

COGNITA



Breaside Preparatory School

Relationships and Sex Education (RSE) Policy

September 2023

Contents

1	Introduction and aims.....	1
2	Statutory requirements.....	2
3	Policy development.....	2
4	Definition.....	3
5	Curriculum	3
6	Delivery of RSE	5
7	Roles and responsibilities	7
8	Students	8
9	Parents' right to withdraw	8
10	Training	8
11	Monitoring arrangements.....	9
	Appendix 1: Curriculum Map	10
	Appendix 2: By the end of primary school, students should know:	12
	Appendix 3: Parent form: Withdrawal from sex education within RSE	14
	Appendix 4: DfE RSE Statutory Guidance Suggested Resources.....	15

1 Introduction and aims

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homo/bi/trans phobia and sexual violence/harassment. This policy applies to all students, including those in the Early Years.

The purpose of this policy is to ensure that our Relationships and Sex Education (RSE) and Health Education supports our school ethos and fulfils our school aims, which are defined as:

Breaside Preparatory School's PSHE provision provides 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.

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

Teaching about mental wellbeing is central to all subjects and a priority of both the school and parents is children's happiness. Children are increasingly experiencing challenges and are at risk of feeling lonely as well as other negative mental emotions. The new subject knowledge outlined in this policy works towards giving children the knowledge and capability that they need to take care of themselves and receive support if problems arise.

Breaside's PSHE provision supports the wider work and ethos of the school in helping pupils to foster a sense of wellbeing and develop resilience and strength of character to ensure that they go on to become happy, successful and productive members of society. We aim to instill in pupils that they are capable of achieving their goals and that they can recover from challenging periods in their lives. PSHE provision encourages the development of personal attributes including kindness, integrity, generosity and honesty.

The knowledge and attributes gained support their own and others' wellbeing and attainment and help our children to go on to become successful and happy young people who make a meaningful contribution to society.

- 1.1 This policy applies to all students, including those in the Early Years.
- 1.2 This policy forms part of the curriculum.
- 1.3 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

- 1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.

The aims of RSE at our school are to:

- 1.5 Provide a framework in which sensitive discussions can take place.
- 1.6 Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- 1.7 Help students develop feelings of self-respect, confidence and empathy.
- 1.8 Create a positive culture around sexuality and relationships.
- 1.9 Teach students the correct vocabulary to describe themselves and their bodies.
- 1.10 Help students understand that healthy relationships are an important part of wellbeing.

2 Statutory requirements

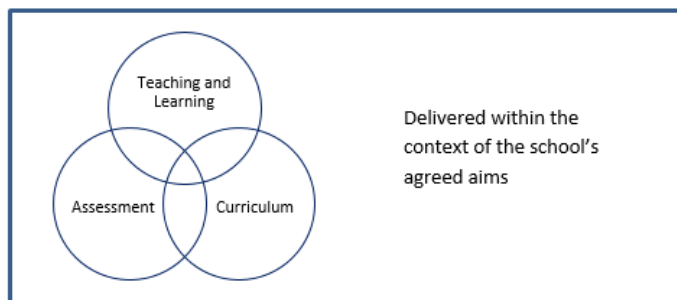
- 2.1 Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.
- 2.2 As a Preparatory School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards

At Breaside Preparatory School, we teach RSE as set out in this policy.

3 Policy development

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

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited



to attend a meeting about the policy and offer commentary.

- Student consultation – students were consulted with about their RSE lessons in student voice sessions.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed in June 2022.

4 Definition

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about relationships, physical and emotional changes to the body as part of the process of puberty, healthy lifestyles, diversity and personal identity.

Definition of Relationship and Sex Education (RSE): RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. RSE focuses on exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health.

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive relationships. It also enables children and young people to make responsible and informed decisions about their personal physical and mental health and well-being.

- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

5 Curriculum

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.
- 5.3 Sex education is not compulsory in primary schools. At Breaside Preparatory School, we offer a relationships and sex education programme in line with our membership of the 1decision programme which allows us to teach age-appropriate relationship and sex education to best prepare our children for teenage years and the challenges of secondary school age.
- 5.4 The grid below shows the area of focus for learning in primary relationship education, within each year group. This is taken from the 'Relationships' and 'Growing and Changing' 1decision units taught in the summer term:

Relationships and Sex Education (RSE) Policy

Year Group	Module & Topic Name	Areas of Focus
1-3 Age 5-8	<i>Relationships</i>	<ul style="list-style-type: none"> The Relationships module helps children to explore and understand a range of feelings, how feelings can be communicated without words, and the importance of caring about other people's feelings. The topics in this module help students to understand situations from another person's point of view. Children will explore different types of relationships and from this they will gain an understanding of healthy and unhealthy relationships. They will also learn how to seek help and support if they feel uncomfortable in a relationship.
1	<i>Relationships - Friendship</i>	<ul style="list-style-type: none"> Friendship looks at how we behave within our friendships and how these behaviours can affect others.
2	<i>Relationships - Bullying</i>	<ul style="list-style-type: none"> Bullying looks at how our actions and words can affect others, and it enables students to explore kind and positive behaviours.
	<i>Relationships - Body Language</i>	<ul style="list-style-type: none"> Body Language looks at recognising how other people may be feeling and allows students to explore different ways we can express our emotions.
3	<i>Relationships - Touch</i>	<ul style="list-style-type: none"> Touch recognises the physical differences between boys and girls, uses the correct names for parts of the body and appreciates that some parts of our body are private. Touch looks at appropriate and inappropriate touch and enables students to explore who they can talk to if they feel uncomfortable in a relationship.
4-6 Age 8-11	<i>Growing and Changing</i>	<ul style="list-style-type: none"> The Growing and Changing module covers the expected statutory content for RSE. Within this module, children will have the opportunity to look at how we change and grow, including how we grow at different rates. Following on from the 5-8 module Relationships, students will continue to look at healthy and unhealthy relationships and will be provided with information on how to seek help if they feel worried or scared about a particular relationship they have with someone. This module also includes informative lessons and animations on puberty and conception.
4	<i>Growing and Changing - Appropriate Touch (Relationships)</i>	<ul style="list-style-type: none"> Appropriate Touch explores the difficult subject of how relationships can be unhealthy or uncomfortable.
5	<i>Growing and Changing - Puberty</i>	<ul style="list-style-type: none"> Puberty is a short animation video that looks at the different changes boys and girls go through during puberty.
	<i>Growing and Changing – Children's and Adults' Views</i>	<ul style="list-style-type: none"> Children's and Adults' Views, include videos where children and adults share their views on relationships. This topic allows children to explore and discuss their own views on relationships.
6	<i>Growing and Changing - Conception</i>	<p>This content is not statutory at primary school age. This currently does not form part of the PSHE curriculum that is taught at Breaside.</p> <ul style="list-style-type: none"> Conception is a short animation video that looks at how a baby is conceived and the various stages of pregnancy.

Across all of these topics, our relationship and sex education will:

- consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan;
- not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.

5.5 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

6 Delivery of RSE

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Breaside Preparatory School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and both an engaging and interactive PSHE curriculum, we use 1decision, as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: <https://www.1decision.co.uk/images/1decision-mapping-document-rse-he-updated-2020-Version4.pdf> shows exactly how 1decision and therefore our school, meets the statutory Relationships and Health Education requirements.

The 1decision online portal and the support offered by 1decision staff, ensures we are always using the most up to date teaching materials, that we are working in line with statutory requirements and that our teachers are well-supported in delivering the PSHE curriculum.

- 6.1 Our RSE is taught as part of our PSHEE curriculum. At Breaside, we support and follow the 1decision curriculum. The 1decision PSHEE course is delivered to all students through discrete weekly PSHEE lessons taught by our teachers. There are two 30-minute lessons of taught PSHEE a week, which is supplemented with weekly assemblies, many of which link to key PSHEE objectives and outcomes. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also embedded within the curriculum (e.g. social issues through the teaching of English Literature; Health and Reproduction through Biology and PE; Citizenship through History & RPE). There are also centrally organised sessions which supplement the delivery in house such as the annual Cognita Be Well Day.
- 6.2 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

Please see the table above in section 5.4 for additional information about our relationship and sex education provision, which is in addition to the statutory teaching requirements of the Science curriculum.

Withdrawal from SRE lessons

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

Parents/carers have the right to withdraw their children from all or part of the Sex Education provided at school as part of PSHEE curriculum, except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the SRE Coordinator with any concerns and discuss any impact that withdrawal may have on the child. Parents need to put a request for withdrawal in writing. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Requests for withdrawal need to be renewed on a yearly basis which is the parents' responsibility. Parents do **not** have the right to withdraw their child from statutory relationships education or from the objectives covered by the Science National Curriculum.

At Breaside Preparatory School, puberty is taught as a statutory requirement of Health Education and covered by our 1decision PSHE Programme in the 'Growing and Changing'

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this.

The school will inform parents of this right in writing prior to the Changing and Growing teaching unit, timetabled for the Summer term.

- 6.3 For more information about our RSE curriculum, see Appendices 1&2 and Curriculum Policy.

- 6.4 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, LGBTQ+ 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).

7 Roles and responsibilities

Staff & Governance

7.1 PSHE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is Cassie Whaley. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from the non-statutory sex education components and those RSE components not set out under the National Curriculum for Science (see section 8).

7.3 The Chair of Governors

The Chair of Governors (Director of Education) will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory sex education components and those RSE components not set out under the National Curriculum for Science.

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 Headteacher.

Those responsible for teaching RSE in our school are EYFS staff and the Infant and Junior Form Tutors who lead the weekly PSHE lessons with their classes. Names and full roles can be found on the school website.

8 Students

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

8.1 Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the Head of Learning Support (Sarah Adams). Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, Breaside Preparatory School is mindful of preparing students for adulthood.

Breaside Preparatory School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

9 Parents' right to withdraw

- 9.1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

- 9.2 Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory and non-science components of sex education within RSE.

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

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

10 Training

- 10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme.

- 10.2 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 RSE.

11 Monitoring arrangements

- 11.1 The delivery of RSE is monitored by Cassie Whaley (PSHE Coordinator) and Gareth Jackson (Deputy Head / Safeguarding Lead) through: work scrutiny, lesson observations, learning walks, informal staff meeting discussions, INSED training – internally and externally provided
- 11.2 Students' development in RSE is monitored by class teachers as part of our PSHE assessment, which is built into the 1decision programme.

Appendix 1: PSHE Curriculum Map

Including Relationships and Sex Education Curriculum



Breaside PSHE Progression Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Keeping/Staying Safe Unit Baseline Assessment	Computer Safety Unit Baseline Assessment	Washing Hands	Being Responsible Unit Baseline Assessment	Growing in Our World	Fire Safety Unit Baseline Assessment
	Road Safety	Online Bullying		Water Spillage	Relationships Unit Baseline Assessment	
		Keeping/Staying Healthy Unit Baseline Assessment	Feelings and Emotions Unit Baseline Assessment		Friendship	Hoax Calling
			Jealousy	Our World – Unit Baseline Assessment		
Year 2	Tying Shoelaces	Image Sharing	Worry	Helping Someone in Need	Looking After Our World	Body Language
	Staying Safe	Healthy Eating	Anger	Living in our World	Our World Unit Summative Assessment	Petty Arson
		Brushing Teeth				
			Practice Makes Perfect	Working in Our World	Bullying	
Year 3	Leaning Out of Windows	Making Friends Online	Medicine	Feelings and Emotions Unit Summative Assessment	Hazard Watch (Stand-alone unit)	Texting Whilst Driving
	Keeping/Staying Safe Unit Summative Assessment	Computer Safety Documentary	Keeping/Staying Healthy Unit Summative Assessment	Stealing		Enya and Deedee at the Fire Station
		Computer Safety Unit Summative Assessment		Being Responsible Unit Summative Assessment	Touch	
			Grief		Relationships Unit Summative Assessment	Fire Safety Summative Assessment

Relationships and Sex Education (RSE) Policy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Keeping/Staying Safe Unit Baseline Assessment	Healthy Living	Feelings and Emotions Baseline Assessment	Being Responsible Unit Baseline Assessment	A World Without Judgement Unit Baseline Assessment	Relationships (Appropriate Touch)
		Computer Safety Unit Baseline Assessment	Jealousy	The Working World Unit Baseline Assessment		First Aid Unit Baseline Assessment
	Cycle Safety	Online Bullying		Chores at Home	Breaking Down Barriers	First Aid – Year 4
	Keeping/Staying Healthy Unit Baseline Assessment		Anger		Growing and Changing Unit Baseline Assessment	
Year 5	Peer Pressure	Keeping/Staying Safe Unit Summative Assessment	Smoking	Looking Out for Others	Inclusion and Acceptance	Adults' Views & Children's Views
	Water Safety	Image Sharing	Adults' Views & Children's Views	Adults' Views & Children's Views	Adults' Views & Children's Views)	Growing and Changing Unit Summative Assessment
	Adults' Views & Children's Views	Adults' Views & Children's Views	Worry	In-App Purchases	Puberty	First Aid – Year 5
Year 6	Alcohol	Making Friends Online	Feelings and Emotions Unit Summative Assessment	Being Responsible Unit Summative Assessment	The Working World Unit Summative Assessment	First Aid – Year 6
		Computer Safety Unit Summative Assessment		Enterprise	British Values	First Aid Unit Summative Assessment
	Keeping/Staying Healthy Unit Summative Assessment	Adults' Views & Children's Views	Coming Home on Time			
			Stealing	Adults' Views & Children's Views	A world Without Judgement Unit Summative Assessment	

Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	STUDENTS SHOULD KNOW
Online relationships	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 e.g. family, school and/or other sources

Appendix 3: 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	

Appendix 4: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

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

Relationships and Sex Education (RSE) Policy

Ownership and consultation	
Document sponsor (role)	European Director of Education
Document author (name)	Beth Kerr/PSHE Leads
Consultation February 2020	Consultation with the following: Alison Barnett, Regional Safeguarding Lead (RSL)/Danuta Tomasz, DE
Review – June 2022	Nicola Lambros Director of Education for Europe Alison Barnett – Regional Safeguarding Lead for Europe

Audience	
Audience	All school staff

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England	Yes
Wales	Yes
Spain	TBC

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Related documentation	
Related documentation	Curriculum Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards