



Finlay Community School

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PSHE and Relationships Education Policy

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Status <i>(Statutory / Advisory)</i>	Statutory	Review Cycle	Annually
Last Review Next Review	July 2026	Next Review Date	July 2027
Chair of Governors	Mike Adlam chair@finlay.gloucs.sch.uk		

Aims

The aims of Personal Social Health Education (PSHE) and Relationships Education at our school are to:

- Deliver all statutory elements of Relationships Education and Health Education including the strengthened requirements introduced in the DfE 2026 statutory guidance
- Equip pupils with the knowledge, skills and values needed to form healthy, respectful relationships both online and offline
- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence, empathy and emotional literacy
- Teach pupils to recognise unsafe relationships, understand personal boundaries and seek help when needed
- To be able to recognise unsafe situations, protect themselves and ask for help and support
- Prepare pupils for the physical and emotional changes of puberty, and give them an understanding of sexual development and the importance of health and hygiene at an appropriate age and stage
- Teach pupils the correct anatomical vocabulary for all parts of the body as a safeguarding requirement
- Provide age-appropriate learning about conception, pregnancy and birth for pupils in Years 5 and 6.
- Promote an inclusive understanding of families, identity and diversity.
- Teach pupils how to stay safe in a modern world, including digital safety, online harms, misinformation, scams, financial exploitation, and age-restricted content.
- Teach pupils about personal safety, including fire, water, road and rail safety.
- Support pupils to understand change, loss and bereavement, and develop strategies for managing difficult emotions.

These aims complement the Science, Computing, Online Safety, PE and RE curricula and contribute to pupils' spiritual, moral, social and cultural development.

Finlay Community School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and diverse family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil, in line with the national curriculum expectations. The programme is set and matched to the pupils' level of maturity.

These aims complement those of the Science, PSHE and Computing curriculum in KS1 and KS2.

Statutory requirements

As a maintained primary school, we must provide:

- Relationships Education
- Health Education
- Science curriculum content on human development and reproduction

This policy reflects the Children and Social Work Act 2017, the Education Act 1996, and the DfE statutory guidance (effective September 2026).

We choose to teach additional sex education to pupils in Years 5 and 6 to ensure they are prepared for adolescence and secondary school.

Parents may withdraw their child from non-statutory sex education only (see Section 12).

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 Finlay Community School we teach RSE as set out in this policy.

Should you like to see the guidance from the government please visit:

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

Definition

RSHE is the emotional, social, physical and cultural development of pupils. It includes learning about:

- Families and relationships
- Friendships and respect
- Consent and personal boundaries
- Online behaviour and digital safety
- Physical and mental health
- Puberty and human development
- Conception, pregnancy and birth (Y5–6)
- Change, loss and bereavement
- Personal safety and risk

RSHE is not the promotion of sexual activity.

Curriculum

Finlay Community School believes that the teaching of RSE begins at home. Together we work in conjunction to ensure our children are equipped for healthy relationships in life.

Our RSHE curriculum is delivered primarily through the Jigsaw Programme, supplemented with additional content required under the 2026 guidance, including:

- Digital safety and online harms
- Critical digital literacy
- Personal safety (fire, water, road, rail)
- Change, loss and bereavement

We have ensured clear sequencing and progression from EYFS to Year 6. Curriculum maps (Appendix 1) show how statutory content builds year-on-year.

In terms of our wider PSHE curriculum, this also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

We have developed the curriculum 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 don’t seek answers online. Pupils will be encouraged to ask their questions at home and we are able to support you with this.

Primary sex education will focus on:

- Naming body parts using correct anatomical vocabulary (Y1–2)
- Puberty and hygiene (Y4–6)
- Menstruation and wet dreams (Y4–6)
- Conception and birth (Y5–6)
- Consent, boundaries and personal safety (EYFS–Y6)
- Digital safety and online behaviour (Y1–6)

Teachers respond to questions sensitively and age-appropriately. If questions fall outside the curriculum, pupils are encouraged to discuss them at home.

Delivery of RSE

Before the RSE curriculum is delivered, parents/carers will be notified about the forthcoming topics and timings of the lessons. This is to prepare parents about what their child is being taught and to be aware that their child may come home with questions. See Appendix 2.

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances.

We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

RSHE is taught through:

- PSHE lessons
- Science
- Computing and Online Safety
- PE
- RE
- Assemblies and Wellbeing Days
- The wider school culture

Parents are informed in advance of all RSE content and may view teaching materials on request, in line with the strengthened transparency requirements of the 2026 guidance.

We ensure representation of diverse families, including single-parent families, LGBT+ families, adoptive families, foster families and kinship care.

Science Curriculum

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

The statutory science curriculum includes:

- Life cycles
- Human development
- Reproduction in plants and animals
- Changes from birth to old age

This content is compulsory and cannot be withdrawn from.

In Key Stage 1 (Years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (Years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Teaching and Learning including delivery of the RSE curriculum

In Key Stage 2 (years 3 - 6) we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty.

We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

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

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

We ensure:

- A safe, respectful learning environment
- Opportunities for single-sex and mixed-group discussions
- Use of correct anatomical vocabulary
- Inclusive teaching that reflects diverse families and identities
- Age-appropriate teaching of digital safety, including:
 - Online behaviour
 - Misinformation and fake content
 - Scams, fraud and financial exploitation
 - Age-restricted content
 - Reporting concerns
- Explicit teaching of personal safety, including:
 - Fire safety
 - Water safety
 - Road and rail safety
- Sensitive teaching about change, loss and bereavement

For more information about our RSE curriculum, see Appendix 3.

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). **Roles and responsibilities**

The Governing body:

The governing body ensures the policy meets statutory requirements and is reviewed annually.

The Head teacher

The Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The Headteacher ensures:

- RSHE is taught consistently
- Staff receive regular training, including digital safety and safeguarding
- Parents have access to all RSHE materials

- Requests for withdrawal are managed appropriately

Staff

All staff are responsible for:

- Deliver RSHE in line with statutory guidance
- Use correct anatomical vocabulary
- Teach digital safety confidently
- Respond sensitively to questions
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Class teachers are responsible for teaching RSE at Finlay Community School
- Class teachers are responsible for notifying parents/carers well in advance of delivering the RSE curriculum lessons
- Class teachers in Year 5 and 6 are responsible to invite parents to view the resources used for Menstruation and Sex education lessons, in advance of the sessions.
- Teachers will reply to, and answer, children's questions sensitively and openly. They will also direct children to their/parent carers with their questions if it falls outside of the age-appropriate learning.
- 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. Teachers will report any concerns arising from discussions to the DSLs.
- 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 Head teacher. 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 whilst following classroom agreements.

Parents

The school is well aware that the primary role in children's RSE lies with parents and carers – this is where the education on relationships begins. 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 work in partnership with parents by:

- Sharing this policy
- Informing parents before RSHE units are taught
- Providing opportunities to view resources
- Answering questions and addressing concerns

Parents may withdraw their child from **non-statutory sex education only**

A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved.

Parents' right to withdraw

Parents may withdraw their child from non-statutory sex education taught in Years 5 and 6.

They may not withdraw from:

- Relationships Education
- Health Education
- Statutory Science content

Requests must be made in writing using the form in Appendix 4.

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 person responsible for child protection or a member of the SMT as a matter of urgency.
- Disclosures relating to FGM (female genital mutilation) must be reported to the police.
- Legally, the school cannot offer or guarantee 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.
- Teachers, Teaching Partners and the Family action team will work together to ensure that several adults are present in the supportive teaching of Sex Education and aspects of puberty like menstruation.

Special Educational Needs

All pupils are entitled to access RSHE. We adapt teaching to ensure accessibility, including:

- Visual supports
- Simplified language
- Pre-teaching vocabulary
- Additional adult support

Equal Opportunities

RSHE is delivered in line with the Equality Act 2010. All pupils have equal access regardless of gender, race, disability, religion or family background.

Complaints Procedure

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

Monitoring arrangements

RSHE is monitored through:

- Planning scrutiny
- Learning walks

- Lesson observations
- Pupil voice
- Review of parental engagement

This policy is reviewed annually and approved by staff, governors and parents.

Related policies

In conjunction with this policy, please also see:

- PSHE Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Online Safety Policy
- Science Curriculum Overview

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-healtheducation-faqs>



PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	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 Achieving and setting goals Overcoming obstacles Seeking help Jobs	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

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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 Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	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 Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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 Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead 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 Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <i>Conception (including IVF)</i> Growing responsibility Coping with change Preparing for transition

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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 <i>Conception to birth</i> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition



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Part of the CHF Community Federation

Friday 10th May 2024

Dear Parents/Carers,

As part of our Jigsaw PSHE programme, we will be focussing on the topic of 'Changing Me' this half term. For our Year 6 children, this will include sessions about self-image, puberty, conception to birth, boyfriends and girlfriends and the year ahead. At Finlay Community School, we define Sex Education as 'Human Reproduction'. Sessions will be taught by your child's class teacher, with ongoing support from our Pastoral Care Team.

We are writing to you to let you know that we intend to deliver the Sex Education aspect of our PSHE Jigsaw programme to our Year 6 children on the **week beginning 17th June**.

- At the end of this session, children will be able to describe how a baby develops from conception through the nine months of pregnancy, and how it is born.

The Jigsaw curriculum includes sex education to prepare our children for life in a rapidly changing world, ensuring that they understand and respect the diverse world in which they are growing up in.

Work on puberty is now included in statutory Health Education and therefore is mandatory. Children cannot be withdrawn from these lessons, however, parents can request to withdraw their children from Sex Education during primary school.

If you would like to withdraw your child, as stated above, you will be required to meet with the Headteacher and put your request in writing.

Our Relationships, Sex and Health Education Policy is available to read on our school's website, along with an overview of topics taught within our Jigsaw Programme.

Please contact us if you require any more information regarding this.

Yours Sincerely

Sara McLeod

Jigsaw and PSHE Lead

Appendix 3: By the end of primary school pupils should know – Statutory 5 areas of RSE

Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	• R1 that families are important for children growing up because they can give love, security and stability. • R2 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. • R3 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. • R4 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. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (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). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World

Caring friendships	• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 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 • R11 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 and advice from others, if needed	All of these aspects are covered in lessons within the Puzzles • Being Me in My World • Celebrating Difference • Relationships
Respectful relationships	• R12 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 • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 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 • R17 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 • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults	All of these aspects are covered in lessons within the Puzzles • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me
Online relationships	• R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference

Being safe	• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). R26 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. R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference
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Appendix 4: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	