

Y4	<p>Learning about human rights and caring for the environment; Exploring the role of groups within the local community and appreciating community diversity; Looking at the role of local government.</p>	<p>Learning that families are varied and differences must be respected; Understanding: physical and emotional boundaries in friendships; The roles of bully, victim and bystander; How behaviour affects others; Appropriate manners; Bereavement.</p>	<p>Exploring choices associated with spending; Exploring what makes something good value for money; Exploring stereotypes in the workplace; Exploring career aspirations and what influences career choices.</p>	<p>Developing emotional maturity; Learning that we experience a range of emotions and are responsible for these; Appreciating the emotions of others; Developing a growth mindset; Identifying calming activities; Developing independence in dental hygiene. <i>(Continues into Summer 1)</i></p>	<p>Building awareness of online safety and benefits and risks of sharing information online; The difference between private and public; Age restrictions; The physical and emotional changes in puberty; The risks associated with tobacco; How to help someone with asthma</p> <p><b>Transition lesson</b></p>
Y5	<p>An introduction to the justice system; How parliament works; The role of pressure groups; Learning about rights and responsibilities, The impact of energy on the planet; Contributing to the community.</p>	<p>Developing an understanding of families, including marriage; Learning what to do if someone feels unsafe in their family; Knowing that issues can strengthen a friendship; Exploring the impact of bullying and what influences a bully's behaviour; Learning to appreciate our attributes.</p>	<p>Developing understanding about income and expenditure, borrowing; Developing an understanding about risks with money; Learning about career choices; Learning about finance and feelings; Learning about stereotypes in the workplace.</p>	<p>Learning to take greater responsibility for sleep; Learning about sun safety; Healthy eating and managing feelings; Setting goals and embracing failure; Understanding the importance of rest and relaxation. <i>(Continues into Summer 1)</i></p>	<p>Exploring the emotional and physical changes of puberty, including menstruation; Learning about online safety and influence with strategies to overcome potential dangers; Learning how to administer first aid to someone who is bleeding.</p> <p><b>Transition lesson</b></p>
Y6	<p>Learning about human rights; Learning about food choices and the environment; Caring for others; Recognising discrimination; Valuing diversity; National democracy.</p>	<p>Learning to resolve conflict, through negotiation and compromise; Learning about respect; Understanding that everyone deserves to be respected; Learning about grief.</p>	<p>Exploring attitudes to money; Learning how to keep money safe; Banks and organisations; The risks of gambling; Career paths and the variety of different jobs available.</p>	<p>Learning about diet, oral hygiene, physical activity and the facts around immunisation; Exploring rest and relaxation and how they affect physical and mental health; Strategies for being resilient in challenging situations; Planning for long-term goals. <i>(Continues into Summer 1)</i></p>	<p>Learning about the reliability of online information; Learning about the changes experienced during puberty; Learning how a baby is conceived and develops; The risks associated with alcohol; How to administer first aid to someone who is choking or unresponsive.</p> <p><b>Identity</b> Two lessons on the theme of personal identity and body image.</p> <p><b>Transition lesson</b></p>

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

TOPIC	PUPILS SHOULD KNOW:
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

<p>Online relationships</p>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Appendix 3: Parent form: withdrawal from sex education within Relationship and Sex Education

### TO BE COMPLETED BY PARENTS

Name of child			
Name of parent			

Reason for withdrawing from sex education within relationships and sex education

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### TO BE COMPLETED BY PARENTS

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Any other information you would like the school to consider

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Parent signature	
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### TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. E.g.: 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

