



## Relationship and Sex Education (RSE) policy

At Greasley Beauvale Primary School, the Governors recognise the importance of ensuring equal opportunity for all children and adults. The Governors will continue to ensure that this is an essential element of all school policies and actions. The right to develop, learn and work in an environment free from discrimination is implicit in our school's ethos and embodied in its Vision.

### **Our Vision:**

At Greasley Beauvale Primary School, our vision is for everyone to **reach their true potential, nurture their talents** and foster a personal **love of learning** through a **safe, engaging and challenging curriculum**. **We take notice of each other** and **strive to be healthy and happy in body and mind**. We **champion physical, emotional and mental wellbeing** to **promote the best outcomes for everyone** to **build a healthy future together**.

*At Greasley Beauvale Primary School, you are “Learning for Life” to “Paint Your Own Rainbow”*

This latest update of this policy was written in **February 2024** The Full Governing Body approved it remotely through the School Bus.

Nominated SLT member responsible for policy: **Kirsty Thompson**

Next review date: **Spring 2026**

Signed: \_\_\_\_\_ (Chair) Date: \_\_\_\_\_

## **Introduction**

This policy covers our approach to Relationships and Sex Education; a statutory component of the PSHE and Citizenship curriculum from September 2020. It aims to set out the purpose of Relationships and Sex Education, the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

### **1. Aims**

At Greasley Beauvale Primary School, RSE reflects our vision and our 'Rainbow Values', which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives to become informed, active and responsible citizens.

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

- Have the confidence and self-esteem to value themselves and others
- Learn about the range of relationships, including the importance of family for the care and support of children
- Develop confidence in talking and thinking about feelings and relationships
- Be prepared for puberty, and to give them an understanding of sexual development and the importance of health and hygiene
- Be part of a positive culture around issues of sexuality and relationships
- Be able to recognise unsafe situations, be able to protect themselves and ask for help and support
- Understand the role the media plays in forming attitudes
- Know the correct vocabulary to describe themselves and their bodies

### **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.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Greasley Beauvale Primary School we teach RSE in line with the statutory requirements as set out in this policy.

### **3. Policy development**

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

1. Review – The PSHE Lead 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 look at the policy, ask questions and make recommendations
4. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **4. Definition**

The Department for Education defines relationships education as, 'teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults'.

Although the DfE has made relationship education compulsory in all primary schools from September 2020, sex education is **not** compulsory beyond the science elements detailed in the National Curriculum. However, it continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of their pupils.

At Greasley Beauvale, we believe that our pupils should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership and safeguarding. RSE at our school involves a combination of sharing information and exploring issues and values. It is **not** about the promotion of sexual activity.

#### **5. Curriculum**

Our relationships programme covers all areas set out by the DfE, which are:

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

Our sex education programme includes:

- Preparing boys and girls for the physical and emotional changes that adolescence brings
- How a baby is conceived and born
- Acceptable and unacceptable contact
- Challenging gender stereotypes
- Types of relationships
- Body image

Our curriculum is set out as per Appendix 2. In addition to the scheduled coverage, further lessons may be added to meet the needs of our pupils and to reflect local and national matters. The children are taught in their mixed gender class groups.

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

Our RSE curriculum is 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
- LGBTQ+ parents
- Families headed by grandparents
- Adoptive parents
- Foster parents/carers
- Special guardianship arrangements

Teachers are always mindful of their pupils' circumstances and are sensitive to this in the planning of lesson content and delivery.

Children's questions are always answered honestly and factually, both as and when they arise or anonymously through the use of an in-class question box. Answers take into account the age and stage of development of the questioner. This reduces the likelihood of pupils seeking answers from less accurate sources of information and developing misconceptions.

## **6. Delivery of RSE**

### PSHE curriculum

Primarily, RSE is taught through our whole school PSHE programme which is fully in line with the recommendations of the PSHE Association. RSE at Greasley Beauvale falls into two of the three strands taught:

- Relationships
- Health and Wellbeing

Within these strands, children are taught thematic units in a spiral curriculum that revisits that theme every two years, enabling children to recall and build on previous learning, exploring the underlying principles regularly at a depth that is appropriate for the age and stage of the child (see Appendix 2). Lessons also signpost key words, developing a rich vocabulary to develop understanding.

### No Outsiders

We also deliver RSE through the No-Outsiders scheme. Once per half-term, a 'no-outsiders' text is used to help support the children's learning. The scheme aims to provide an inclusive education, promote community cohesion and prepare children for life as global citizens. These texts incorporate a range of different subjects, such as disability, race and same-sex parents.

### Wider curriculum

RSE is also taught through Science, RE, Computing, PE and through assemblies. Once per half term, a no outsiders Key Stage 2 assembly is taught by the RSE lead. This is an opportunity to consider the needs of our children, current challenges or any areas for development. This assembly can then be tailored to best suit the learning needs of the children. School visitors e.g. health promotion specialists make a valuable contribution to the RSE curriculum.

Our lessons are differentiated where appropriate, ensuring all children are able to participate fully. Pupils with additional needs are provided with a differentiated programme where necessary to ensure that

all our pupils gain a full understanding. Children are given the opportunity throughout the units of work to reflect on and evaluate their learning.

We deliver lessons in a creative manner, using many approaches such as role play, discussion and games. We also make use of a range of high quality, age appropriate texts which help to contextualise the key concepts taught.

These topics are taught age appropriately (see Appendix 1)

## **7. Roles and responsibilities**

The governing body will approve the RSE policy, and hold the Head Teacher to account for its implementation.

Governors are responsible for:

Ensuring all pupils make progress in achieving the expected educational outcomes;

Ensuring the subjects are well led, effectively managed and well planned;

- the quality of provision is subject to regular and effective self-evaluation;
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND;
- Making sure clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The Head Teacher, along with the PSHE and Science Leads, are responsible for ensuring that RSE is taught consistently across the school. This is monitored and evaluated through scheduled planning audits, book looks, lesson observations, learning walks and pupil voice.

The Head Teacher, along with the PSHE and Science Leads, are also responsible for managing requests to withdraw pupils from the non-science components of Sex Education (see policy section 8 for withdrawal details and appendix 3).

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress of their pupils
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the 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 PSHE and Science Leads. If concerns remain, this should be discussed further with the Head Teacher.

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

## **8. Parent communication and their right to withdraw**

Parents and carers do not have the right to withdraw their children from relationships education as this is compulsory for all primary aged children. Parents may not withdraw their child the science components of sex education.

However, parents and carers do have the right to withdraw their children from the non-science components of sex education within RSE (highlighted in red on the Curriculum Map – see Appendix 1). As a school, we strongly advise parents to speak with the class teacher or a member of the Senior Leadership Team if they have any concerns about the RSE curriculum prior to withdrawing as we feel it is important to encourage all children to participate fully in the SRE curriculum.

At the end of each half-term, teachers will communicate with parents detailing the aspects of RSE which will be covered in the next half-term. These messages will include key objectives and any key vocabulary which will be used. If parents have concerns around any content, we strongly encourage them to raise their concerns with school. Parents can request to see teaching materials, Powerpoints and resources which will be used and teachers will make these readily available if they are requested. Teachers will ensure parents and carers are clear which lessons are statutory and which are non-statutory.

Requests for withdrawal from non-statutory content can be made at any point during the academic year. Requests should be put in writing using the withdrawal form (Appendix 3) and addressed to the Head Teacher. Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training**

Staff are trained in the delivery of RSE as part of our continuing professional development calendar.

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

## **10. Links to other documents**

- Science Subject Offer
- PSHE Subject Offer
- Computing Subject Offer
- RE Subject Offer
- Safeguarding Policy
- Anti-Bullying Policy

## **Appendices**

- **Appendix 1 – Long term plan**
- **Appendix 2 – What primary pupils should know**
- **Appendix 3 – Withdrawal Form**

## Appendix 1: Long term plan

### RSE Curriculum Map

Our Relationships, Sex and Health Education is taught through two strands of our PSHE scheme of work.

In Autumn (pink) we teach the 'relationships strand'

In Spring, we teach the 'Health and Wellbeing' strand. Objectives in red indicate elements of Sex Education that are non-statutory. Parents and carers may wish to withdraw their child from these lessons and have the right to make such a request.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2
1	<p><b><u>Be Yourself</u></b></p> <ul style="list-style-type: none"> <li>• Identify their own special traits and qualities</li> <li>• Identify and name common feelings</li> <li>• Select times and situations which make them feel happy</li> <li>• Talk about what makes them feel unhappy or cross</li> <li>• Explain how change and loss can make them feel</li> <li>• Explain why sharing thoughts and feelings is important</li> </ul>	<p><b><u>VIPS's</u></b></p> <ul style="list-style-type: none"> <li>• identify who the special people in their lives are and explain why they are important to them;</li> <li>• explain why having a family network is important;</li> <li>• know what makes someone a good friend and demonstrate these qualities;</li> <li>• put positive resolution techniques into practice;</li> <li>• cooperate with others to complete a task;</li> <li>• identify several ways to show others that they care and understand the importance of doing this.</li> </ul>	<p><b><u>Safety first</u></b></p> <ul style="list-style-type: none"> <li>• To know about rules and age restrictions that keep us safe</li> <li>• To recognise risk in simple everyday situations and what action to take to minimise harm, including at home</li> <li>• To know about the people whose job it is to help keep us safe</li> <li>• how to respond safely to adults they don't know</li> <li>• to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private               <ul style="list-style-type: none"> <li>• about how to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>• about the importance of not keeping adults' secrets</li> <li>• what to do if they feel unsafe or worried for themselves or others</li> </ul> </li> </ul>	<p><b><u>My Body</u></b></p> <p>explain how much sleep they need;</p> <ul style="list-style-type: none"> <li>• discuss why exercise is good for them;</li> <li>• understand they can choose what happens to their bodies;</li> <li>• list healthy snacks;</li> <li>• know to ask a trusted adult if uncertain about whether something is safe to eat or drink;</li> <li>• demonstrate hygienic ways to look after their bodies.</li> </ul>

2	<p><b><u>Teams - Together Everyone Achieves More</u></b></p> <p>show the teams they belong to through cutting out appropriate images;</p> <ul style="list-style-type: none"> <li>• follow instructions by applying good listening;</li> <li>• to think of ways to show kindness to others;</li> <li>• work in a group to discuss what they could do if they saw others being teased or bullied,</li> <li>• sort images of behaviours into good and not-so-good choices.</li> </ul>	<p><b><u>Digital wellbeing</u></b></p> <p>identify ways we use the Internet;</p> <ul style="list-style-type: none"> <li>• talk about different activities they like to do both online and offline;</li> <li>• discuss some of the risks that are present when we go online;</li> <li>• explain how to get help if anything online frightens them;</li> <li>• give examples of personal information and understand that we keep it private;</li> <li>• talk about ways people communicate online and explain what to do if something they see worries them;</li> <li>• understand that not everything we see on the Internet is true.</li> </ul>	<p><b><u>Think positive</u></b></p> <ul style="list-style-type: none"> <li>•how to recognise and name different feelings</li> <li>•how feelings can affect people’s bodies and how they behave</li> <li>•about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</li> <li>• different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good</li> <li>• to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</li> </ul>	<p><b><u>Growing up</u></b></p> <ul style="list-style-type: none"> <li>• talk about their own likes and dislikes.</li> <li>• understand that different people like different things. <ul style="list-style-type: none"> <li>• understand that girls and boys can like different things, or the same things.</li> </ul> </li> <li>• describe how they have changed since they were a baby.</li> <li>• understand that peoples’ needs change as they grow older.</li> <li>• talk about things they would like to do when they are older.</li> <li>• discuss some changes that people might go through in life.</li> <li>• talk about their family and ask others questions about their family.</li> </ul>
3	<p><b><u>Be Yourself</u></b></p> <ul style="list-style-type: none"> <li>• list some of their achievements and say why they are proud of them;</li> <li>• identify facial expressions associated with different feelings;</li> <li>• describe some strategies that they could use to help them cope with uncomfortable feelings;</li> <li>• suggest assertive solutions to scenarios;</li> </ul>	<p><b><u>VIPs</u></b></p> <ul style="list-style-type: none"> <li>• The importance of respecting our VIPs</li> <li>• How to make and keep friends</li> <li>• Identifying your support network</li> <li>• Strategies for resolving conflicts</li> <li>• What is bullying?</li> <li>• Strategies for when someone is being bullied</li> </ul>	<p><b><u>Safety First</u></b></p> <ul style="list-style-type: none"> <li>• identify and discuss some school rules for staying safe and healthy.</li> <li>• list some of the dangers we face when we are using roads, water or railways.</li> <li>• describe drugs, cigarettes and alcohol in basic terms (the phrase illegal drugs will be used but no detail given)</li> <li>• identify some common injuries and know they can be treated with first aid.</li> </ul>	<p><b><u>It’s my body</u></b></p> <ul style="list-style-type: none"> <li>• understand the importance of sleep, exercise and healthy eating.</li> <li>• discuss what happens to muscles when we exercise them.</li> <li>• understand they can choose what happens to their body and know when a ‘secret’ should be shared.</li> <li>• explain that too much sugar is bad for health.</li> <li>• know the difference between medicine and</li> </ul>

	<ul style="list-style-type: none"> <li>• explain that the messages they receive from the media about how they should look, think and behave are not always realistic;</li> <li>• suggest ways to make things right after a mistake has been made;</li> <li>• explain that mistakes help them to learn and grow.</li> </ul>		<ul style="list-style-type: none"> <li>• recognise hazards and dangers in an emergency situation.</li> <li>• state 999 as the number to call to seek help in an emergency.</li> </ul>	<p>harmful drugs and chemicals.</p> <ul style="list-style-type: none"> <li>• explain how germs travel and spread disease.</li> <li>• identify ways to protect their bodies from ill health.</li> </ul>
4	<p><b><u>Team</u></b></p> <ul style="list-style-type: none"> <li>• use pictures to express their thoughts, feelings and worries.</li> <li>• plan and create a role play about a team scenario.</li> <li>• with support, identify a feeling and how it is being expressed.</li> </ul>	<p><b><u>Digital Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• identify some positives and negatives of the Internet;</li> <li>• explain what to do if they experience or see bullying online;</li> <li>• explain ways to communicate safely online and identify ways to get support if they do not feel safe;</li> <li>• assess the reliability of online information;</li> <li>• explain what personal information includes;</li> <li>• know why we shouldn't share passwords and private information;</li> <li>• explain why we have rules and restrictions around the technology we use.</li> </ul>	<p><b><u>Think Positive</u></b></p> <ul style="list-style-type: none"> <li>• To recognise and talk about positive and negative feelings</li> <li>• How to manage emotions</li> <li>• How to make good decisions</li> <li>• To develop resilience</li> <li>• How to be thankful and mindful</li> <li>• How to develop a growth mindset towards learning</li> </ul>	<p><b><u>Growing Up</u></b></p> <ul style="list-style-type: none"> <li>• name the main male and female body parts needed for reproduction;</li> <li>• describe some of the changes boys go through during puberty;</li> <li>• describe some of the changes girls go through during puberty;</li> <li>• describe some feelings young people might experience as they grow up;</li> <li>• talk about their own family and the relationships within it;</li> <li>• understand that there are many different types of family;</li> <li>• identify similarities and differences in different loving relationships;</li> <li>• identify someone they could talk to about their changing body should they need to.</li> </ul>
5	<p><b><u>Be Yourself</u></b></p> <p>discuss scenarios where children are torn between 'fitting</p>	<p><b><u>VIPs</u></b></p> <ul style="list-style-type: none"> <li>• share ideas for ways we can care for our VIPs;</li> </ul>	<p><b><u>Safety First</u></b></p> <p>describe what a dare is and identify situations involving peer pressure;</p>	<p><b><u>It's my body</u></b></p> <ul style="list-style-type: none"> <li>• understand that they can choose what</li> </ul>

	<p>in' and being true to themselves;</p> <ul style="list-style-type: none"> <li>• explain how to communicate their feelings in different situations;</li> <li>• create a role play to show different ways to manage uncomfortable feelings;</li> <li>• discuss which situations would make people fight or flee and why;</li> <li>• create resolutions to different tricky situations;</li> <li>• identify the feelings involved in making a mistake and understand how to make amends.</li> </ul>	<ul style="list-style-type: none"> <li>• create a poster to show a calming technique with support;</li> <li>• discuss how a disagreement could be handled with support;</li> <li>• explain ways to resist pressure with support;</li> <li>• identify which secrets are OK to keep and which need to be shared with support;</li> <li>• identify some aspects of healthy and unhealthy relationships;</li> <li>• identify different types of relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• know when to seek help in risky or dangerous situations;</li> <li>• identify and discuss some school rules for staying safe and healthy;</li> <li>• recall the number to dial in an emergency;</li> <li>• list some of the hazards they might find at home;</li> <li>• understand some substances at home can be dangerous;</li> <li>• list some of the dangers we face when we are around roads, railways or water;</li> <li>• know the key points of the firework code.</li> </ul>	<p>happens to their own bodies;</p> <ul style="list-style-type: none"> <li>• know where and how to get help if they are worried;</li> <li>• understand the importance of sleep, exercise and healthy eating;</li> <li>• identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies;</li> <li>• identify positive aspects about themselves;</li> <li>• discuss the choices related to health that they make each day;</li> <li>• identify choices that will benefit their health and provide a 'balanced lifestyle';</li> </ul> <p><b><u>Growing up</u></b> Physical changes in puberty, including menstruation, wet dreams and erections.</p>
6	<p><b><u>TEAM</u></b> understand what successful teamwork skills are;</p> <ul style="list-style-type: none"> <li>• express opinions respectfully;</li> <li>• explain what collaborative working is;</li> <li>• discuss what a compromise is;</li> <li>• discuss different types of unkind behaviour;</li> <li>• identify ways of showing care to others in their team;</li> <li>• list shared responsibilities within the class team.</li> </ul>	<p><b><u>Digital Wellbeing</u></b> explain how they can look after their digital wellbeing;</p> <ul style="list-style-type: none"> <li>• discuss how to stay safe, healthy and happy online and when they use digital technology;</li> <li>• explain how to develop safe, respectful and healthy online relationships;</li> <li>• understand how to use social media responsibly;</li> <li>• identify online bullying behaviours and talk about what</li> </ul>		<p><b><u>Growing Up</u></b> Recap the changes that occur to female and male bodies during puberty</p> <ul style="list-style-type: none"> <li>• appreciate that there is no such thing as a perfect body.</li> <li>• list things that all loving relationships have in common.</li> <li>• explain what a sexual relationship is.</li> <li>• explain how babies are conceived and how they are born.</li> <li>• identify someone they could talk to about their changing</li> </ul>

		<p>they can do to help themselves and others if it is seen or experienced;</p> <ul style="list-style-type: none"> <li>• describe strategies they can use to assess the reliability of online information and images.</li> </ul>		<p>body, should they need to.</p>
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## Appendix 2: Primary Pupils Should Know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

### Appendix 3: Withdrawal Form

#### Parent withdrawal request form for non-statutory elements of RSE

TO BE COMPLETED BY PARENTS			
Name of Child		Year Group	
Name of Parent		Class	
Please specify which non-statutory elements of RSE you wish to withdraw your child from.			
Please state reason for withdrawal.			
Any other information you wish the school to consider?			
Parent signature		Date	

TO BE COMPLETED BY SCHOOL	
Agreed actions from discussion with parents	
School signature	Date

