

Relationships and Sex Education Policy

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RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Aims

At Annan, Relationships and Sex Education (RSE) is taught within our Personal, Social, Health and Economic (PSHE) programme of study. We aim to provide children with the knowledge, skills and understanding they need to lead confident, happy, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens. Although RSE objectives will be covered within PSHE sessions, some aspects of the RSE programme may also be covered through:

- Science curriculum
- Computing
- Candle times
- Gatherings
- Stories
- PE in the context of health and hygiene

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The aims of Relationships and Sex Education at our school is to:

- Help pupils develop feelings of self-respect, confidence and empathy;
- Promote responsible behaviour;
- Create a positive culture of communication around issues of relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Provide our pupils with the tools they need to maintain their mental health and wellbeing as well as their physical health;
- 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;
- Give pupils an understanding of reproduction and sexual development;
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE (Relationships, Sex and Health education) curriculum;
- Provide all pupils with the knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk;
- Combat exploitation.

Statutory requirements

As an independent primary school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work Act 2017. Within the Act, the statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory to meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. However, the principles in the guidance on Health Education have been helpful in planning an age-appropriate curriculum.

Sex Education is not compulsory for independent primary schools; however Annan has already chosen to incorporate sex education into the school's PSHE curriculum/programme of study. Within the statutory guidance document for RSE, the DfE encourages schools to deliver age-appropriate sex education:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement..."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils."

It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.”

To read the government guidance please visit:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019).

Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online. Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the Annan programme of study for science.

RSE is not about the promotion of sexual activity.

Curriculum Objectives

Our RSE objectives are embedded within our PSHE curriculum. For the full PSHE curriculum see Appendix A. The embedded objectives for Relationships Education and Sex Education are detailed below.

We have developed the objectives taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner so they are fully informed and do not seek answers online.

1. Relationships Education

Key objectives of the statutory Relationships Education curriculum are outlined below. These objectives are covered through the objectives in our PSHE programme of study:

Families and people who care for me

Children should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.
- that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Children should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to physically or verbally aggressive behaviour is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Children should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and granting in relationships with friends, peers and adults.

Online relationships

Children should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Children should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult and others.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

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).

2. Sex Education

The DfE guidance 2019 recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. We believe children should understand the facts about human reproduction before they leave primary school. Sex education, covering how human reproduction and conception occurs, is part of our PSHE curriculum. We believe that teaching this content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults.

Sex education objectives within the PSHE programme of study and the suggested year group in which they will be introduced is shown below: *(see Appendix A for the full PSHE Programme of Study)*

Year 1

Children should have opportunities to:

- Identify, name, draw and label the basic non-sexual parts of the human body and say which part of the body is associated with each sense;
- Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) following the PANTS guidance from the NSPCC;

Year 2

Children should have opportunities to:

- Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret';
- Understand that animals including humans have babies which grow into adults;

Year 3

Children should have opportunities to:

- Recognise the difference between male and female body parts (to include specifically penis, vagina, breasts, testicles and uterus);

Year 4

Children should have opportunities to:

- Understand and describe the main stages of the human life cycle and how the body changes with age;

Year 5

Children should have opportunities to:

- Know how changes at puberty affect the body in relation to hygiene;
- Know ways to get help during puberty;
- Discuss and ask questions about changing bodily needs in single sex groups;
- Learn key facts about puberty and the changing adolescent body including physical and emotional changes;
- Learn key facts about the menstrual cycle including what is an average period, know a range of menstrual products and the implications for emotional and physical health;

Year 6

Children should have opportunities to:

- Know about human sexuality and that it is expressed in different ways, understand what it means and have some words to describe it;
- Appreciate different ways of loving and its importance to a range of relationships;
- To describe how and why the body changes during puberty in preparation for reproduction and to consider reproduction in the context of relationships;
- To learn the process of conception and pregnancy and know the basic facts about both;
- Discuss each other's questions about sex and relationships with confidence and know where to find support and advice;

Delivery of RSE

Our Relationships and Sex Education objectives will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes. Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.

A questions box will be available for pupils to ask anonymous questions in years 5 and 6 during the weeks that sex education sessions are being run.

If staff are faced with a question they do not feel comfortable answering within the classroom, teachers will create a time to talk to a child individually. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Roles and responsibilities

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-compulsory components of sex education lessons (See right to withdraw section below for more details)

The Principal also ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity

Staff

All staff are responsible for:

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

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

Pupils

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

Parents

The school is aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Have sought the views of parents while writing this policy;
- Offer a meeting to parents when their child joins year 5/6 to inform them of the content, resources and context of the sex education components of the PSHE programme of study, and to ask parents if there are any other specific additional topics they would like the school to cover – if it is agreed to include additional content, beyond that included in the PSHE curriculum and programme of study, parents have the right to withdraw their child from these additional components;
- Answer any questions that parents may have about RSE; this includes providing opportunities for parents to view any resources that are used in lessons;
- Take seriously any issue that parents raise with teachers about this policy or the arrangements for RSE in the school;
- Acknowledge parents have the right to withdraw their children from the non-compulsory additional components of sex education. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education (see Parent's right to withdraw section below).

Parents' right to withdraw

As previously stated, our RSE provision is part of our PSHE programme of study. PSHE is part of the school normal curriculum and parents do not have the right to withdraw their child from learning objectives within these. However, as stated above, before the delivery of the sex education objectives within the PSHE curriculum in year 5 and 6, a meeting is held for the parents to share the lesson content, the resources that will be used in class and to ask parents if there are any other specific additional topics they would like the school to cover. If, after the school's Senior Leadership Team (SLT) considers the parental requests, it is agreed to deliver additional content over and above that outlined in the school's programmes of study, parents do have the right to withdraw their child from these sessions.

- Parents **do** have the right to withdraw their children from any components of sex education that are not included as objectives in our PSHE programmes of study but will be covered in lessons, as these are non-compulsory.
- Parents **do not** have the right to withdraw their children from learning the objectives included in our PSHE programmes of study, as these are compulsory.
- In the situation where any non-compulsory content is going to be covered in class, parents will be informed of what this content is prior to the lesson it will be delivered in, and told of their right to withdraw their child. If they wish to withdraw their child, they will be invited to speak to the class teacher. The class teacher will explore the concern of the parents. If the parent still wishes to withdraw the child after the meeting, requests for withdrawal should be put in writing and addressed to the Principals (See Appendix 2 for request form.) If a child is withdrawn from lessons through this process, alternative work will be set and that child will go to another class for the duration of the lesson.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the Designated Safeguarding Lead (DSL) as a matter of urgency. Due to our duty of care towards keeping our children safe, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Equalities and Diversity

RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Planning and resources are reviewed to ensure they comply with equalities legislation. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our society and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

Annan School is committed to equality of opportunity in all aspects of school life. In RSE this will include:

- Examining and challenging gender stereotyping;
- Celebrating difference and diversity;
- Ensuring that the PSHE and sex education programmes of study are relevant for all pupils.

The School Environment

The school will ensure that the whole school environment reflects the values of respect for themselves and others promoted through the relationships programme of study.

It will:

- Ensure that displays use positive images and celebrate difference and diversity.
- Use question boxes while teaching sex education or similar items enabling children to have questions and concerns answered privately where needed.
- Ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff.
- Provide provisions for pubertal girls, including sanitary ware and free sanitary towels.
- Ensure that discriminatory behaviour is always challenged in any context.

Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme of study should be made to the class teacher in the first instance. Parents can choose to follow the school's complaints procedure if they feel things are not resolved.

Further policies

In conjunction with this policy, please also see:

- Behaviour policy
- Safeguarding and child protection policy
- Anti-bullying policy
- Safeguarding E Safety and acceptable use policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-educationfaqs>

Monitoring and review

This policy is monitored by the Proprietors and staff of the school and will be reviewed in line with the school's annual review of Policies.

Year group	Objectives
Key stage 1	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • I know what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health • I recognise what I like and dislike, how to make real, informed choices that improve my physical and emotional health • I know that the choices I make about my health can have good and not so good consequences • I can think about myself, learn from my experiences, recognise and celebrate my strengths and set simple but challenging goals • I can talk about my feelings I can use a vocabulary to describe my feelings to others and have simple strategies for managing my feelings • I can talk about change and loss and the associated feelings (including moving home, losing toys, pets or friends) • I know the importance of and how to maintain personal hygiene • I can identify, name, draw and label the basic non-sexual parts of the human body and say which part of the body is associated with each sense. • I know how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others • Understand that animals including humans have babies which grow into adults • I know about the process of growing from young to old and how people's needs change • I can talk about growing and changing and the new opportunities and responsibilities that increasing independence may bring • I know that household products, including medicines, can be harmful if not used properly • I know the rules for and ways of keeping physically and emotionally safe (including the safe use of technology, road safety, cycle safety and safety in the environment such as, water and fire safety) • I can talk about people who look after me, my family networks, who to go to if I am worried and how to attract their attention, I know ways that I can help these people to look after me • I recognise that I share a responsibility for keeping myself and others safe. I know when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' <p>Relationships</p> <ul style="list-style-type: none"> • I can express my feelings in an appropriate way • I recognise how others show feelings and know how to respond • I recognise how my behaviour affects other people • I recognise what is fair and unfair, kind and unkind, what is right and wrong in everyday situations • I can share my opinions on things that matter to me and explain my views through discussions with others • I listen to other people and play and work cooperatively • I have developed simple strategies to resolve arguments through negotiation • I can offer constructive support and feedback to others • I can identify and respect the differences and similarities between people • I can identify my special people (family, friends, carers), what makes them special and how special people should care for one another • I can judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) following the PANTS guidance from the NSPCC • I understand the concept of 'keeping something confidential or secret', when I should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' • I understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • I can recognise when people are being unkind and know how to respond, who to tell and what to say • I know that teasing and bullying are unacceptable and I know what to do if I encounter it <p>Living in the wider world</p> <ul style="list-style-type: none"> • I know how to contribute to the life of the classroom • I can help construct, and agree to follow, group and class rules and to understand how these rules help me • I understand that people and other living things have needs and that I have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed etc. • I understand that I belong to various groups and communities such as family and school • I know what improves and harms my local, natural and built environments and I know some of the ways people look after them

	<ul style="list-style-type: none"> • I know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving • Know when to keep a secret and when to tell • Understand that animals including humans have babies which grow into adults
Key stage 2 (lower juniors)	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • I know what positively and negatively affects my physical, mental and emotional health (including the media) • I know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' • I can recognise opportunities to make my own choices about food, • I know the benefits of eating a balanced diet • Recognise the difference between male and female body parts (to include specifically penis, vagina, breasts, testicles and uterus) • Understand and describe the main stages of the human life cycle and how the body changes with age • I can reflect on and celebrate my achievements, identify my strengths, areas for improvement • I can talk about my feelings using an extended vocabulary to enable them to explain both the range and intensity of my feelings to others • I recognise that I may experience conflicting emotions and when I might need to listen to my emotions or overcome them • I can talk about change, including transitions (classes, houses etc.), loss, separation, divorce and bereavement • I have an understand of risk management by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience • I know that bacteria and viruses can affect health and that following simple routines can reduce their spread • I know strategies for keeping physically and emotionally safe including road safety, safety in the environment (including rail, water and fire safety) • I know my responsibilities while using technology. I know what to do if I see something that I know is not OK while using technology • I know about people who are responsible for helping me stay healthy and safe and ways that I can help these people <p>Relationships</p> <ul style="list-style-type: none"> • I can recognise and respond appropriately to a wider range of feelings in others • I am aware of different types of relationship, including those between acquaintances, friends, relatives and families • I understand that my actions affect myself and others • I can judge what kind of physical contact is acceptable or unacceptable and how to respond • I know how to listen and respond respectfully to a wide range of people • I can work collaboratively towards shared goals • I have developed strategies to resolve disputes and conflict through negotiation and appropriate compromise • I recognise differences and similarities between people and I value the diversity that this brings • I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) • I am confident in my own beliefs and how to stand my ground against peer pressure <p>Living in the wider world</p> <ul style="list-style-type: none"> • I understand the importance of rules in a group situation • I understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child, that these universal rights are there to protect everyone and have primacy both over national law and family and community practices • I understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • I know to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices • I know what being part of a community means • I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • I think about the lives of people living in other places, and people with different values and customs • I know about the role money plays in my life including how to manage my money, keep it safe • I make sensible choice about spending money • I understand that what messages the media tell me may contain bias or an ulterior motive

<p>Key stage 2 (upper juniors)</p>	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • I can recognise how images in the media do not always reflect reality and can affect how people feel about themselves • I can reflect on and celebrate my achievements, identify my strengths, areas for improvement and set personal targets • I can differentiate between the terms, 'risk', 'danger' and 'hazard' • I recognise my increasing independence brings increased responsibility to keep themselves and others safe • I know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media • I know how to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong • I know the school's expectations regarding health and safety, basic emergency aid procedures, where and how to get help • I know what is meant by the term 'habit' and why habits can be hard to change • I know how commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others • Know how changes at puberty affect the body in relation to hygiene • Know ways to get help during puberty • Discuss and ask questions about changing bodily needs in single sex groups • Learn key facts about puberty and the changing adolescent body including physical and emotional changes. • Learn key facts about the menstrual cycle including what is an average period, know a range of menstrual products and the implications for emotional and physical health. • To describe how and why the body changes during puberty in preparation for reproduction and to consider reproduction in the context of relationships • To learn the process of conception and pregnancy and know the basic facts about both • Discuss each other's questions about sex and relationships with confidence and know where to find support and advice • I know about taking care of my body, understanding that I have autonomy and the right to protect my body from inappropriate and unwanted contact • I know how to keep safe online (including social media, the responsible use of ICT and mobile phones) • I know the importance of protecting personal information, including passwords, addresses and the distribution of images of myself and others <p>Relationships</p> <ul style="list-style-type: none"> • I recognise what constitutes a positive, healthy relationship and have developed the skills to form and maintain positive and healthy relationships • I recognise ways in which a relationship can be unhealthy and who to talk to if I need support. • I understand that there are many different ways people commit to a relationship, and that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other, who freely commit to spending their lives together and who are of the legal age to make that commitment • Know about human sexuality and that it is expressed in different ways, understand what it means and have some words to describe it • Appreciate different ways of loving and its importance to a range of relationships • I am confident in talking about my opinions and concerns when I have them • I recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view • I can give rich and constructive feedback and support to benefit others as well as myself • I understand that differences and similarities arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) • I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) • I recognise and challenge stereotypes <p>Living in the wider world</p> <ul style="list-style-type: none"> • I can research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer my recommendations to appropriate people • I know why and how the rules and laws that protect me and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • I realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities • I know about the varied institutions that support communities locally and nationally. I recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • I know about the role money plays in my own and others' lives
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	<ul style="list-style-type: none"> • I know how to manage my money and about being a critical consumer • I have a basic understanding of financial concepts such as 'interest', 'loan', 'debt', and 'tax' • I understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • I understand about enterprise and the skills that make someone 'enterprising' • I explore and critique how the media presents information, and how the information I am given may not necessarily be true or include a bias
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Appendix 2 – Sex education withdrawal request form

Withdrawal from sex education within RSE – parent form

To be completed by the parents	
Name of child:	Class:
Name of parent:	Date:
Reason for withdrawing from sex education	
Any other information you would like the school to know in relation to your decision to withdraw you child	
Parent signature:	Date:

To be completed by the school once returned by the parent	
Withdrawal meeting held by (name):	(Role)
Date of meeting:	People in attendance:
Agreed actions from discussion with parents	