Harrietsham Church of England Primary School

Relationships, Sex and Health Education (RSHE) Policy

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Responsibility:	Deputy Headteacher
Date approved by Governing Body:	September 2026
Governor signature:	Rebecca Emson (Chair)
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Harrietsham Church of England Primary School
RSHE Policy

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School Context:

Harrietsham CEP Vision Statement

We are a warm, welcoming, and inclusive school rooted in our rural community. Like the mustard seed we grew from tiny beginnings and our branches are now spread wide –providing support and taking our values beyond the school gates. All those in our community feel safe and nurtured - able to flourish and grow academically, spiritually, emotionally and physically to achieve their full God-given potential.

"Nurtured we flourish"

We are a nurturing school. As such we believe in, and follow, **The Six Principles of Nurture** in all of our practice.

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives.

Our Values

The roots of our vision are in the parable of the Mustard Seed.

'The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches'.
Matthew 13 31-32

In order to grow and reach our potential, everything that we do in school is driven by our vision and underpinned by our core Christian values of:

Love, Fellowship and Forgiveness

1. Aims

The aims of Relationships, Sex and Health Education (RSHE) at our school are to:

- 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.
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

The school's vision and values have informed this policy and provide a basis for spiritual and moral development within the school. The Governing body and all members of staff have received training to ensure that our best endeavors are made to provide a wide and varied curriculum for all learners including that of Relationships and Sex Education. Parents are encouraged to have their say and to engage in professional dialogue with staff.

2. Statutory Requirements

The Education Act 2002 sets out the statutory duties which maintained schools are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly based and which: promotes 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'.

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

The revised DfE statutory guidance for Relationships Education, Relationships and Sex Education (RSHE) and Health Education, published in July 2025, came into effect on 1 September 2026 and replaces the 2019 guidance.

The purpose of the RSHE statutory guidance is to set out what schools in England are required to teach pupils about:

- Relationships Education (for primary pupils) – e.g. families, friendships, online relationships, respect.
- Relationships and Sex Education (RSHE) (for secondary pupils) – e.g. sexual health, consent, contraception, safe relationships.
- Health Education – e.g., mental wellbeing, internet safety, physical health, healthy eating, drugs, alcohol, first aid.

Key Updates in the 2025 RSHE Guidance

New Guiding Principles for RSHE Curriculum Design

The updated guidance introduces seven guiding principles for curriculum development, placing emphasis on pupil engagement, parental transparency, positivity, and relevance -a shift toward more holistic, inclusive, and preventative teaching.

1. Engagement with pupils - Actively involve students in shaping the curriculum so that it reflects their lived experiences, needs, and voice.
2. Engagement with parents - Proactively consult parents about RSHE content, offer transparency in materials, and involve them in policy development.
3. Positivity - Frame content to promote healthy attitudes, respectful relationships, and positive social norms which avoids language that normalizes harmful behaviour.

4. Careful sequencing - Structure lessons in a logical, preventative sequence, ensuring pupils are equipped with relevant knowledge before being exposed to risks or challenging content.
5. Relevant and responsive - Ensure the curriculum remains age-appropriate, dynamic, and responsive to current or local issues affecting young people.
6. Skilled delivery - Ensure RSHE is taught by well-prepared, confident teachers (or checked external providers), with safeguarding protocols in place.
7. Whole-school approach - Integrate RSHE across all school policies and practices - such as online safety, behaviour management, and well-being - so that its messages are reinforced consistently through the whole school environment.

The expectations on schools are as follows:

- Relationships Education is compulsory in all primary schools (or those pupils receiving primary education).
- The DfE recommends that all primary schools have a sex education programme. Sex Education (apart from aspects of the science curriculum) is not compulsory in primary schools. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the Science curriculum.
- We must have an up-to-date policy for Relationships Education or, where they teach sex education, for RSHE. Policies should be developed in consultation with parents, pupils and teachers. Our policy must be up to date, freely available and published on the school website.

In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996 .

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996.
- Part 6, Chapter 1 of the Equality Act 2010.
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Harrietsham Church of England Primary School, we teach RSHE as set out in this policy.

3. Policy Development

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

1. **Review** – A member of staff, with the support of the curriculum lead, pulled together all relevant information including relevant national and local guidance.
2. **Staff consultation** – School staff have consulted on the RSHE scheme used (The Christopher Winter Project). In a staff meeting each year, staff discuss the content of the RSHE curriculum.
3. **Parent / stakeholder consultation** – Parents / carers are communicated with in the Summer Term each year about RSHE teaching via letter and have the opportunity to feedback about the curriculum and its content. This letter is sent out in a timely fashion to ensure parents have an opportunity to consult with us on the content of our RSHE curriculum. Parents / carers can also find information regarding our RSHE curriculum on our school website.
4. **Pupil consultation** – We regularly capture pupil voice about all parts of the curriculum including RSHE through our School Council. Pupils are also provided with opportunities to share their voice regarding our RSHE curriculum through our pupil survey.

5. **Ratification** – Once amendments are made, the policy was shared with governors and ratified.

4. Definition

- RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSHE involves a combination of sharing information, and exploring issues and values.
- RSHE is not about the promotion of sexual activity.

5. Curriculum

Our RSHE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online where they may encounter misinformation.

We will share all curriculum materials with parents and carers upon request.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

Pupils receive stand-alone Relationships and Sex Education (RSHE) sessions in the summer term (Term 6), delivered by their class teacher from the 'Christopher Winters project scheme'. Please see Appendix 1.

Year	Topics Covered
R	My Body, My Relationships
1	Growing up, Staying Safe
2	Differences
3	Valuing Difference and Keeping Safe
4	Growing up with Respect
5	Puberty and Personal Boundaries
6	Puberty, Relationships and Reproduction

We recognise that Relationships and Sex Education is a highly sensitive subject, but, we firmly believe that effective RSHE 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.

We teach RSHE in the context of the school's aims and Christian values and vision, in order for our children to achieve their God given potential. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school.

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations.

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, kind relationships
- Online safety and awareness
- Being safe

Our curriculum follows The Christopher Winter Project scheme of work and is set out as per Appendix 1, but we may need to adapt it as and when necessary with the professional judgement of the class teacher.

The work that we complete within RSHE supports the principles of the Church of England's 'Flourishing for All' guidance, promoting dignity, respect and the prevention of discriminatory bullying. These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published scheme of work in advance, and share any relevant materials on request.

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Primary sex education will focus on:

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

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on all pupils regardless of sex, and activities will be planned to make sure all are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Teachers will ensure that RSHE is accessible to all pupils, including those with SEND, through reasonable adjustments, adapted resources, pre-teaching and additional adult support where appropriate.

At all points of delivery of the curriculum, for every academic year their child is at, the school will consult parents and carers, and their views will be valued. What will be taught and how, will be explained and made accessible to families.

Parents and carers can find information regarding our RSHE curriculum on our school website at any point in the year. In the Summer Term, before the RSHE curriculum is taught to pupils, parents and carers will receive an update via letter, which will outline key details, including: the lessons being taught, how they will be taught and where to go should they have any further questions. This letter will be sent out in a timely fashion to ensure parents have an opportunity to consult with us on the content of our RSHE curriculum.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

7. Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them.
- Is sensitive to all pupils' experiences.
- During lessons, makes pupils feel:
    - Safe and supported.
    - Able to engage with the key messages.

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of adaptation needed.

8. Safeguarding and Confidentiality

Teachers cannot offer unconditional confidentiality to pupils. If a child discloses information that raises safeguarding concerns, staff will follow the school's Safeguarding and Child Protection Policy and share the information with the Designated Safeguarding Lead. Pupils will be informed of this in an age-appropriate way before sensitive discussions take place.

Teachers will establish classroom ground rules to create a safe and respectful learning environment. Pupils will be encouraged to ask questions and contribute appropriately, whilst respecting the views and privacy of others.

9. Use of Resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance.
- Would support pupils in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age and maturity of the pupils.
- Are evidence-based and contain robust facts and statistics.
- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to pupils' experiences and won't provoke distress.

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

10. Roles and Responsibilities

10.1 The Governing Board

The governing board will approve the RSHE policy, and hold the Headteacher to account for its implementation.

10.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 11).

10.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way, high quality and appropriate for each year group.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE.
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Jo Griffin.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher. All of our class teachers in post are responsible for the delivery of RSHE teaching in our school.

10.4 Pupils

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

11. Diocese of Canterbury Board of Education Statement

A statement from the Canterbury Diocesan Board of Education about Relationships and Sex Education (RSHE) and Health Education Statutory Guidance (2026)

The Canterbury Diocesan Board of Education (CDBE) welcomes and supports the statutory guidance for Relationships, Sex and Health Education (RSHE) and encourages school leaders, governors and clergy to ensure that RSHE is delivered effectively, lawfully and in a manner that reflects both the Christian foundation of Church of England schools and their responsibility to serve the whole community.

All Church of England schools are required to comply with the Equality Act 2010, relevant safeguarding legislation and the statutory requirements for Relationships, Sex and Health Education. The CDBE expects all its schools to review their policies, curriculum content and practice to ensure full compliance with current legislation and guidance.

Principles

Church schools are places where every child and young person is known, valued and loved by God. They are communities rooted in the Christian values of dignity, respect, compassion, hospitality, justice and hope. As schools serving the whole community, they should provide an environment in which all pupils can learn, flourish and achieve their God-given potential.

In line with the Church of England's vision for education, Church schools seek to enable every child and young person to experience 'life in all its fullness' (John 10:10). This includes creating cultures where all members of the school community are treated with dignity and respect, regardless of their family circumstances, background, beliefs or protected characteristics. RSHE should equip pupils with the knowledge, understanding and skills necessary to develop healthy, respectful and responsible relationships. It should support children and young people in understanding themselves, caring for others and making informed and safe choices throughout their lives.

The teaching of RSHE in Church schools should reflect the teachings and traditions of the Church of England while recognising the diversity of modern society and the communities that schools serve. Schools may teach the Christian understanding of marriage and committed relationships, alongside the importance of trust, faithfulness, responsibility, forgiveness and mutual respect. Schools should also recognise that people hold a range of beliefs and convictions and should ensure that pupils are prepared to engage respectfully with those whose views and experiences differ from their own.

Schools with a religious character are entitled to teach their distinctive faith perspective on relationships and family life. Where issues are debated or explored, teaching should be balanced, age-appropriate and conducted within a framework of respect, ensuring that pupils receive accurate information and are able to understand both the law and the diversity of lived experience in contemporary society.

Children and young people are entitled to receive RSHE in a safe, inclusive and supportive environment. Teaching should be evidence-informed, age-appropriate and sensitive to pupils' developmental needs. It should help pupils develop the language, confidence and critical thinking skills needed to understand relationships, seek support when required and contribute positively to society.

In an increasingly digital world, RSHE should also help pupils understand online relationships, digital behaviour, consent, privacy, healthy boundaries and the risks associated with harmful content. Schools have an important role in supporting pupils to navigate online environments safely and responsibly.

The CDBE recognises that topics relating to relationships, identity, family life, sex and human development can be sensitive. Schools should therefore approach these matters thoughtfully and professionally, ensuring that pupils receive accurate information, that discussion is conducted respectfully and that prejudice, bullying and discrimination are actively challenged.

Expectations for Church Schools

The CDBE expects governing bodies and school leaders to:

- Promote a culture of dignity, respect and inclusion in which all pupils feel safe and valued.
- Ensure that RSHE reflects the school's distinctive Christian vision and values.
- Ensure that RSHE policies are reviewed regularly and comply with current statutory requirements.
- Consult appropriately with parents and carers regarding the school's RSHE policy and curriculum.
- Provide staff with appropriate training and support.
- Ensure that teaching materials are up to date, age-appropriate, evidence-informed and suitable for the school's context.
- Ensure that RSHE contributes to safeguarding, pupil wellbeing and positive mental health.

Schools should communicate clearly with parents, carers and pupils about the content and aims of their RSHE curriculum and how it will be delivered. Information about the curriculum content, objectives and relevant policies, should be available on the school website. This enables parents and carers to access up-to-date information and support their child's learning.

12. Parents' Right to Withdraw

Parents /carers **do not** have the right to withdraw their child from **relationships** education.

Parents/carers have the right to withdraw their child from the **non-statutory/non-science components of sex education** within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

Before granting a request, the Headteacher will discuss the request with the parent/carer and, where appropriate, the pupil, to clarify the nature and purpose of the curriculum and the implications of withdrawal. In primary schools, requests to withdraw from non-statutory sex education will be granted. Pupils cannot be withdrawn from Relationships Education, Health Education or content taught as part of the National Curriculum for Science.

13. Training

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

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

14. Monitoring arrangements

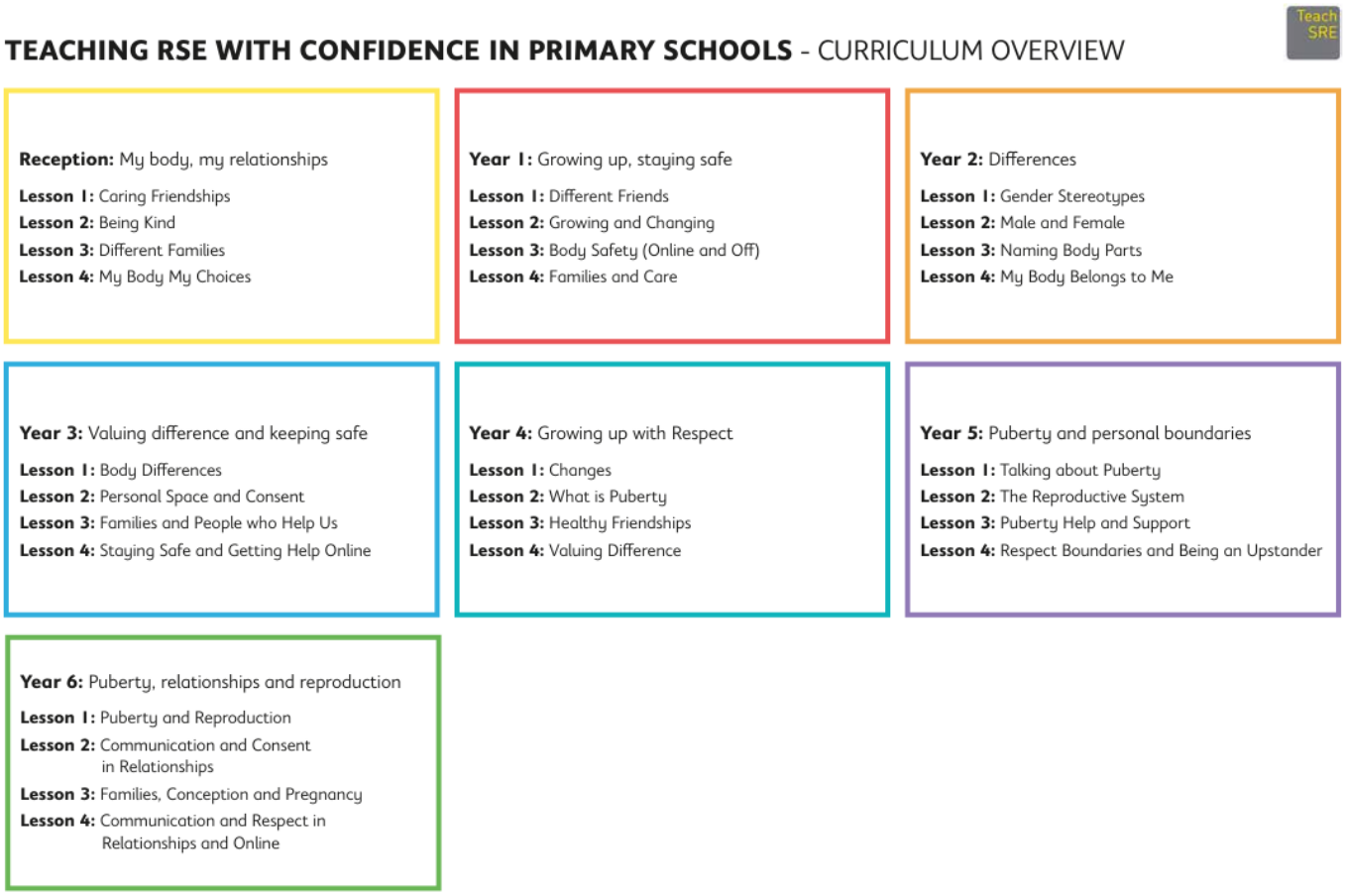
The delivery of RSHE is monitored by Samantha Fenner (Deputy Headteacher) and Jackie Chambers (Headteacher) through access to lesson observations, planning scrutiny, pupil voice activities, work scrutiny and discussions with staff.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Deputy Headteacher on an annual basis. At every review, the policy will be approved by the governing board.

This policy will be made available in alternative formats upon request.

Appendix 1: Curriculum Map



Link to our school website, which has more detailed information and links to some of the resources we use from the scheme:

Harrietsham Church of England Primary School - The Christopher Winter Project

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

RELATIONSHIP EDUCATION

Teach SRE

DfE Guidance		Pupils Should Know	Lesson
Families and people who care for me	F1	That families are important for children growing up safe and happy because they can provide love, security and stability.	Yr 3 - L3 Yr 6 - L3
	F2	The characteristics of safe and happy family life, such as 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.	R - L3 Yr 1 - L4 Yr 3 - L3 Yr 6 - L3
	F3	That the families of other children, 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 characterized by love and care.	R - L3 Yr 1 - L4 Yr 3 - L3 Yr 4 - L4 Yr 6 - L3
	F4	That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	Yr 1 - L4 Yr 3 - L3 Yr 6 - L3
	F5	That marriage and civil partnerships represent a formal and legally recognized commitment of two people to each other which is intended to be lifelong.	Yr 6 - L3
	F6	How to recognize if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Yr 1 - L4 Yr 3 - L2

DfE Guidance		Pupils Should Know	Lesson
Caring Friendships	CF1	How important friendships are in making us feel happy and secure, and how people choose and make friends.	R - L1 Yr 4 - L3
	CF2	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	R - 1 Yr1 - L1 Yr 4 - L3 Yr 5 - L4
	CF3	That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	R - L1
	CF4	The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	Yr 1 - L1 Yr 4 - L3 Yr 6 - L2
	CF5	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	R - L2 Yr 4 - L3
	CF6	How to manage conflict, and that resorting to violence is never right	R - L2 Yr 4 - L3
	CF7	How to recognize when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	Yr 4 - L3

RELATIONSHIP EDUCATION

Teach SRE

DfE Guidance		Pupils Should Know	Lesson
Respectful, Kind Relationships	RR1	How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	R - L1, L2, Yr 2 - L4 Yr 6 – L2
	RR2	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	R - L4 Yr 1 - L3 Yr 2 - L4 Yr 3 - L2 Yr 5 - L4 Yr 6 - L2
	RR3	How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	R - L2, L4 Yr 3 - L2 Yr 4 - L3 Yr 6 - L2
	RR4	Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	R - L4 Yr 4 - L3 Yr 5 - L4 Yr 6 - L2
	RR5	That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	Yr 1 - L1 Yr 2 - L1 Yr 3 - L1 Yr 4 - L3, L4 Yr 5 - L4
	RR6	Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	R - L1, L2 Yr 4 - L3 Yr 5 - L4

DfE Guidance		Pupils Should Know	Lesson
Respectful, Kind Relationships	RR7	The conventions of courtesy and manners.	R - L4 Yr 2 - L4
	RR8	The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	Yr 3 - L1 Yr 4 - L4 Yr 5 - L4
	RR9	The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	Yr 3 - L1 Yr 5 - L4 Yr 6 - L4
	RR10	What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Yr 2 - L1 Yr 4 - L4
	RR11	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	Yr 1 - L4 Yr 2 - L4 Yr 3 - L2 Yr 3 - L3 Yr 6 - L4

RELATIONSHIP EDUCATION



DfE Guidance		Pupils Should Know	Lesson
Online safety and awareness	OS1	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	Yr 3 - L4 Yr 6 - L4
	OS2	How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	Yr 3 - L4 Yr 6 - L4
	OS3	That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.	Yr 3 - L4 Yr 6 - L4
	OS4	The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	Yr 1 - L4 Yr 3 - L3 Yr 6 - L3
	OS5	Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up	Yr 3 - L4 Yr 6 - L4
	OS6	That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	Yr 3 - L4 Yr 6 - L4

DfE Guidance		Pupils Should Know	Lesson
Being Safe	BS1	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	R - L2, L4 Yr 2 - L4 Yr 3 - L2, L4 Yr 6 - L4
	BS2	The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	Yr 1 - L2, L3 Yr 2 - L3, L4 Yr 3 - L4 Yr 6 - L4
	BS3	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	R - L4 Yr 1- L2, L3 Yr 2 - L4 Yr 3 - L2, L4 Yr 6 - L2
	BS4	How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	Yr 3 - L2, L3, L4 Yr 6 - L4
	BS5	How to recognise when a relationship is harmful or dangerous, including skills for recognizing who to trust and who not to trust.	Yr 3 - L2, L4 Yr 6 - L4
	BS6	How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Yr 1 - L3, L4 Yr 3 - L2, L3, L4 Yr 6 - L4
	BS7	How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	Yr 1 - L3, L4 Yr 3 - L2, L3 Yr 6 - L4

Appendix 3: Parent/carer form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	*Include notes from discussions with parents/carers and agreed actions taken.* *Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom*