



Burdett-Coutts

RELATIONSHIPS &
HEALTH EDUCATION (RHE)



Contents

Introduction	3
Aims of the Policy	3
Objectives/Pupil Learning Intentions:	4
Statutory Requirements	4
Definition of Relationships & Health Education (RHE)	4
Roles and Responsibilities	14
Parents' right to withdraw	15
Training	15
Monitoring arrangements	15
Appendix 1: Jigsaw Curriculum Map	16
Appendix 2: By the end of primary school pupils should know (from the National Curriculum)	17
Appendix 3: Parent form: withdrawal from non-statutory sex education components within RHE curriculum	20

Policy Written	January 2021
Policy Amended	May 2022
Adopted by Governing Body	May 2022
Review Date	December 2024

We would like to acknowledge the work of other colleagues in the drafting of this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes, LDBS, LA and any statutory guidelines where appropriate.



Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under [section 78 of the Education Act 2002](#) and the [Academies Act 2010](#), a PSHE curriculum must:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

An amendment to the [Children and Social Work Act 2017](#) made Relationships and Health Education at primary; and Relationships, Sex & Health Education at secondary, statutory subjects with effect from September 2020.

At Burdett-Coutts & Townshend CE Primary, we use a curriculum called Jigsaw. We are confident that the Jigsaw Curriculum and its schemes of work, covers all aspects of Relationships and Health Education (RSE) within the context of a full PSHE programme in an age-appropriate way.

The Jigsaw curriculum meets all the outcomes in the PSHE Association Programmes of Study 2017.

Aims of the Policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.



Objectives/Pupil Learning Intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Statutory Requirements

As a maintained primary school we must provide Relationships and Health Education (RHE) 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 RHE, we must have regard to guidance issued by the secretary of state as outlined in [section 403 of the Education Act 1996](#).

At Burdett-Coutts & Townshend CE Primary School, we teach RHE as set out in this policy.

Definition of Relationships & Health Education (RHE)

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education.



This includes primary aged children learning about the '*changing adolescent body*' included in the expected outcomes for primary Health Education. ([Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019](#)).

There is a current statutory duty for Independent schools to provide PSHE and they must meet the Independent School Standards as set out in the Education ([Independent School Regulations 2014](#)). Independent schools may find the DfE guidance on Relationships Education, Sex Education and Health Education useful in planning and age-appropriate curriculum.

All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSHE) that describes the content and organisation of RSHE. In primary schools if the decision is taken to teach sex education beyond Relationships and Health Education and National Curriculum Science, this should also be documented in the policy.

The policy should be made available to parents/ carers on request and also available on the school's website. It is the school governors' responsibility to ensure that the policy is developed and implemented effectively. Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

"... 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."

([Relationships Education, Relationships & Sex Education, and Health Education, DfE, 2019, para 67](#)).

Statutory Aspects of Relationships and Health Education

End of primary expectations and curriculum content is given in the [Relationships Education, Relationships Education, and Health Education DfE guidance \(2019\)](#). Where a school delivers this as part of a whole programme of PSHE, such as Jigsaw, they are free to continue with this approach.

- '*All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes*' (1.13).
- Children should learn '*how a baby is conceived and born*' before they leave primary school (1.16).

RHE plays a very important part in fulfilling the statutory duties all schools have to meet. RHE helps children understand the difference between safe and abusive relationships and equips them with the



skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and offline safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being ([Education and Inspections Act 2006 Section 38](#)).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RHE they must have regard to the Secretary of State's guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children ([Ofsted, 2019, Education Inspection Framework Para 28](#)).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction ([Education Act 1996, National Curriculum 2014](#)).

RHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT and Safe Internet Use Policies
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy

Curriculum Content: Jigsaw

We follow the Jigsaw curriculum which is set out in Appendix 1.

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

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

For more information about the content of the curriculum, see Appendices 1 and 2.



Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content overview
Autumn 1	Being Me in My World	Includes understanding my place in the class, school and the global community as well as devising Learning Charters.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work.
Spring 1	Dreams and Goals	Includes goal-setting, aspirations and resilience building.
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (online and offline).
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills.
Summer 2	Changing Me	Includes Relationship and Sex Education in the context of looking at and managing change.

Relationships Education Content: Jigsaw

The grid below shows specific Relationships Education content for each year group:

Age and year group	Relationships Education content from the Jigsaw curriculum
Age 4-5 (Year R)	<ul style="list-style-type: none"> ● Family life ● making friends ● falling out and making up ● being a good friend ● dealing with bullying ● growing up - how I have changed from baby to now ● bodies - not including names of sexual parts ● respecting my body and looking after it e.g. personal hygiene.



<p>Age 5-6 (Year 1)</p>	<ul style="list-style-type: none"> ● Recognising bullying and how to deal with it ● celebrating differences between people ● making new friends ● belonging to a family ● being a good friend ● physical contact preferences ● people who help us ● qualities as a friend and person ● celebrating people who are special to me ● life cycles - animal and human ● changes in me; changes since being a baby ● differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva) ● respecting my body and understanding which parts are private.
<p>Age 6-7 (Year 2)</p>	<ul style="list-style-type: none"> ● Assumptions and stereotypes about gender ● understanding bullying ● standing up for self and others ● making new friends ● gender diversity ● celebrating difference ● learning with others and group cooperation ● different types of family ● physical contact and boundaries ● friendship and conflict ● secrets (including those that might worry us) ● trust ● expressing appreciation for special relationships ● life cycles in nature ● growing from young to old ● increasing independence ● differences in female and male bodies (correct terminology) ● assertiveness ● appreciation that some parts of my body are private.
<p>Age 7-8 (Year 3)</p>	<ul style="list-style-type: none"> ● Seeing things from others' perspectives ● families and their differences including family roles and responsibilities ● family conflict and how to manage it (child-centred) ● witnessing bullying and how to deal with it ● homophobic bullying ● recognising how words can be hurtful ● giving and receiving compliments ● respect for myself and others ● healthy and safe choices ● friendship and negotiation ● keeping safe online and who to go to for help ● being aware of how my choices affect others



	<ul style="list-style-type: none"> ● awareness of how other children have different lives ● expressing appreciation for family and friends ● how babies grow and understanding a baby's needs ● outside body changes at puberty ● family stereotypes.
<p>Age 8-9 (Year 4)</p>	<ul style="list-style-type: none"> ● Challenging assumptions ● judging by appearance ● accepting self and others ● understanding influences ● understanding bullying and the role of the bystander ● problem-solving in relationships ● identifying how special and unique everyone is ● first impressions ● working in a group and celebrating the contributions of others ● healthier friendships ● group dynamics ● assertiveness ● peer pressure ● celebrating inner strength ● jealousy ● love and loss ● memories of loved ones ● getting on and falling out ● girlfriends and boyfriends ● showing appreciation of people and animals ● being unique ● having a baby (simple explanation of conception) ● girls and puberty ● boys and puberty ● confidence and acceptance of change
<p>Age 9-10 (Year 5)</p>	<ul style="list-style-type: none"> ● Cultural differences and how they can cause conflict ● racism ● rumours and name-calling ● types of bullying ● enjoying and respecting other cultures ● body image including influence of online and media presence ● self-recognition and self-worth; building self-esteem ● safer online communities ● rights and responsibilities (online and offline) ● online gaming and gambling; reducing screen time; dangers of online grooming; internet safety rules ● puberty for girls ● puberty for boys ● conception (including IVF) ● coping with change and building resilience.



Age 10-11 (Year 6)	<ul style="list-style-type: none">● Children’s universal rights● feeling welcome and valued● choices, consequences and rewards● group dynamics● democracy and having a voice● anti-social behaviour● role-modelling● perceptions of ‘normal’● understanding disability● understanding what transgender means● power struggles● understanding bullying, power and control● inclusion/exclusion● difference as a point of conflict or celebration● empathy● exploitation, including ‘county-lines’ and gang culture● love and loss● managing feelings● assertiveness● technology safety and responsibility of use● self-image and body image● puberty and feelings● reflections about change● conception to birth● physical attraction● respect and consent● boyfriends/girlfriends● ‘sexting’
-----------------------	---

Health Education including substance education, mental health education and safety education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others’ health and wellbeing.

Moral Values Framework

The Health Education programme at Burdett-Coutts reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for own actions



- Responsibility for family, friends, school and the wider community

Health Education Content: Jigsaw

The grid below shows specific Health Education content for each year group:

Age and year group	Relationships Education content from the Jigsaw curriculum
Age 4-5 (Year R)	<ul style="list-style-type: none"> ● Understanding feelings ● identifying talents ● being special ● challenges ● perseverance ● goal-setting ● overcoming obstacles ● seeking help ● physical activity ● healthy food ● sleep ● keeping clean ● being safe ● respecting my body ● growing up ● growth and change ● fun and fears ● celebrations.
Age 5-6 (Year 1)	<ul style="list-style-type: none"> ● Feeling special and safe ● rewards and feeling proud ● consequences ● setting goals ● identifying successes and achievements ● tackling new challenges ● identifying and overcoming obstacles ● feelings of success ● keeping myself healthy and clean (including oral health) ● being safe ● medicine safety/safety with household items ● road safety ● linking health and happiness ● people who help us ● changes in me ● changes since being a baby ● linking growing and learning ● coping with change.



<p>Age 6-7 (Year 2)</p>	<ul style="list-style-type: none"> ● Hopes and fears for the year ● recognising feelings ● achieving realistic goals ● perseverance ● motivation ● healthier choices ● relaxation ● healthy eating and nutrition ● healthier snacks and sharing food ● growing from young to old.
<p>Age 7-8 (Year 3)</p>	<ul style="list-style-type: none"> ● Self-identity and self-worth ● positivity in challenges ● responsible choices ● giving and receiving compliments ● difficult challenges and achieving success ● dreams and ambitions ● motivation and enthusiasm ● recognising and overcoming obstacles ● evaluating the learning process ● managing feelings ● simple budgeting ● exercise and fitness challenges ● food labelling and healthy swaps ● attitude towards drugs ● keeping safe online and offline ● respect for myself and others ● body changes at puberty.
<p>Age 8-9 (Year 4)</p>	<ul style="list-style-type: none"> ● What motivates behaviour ● rewards and consequences ● accepting self and others ● understanding influences ● hopes and dreams ● overcoming disappointment ● creating new, realistic dreams ● achieving goals ● resilience ● positive attitudes ● healthier friendships ● group dynamics ● smoking ● alcohol ● assertiveness ● peer pressure ● celebrating inner strength ● jealousy



	<ul style="list-style-type: none"> ● love and loss ● memories of loved ones ● body changes at puberty.
<p>Age 9-10 (Year 5)</p>	<ul style="list-style-type: none"> ● Being a citizen ● rights and responsibilities ● rewards and consequences ● how behaviour affects groups ● democracy, having a voice, participating ● material wealth and happiness ● future dreams ● importance of money ● jobs and careers ● goals in different cultures ● supporting others (charity) ● motivation ● smoking (including vaping) ● alcohol ● alcohol and anti-social behaviour ● emergency aid ● body image ● relationships with food ● healthy and safe choices ● changes in the body at puberty.
<p>Age 10-11 (Year 6)</p>	<ul style="list-style-type: none"> ● Choices, consequences and rewards ● group dynamics ● democracy, having a voice ● emotions in success ● making a difference in the world ● motivation ● recognising achievements ● compliments ● taking personal responsibility ● how substances affect the body ● exploitation, including 'county lines' and gang culture ● emotional and mental health, including identifying mental health worries and sources of support ● managing stress ● love and loss ● managing feelings ● power and control ● assertiveness ● technology safety and responsibility ● self-image and body image ● impact of media ● puberty



	<ul style="list-style-type: none">● reflections about change● respect and consent.
--	---

Roles and Responsibilities

The Governing Body

The Governing Body will approve the RHE Policy and hold the Head Teacher to account for its implementation.

The Head Teacher

The Head Teacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-Science components of RHE (see content in previous section).

Staff

Staff are responsible for:

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

All class teachers are responsible for teaching RHE at Burdett-Coutts. Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the Head Teacher.

Pupils

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



Parents' right to withdraw

From September 2020 parents have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any statutory lessons that are in the RHE and Science Curriculums.

Requests for withdrawal should be put in writing and addressed to the Head Teacher using the form in Appendix 3.

Alternative work will be given to pupils who are withdrawn from these lessons.

Training

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

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

Monitoring arrangements

The delivery of RHE is monitored by Ella Camplin, the Assistant Headteacher through:

- monitoring arrangements such as planning and book scrutinies
- pupils' development in RHE as monitored by class teachers as part of the internal assessment systems
- review of this policy in line with Governing Body policy review dates. At every review, the policy will be approved by the Governing Body.



Appendix 1: Jigsaw Curriculum Map

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition



Appendix 2: By the end of primary school pupils should know (from the National Curriculum)

Families and people who care for me

Pupils 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

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils 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 violence 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

Pupils 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 giving in relationships with friends, peers and adults

Online relationships

Pupils 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

Pupils 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
- 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, for example family, school or other sources



Appendix 3: Parent form: withdrawal from non-statutory sex education components within RHE curriculum

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and health education			
Any other information you would like the school to consider			
Parent signature			
To be completed by the school			
Agreed actions from discussion with parents			