



BUCKINGHAMSHIRE COUNCIL

PSHE and RSHE Policy Tylers Green Middle School



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Introduction

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

- 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.

This policy meets the requirements that schools publish a Relationships, Sex and Health Education (RSHE) policy and does this within the wider context of PSHE.

At Tylers Green Middle School, we are fully committed to ensuring that we provide our children with the necessary skills and knowledge for them to, not only thrive, but also to remain safe and know how to ask for help and support. We offer a holistic approach to education that aims to support all our children's academic, cultural, personal and social development. Our PSHE and Relationships Curriculum is designed to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

Sex Education is a non-statutory, but recommended aspect of Relationships and Health Education, which at TGMS, we believe is very important to include in our rich Curriculum. Taught alongside PSHE, Relationships, Sex and Health Education (RSHE) forms part of a balanced factual aspect of learning about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Although we strongly believe the RSHE lessons in our Curriculum are of real benefit to our pupils' personal development, we recognise the legal right for parents to withdraw their child from some or all of these elements (see Section 7).

1. Aims

The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the intent, implementation and impact of the teaching of PSHE and RSHE at TGMS

- Help parents and carers to understand what is covered in Sex Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regard to teaching Sex Education

We do this through our Relationships and Sex Education (RSHE) by:

- Providing a framework in which sensitive discussions can take place
- Helping pupils develop feelings of self-respect, tolerance, confidence and empathy
- Teaching the correct vocabulary for pupils to describe themselves and their bodies, and to identify concerns and voice them effectively.
- Encouraging consideration, honesty and politeness towards others and explore attitudes towards relationships with peers and appropriate adults so worthwhile and fulfilling relationships can be developed
- Strengthening online wellbeing and digital safety, ensuring pupils can critically evaluate online content and recognise their impact.
- Developing self-esteem through an awareness of their physical, social and sexual development.
- Developing positive values and a moral framework that will guide their decisions, judgements and behaviour
- Demonstrating the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want
- Creating a positive culture around issues of sexuality and relationships
- Preparing pupils for puberty, and giving them an understanding of sexual development and the importance of health and hygiene, and to help them to cope with the physical and emotional challenges of growing up.
- Having a clear understanding of reproduction, emotions and relationships.

With the above aims at the heart of our curriculum, our pupils will learn the importance of values, choices and respect for themselves and others.

2. Statutory requirements

As a maintained primary school, we must provide Relationships Education to all children. In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in the Education

Act 1996. Our curriculum and this policy have been developed with reference and compliance with the following legal documentation:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, Department for Education, published July 2025, for implementation from 1 September 2026.
- Section 34 and 35 of the Children and Social Work Act 2017 - making Relationships and Health Education statutory. We are not required to provide Sex Education but we do need to teach the elements of sex education contained in the science curriculum.
- Equality Act 2010 – preventing discrimination on grounds of disability, race, religion, belief and gender
- Section 403 Education Act 1996 - to encourage pupils to have due regard to moral considerations and the value of family life.

3. Policy development

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

- TGMS uses The Jigsaw Programme – a popular and comprehensive scheme of PSHE and RSHE learning. It offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the “Personal Development” and “Behaviour and Attitude” aspects evaluated 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. Statutory Relationships and Health Education.

- Review – Key members of staff (current and previous PSHE coordinators, and Year 5 and 6 teachers who have taught Sex Education in our school) reviewing existing practice and new guidelines with all relevant information including national and local guidance
- Training and consultation with PSHE lead for Bucks and PSHE Association
- Staff consultation – all school staff were given, and are given the opportunity to look at the policy and make recommendations

- Parent/stakeholder consultation – parents and carers are invited to comment and provide views about the policy
- Pupil consultation – with our school council to ensure the curriculum and its delivery remains responsive to pupils’ experiences and supports their Personal Development
- Ratification – once amendments were made, the policy was shared with governors and ratified

Regard has been paid to the school’s existing policies:

- Behaviour Policy
- British Values and Assemblies Policy
- Child Protection Policy
- SEN Policy
- Online Safety Policy
- Equality and Cohesion Policy

Additionally, the policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; and in line with the following:

- Working Together to Safeguard Children 2023, as updated
- Keeping Children Safe in Education September, current version

4. Definitions

Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. The curriculum involves a combination of sharing information, and exploring issues and values. The aim is to enable our children to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with each other, and to recognise the importance of a range of friendships with friends, family, in school and in the wider community. Relationships education also teaches children how to recognise unhealthy behaviours, how to stay safe, identify potential dangers in their lives and how to report concerns and access help.

Sex Education refers to the specific, non-statutory lessons within our curriculum that cover the teaching of conception and the biological processes involved in human reproduction. This includes factual, age-appropriate explanations of how sexual intercourse and medical interventions, such as

IVF, can lead to conception. At TGMS, this is taught as an extension of the Science curriculum and it is delivered age-appropriately through the Jigsaw 'Changing Me' unit.

5. Our Curriculum

What do we teach when and who teaches it?

We have a whole-school approach using Jigsaw, which covers all areas of PSHE for the primary phase including statutory RSHE. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes emotional regulation, goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes road, water and rail safety, drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes online wellbeing, understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At TGMS, we allocate one one-hour lesson to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

These explicit lessons are reinforced and enhanced in many ways: Assemblies and collective worship, our praise and reward system, TGMS Terrific Learners, and positive relationships (child to child, adult

to child and adult to adult) across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

At TGMS, PSHE and RSHE also form part of our wider culture of belonging, safety and personal development. The curriculum is reinforced through assemblies, Conflict Conundrums, Time to Talk, Helping Hands, Well-being Mentors, TGMS Terrific Learners and our work on Guiding Digital Childhoods. This ensures that pupils do not experience PSHE and RSHE as isolated lessons, but as part of the everyday language, relationships and culture of the school.

Intent – Why Teach RSHE?

High-quality RSHE will support our pupils to:

- Recognise what a healthy relationship looks like
- Form and maintain happy, healthy relationships with each other
- Recognise the importance of a range of friendships with friends, family, in school and in the wider community
- Recognise unhealthy behaviours, how to stay safe, identify potential dangers in their lives
- Use biological words to describe their body parts – in order to use vocabulary confidently if asking for help
- How to report concerns to access help
- Develop strategies for dealing with conflict and falling out
- Show respect to others
- Develop positive personality traits such as kindness, empathy and integrity
- Recognise personal boundaries and when privacy is needed
- Preparing boys and girls for the changes that adolescence brings and why
- How a baby is conceived and born
- Awareness that sexual relationships are part of adult life
- Opportunities to ask questions in a safe environment

The curriculum has been developed in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Implementation

RSHE is taught within the PSHE Curriculum. Biological aspects of this are also taught within the Science curriculum, and other aspects are included in Religious Education (RE) and Computing.

Distancing techniques are used to provide depersonalised examples which support children in exploring what is being taught without sharing their personal experiences. The 'Ground Rules' are established at the start of RSHE units of learning (Appendix 2).

Teachers will answer pupils' questions in an age-appropriate, factual and sensitive way, using professional judgement and the agreed ground rules. Where a question goes beyond the planned curriculum, or relates to content from which a pupil has been withdrawn, staff will respond carefully, avoiding unnecessary detail in whole-class discussion, while ensuring that pupils are supported and do not seek unsafe or inappropriate answers elsewhere. Where appropriate, staff may signpost pupils to parents/carers, trusted adults or safeguarding support.

The areas of learning are taught within the context of family life and friendships, 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).

Teaching strategies will take a variety of different approaches designed to encourage active learning, such as:

- Discussions
- Stories
- Case studies
- Debates
- Sharing ideas
- Photos and story boards
- Personal research
- Decision making tasks
- Quizzes
- Guest speakers, enabling interviewing and listening skills
- Labelling diagrams
- Jigsaw animations

Lessons follow consistent routines which support our Habits & Attention approach, ensuring pupils feel safe, focused and ready to learn.

Please see Appendix 3 for the Key Vocabulary taught in each year group for the 'Changing me' topic.

Sex Education (within RSHE)

The Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, for implementation from 1 September 2026, states that primary schools may teach sex education in addition to the statutory requirements for Relationships Education, Health Education and the National Curriculum for Science.

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At TGMS, we believe children should understand the facts about human reproduction in Years 5 and 6, before they leave primary school. We observe our pupils as being noticeably aware and often mature for their chronological age and, in partnership with our supportive parents, believe Sex Education as part of our curriculum is beneficial for their Personal Development. We teach this through our Jigsaw PSHE and RSHE curriculum.

Sex Education lessons will take place across TGMS. They will be taught in mixed-sex classes followed by the opportunity to ask questions in single-sex groups to encourage engagement. Opportunities to ask questions will take place to enable children to clarify facts. The lessons build on the previous learning about relationships and keeping safe. The lessons provide factual and age-appropriate knowledge about conception and birth. Our curriculum also teaches our children to recognise healthy intimate relationships, including same-gender relationships, marriage vows, consent and commitment. Puberty is part of Health Education and parents do not have the right to withdraw children from this aspect of our curriculum. Sex Education lessons will be delivered by the teachers with one additional adult in the room.

After Sex Education lessons, we instruct the pupils to not speak about the subjects and themes of the lesson outside of the classroom, and only with their parents out of respect for younger pupils and for

the pupils who have been withdrawn. For pupils who do not listen, the Behaviour Policy will determine appropriate sanctions.

Inclusion for All

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people, it is not culturally appropriate for them to be taught particular elements in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive Relationship, Health and Sex Education, and we will offer provisions appropriate to the particular needs of all our students, taking specialist advice where necessary.

For more information about our RSHE curriculum, see Appendices 1 and 2.

Impact

Our curriculum is designed to inform our children what healthy relationships look like. The theme that runs throughout our Relationships and Health Education is that our children fully appreciate what positive relationships comprise of and are enabled to enjoy them. We aim to provide our children with the necessary skills to value and maintain friendships and to be respectful and tolerant of others. Our children should feel part of our community and challenge negative behaviours that make them unhappy or feel unsafe. They will know where to go for help and advice if they need it.

Our RSHE programme strengthens the habits, routines and relationships that support effective learning across the curriculum.

6. Roles and responsibilities

The governing board will hold the Headteacher to account for the implementation of this policy.

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- 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 RSHE

All teachers will be expected to teach the RSHE Curriculum. Staff do not have the right to opt out of teaching RSHE. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher. Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

7. Parents' right to withdraw

Parents and carers will be given clear information about the content, timing and purpose of the non-statutory sex education lessons before they are taught. Parents may request to view lesson materials and resources. Where resources are copyright-protected, the school will provide access in a way that respects copyright while ensuring appropriate transparency.

Parents do not have the right to withdraw their children from Relationships and Health Education. However, parents do have the right to withdraw their children from the non-statutory components of Sex Education within RSHE. Before granting any such request, the school will run an annual information workshop for parents, particularly aimed at parents of Years 5 and 6 pupils, where the contents of the Sex Education lessons are explained. Then, the Headteacher will discuss any withdrawal request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented to ensure a record is kept.

“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

At TGMS, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). 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 i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right by letter in the weeks before the unit begins. Parents may request to see specific lesson plans and resources before exercising their right to withdraw their child.

Withdrawal requests should be put in writing using the form found in Appendix 5 of this policy and addressed to the Headteacher. Alternative work will be given to pupils who have withdrawn from Sex Education.

8. Training

We aim for all staff to be trained on the delivery of PSHE/RSHE and it is included in our continuing professional development calendar. It is the role of the PSHE/RSHE co-ordinator to ensure that all staff are provided with the most current and relevant guidelines for teaching Relationship Education to a compliant and high standard. 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 where appropriate.

9. Monitoring arrangements

Pupils' development in RSHE, including Sex Education, will be monitored by class teachers as part of our internal assessment systems. The policy and delivery of the curriculum will be monitored and evaluated by the PSHE lead, Assistant Headteacher for Inclusion, SLT and Governors in line with the monitoring cycle agreed by the school. To ensure staff are confident to deliver all aspects of the PSHE curriculum including Sex Education, access to online, in-school, local and national training will be made available in accordance with the school's CPD programme for staff development. This may take the form of:

- Planning scrutinies and supported lesson planning
- Learning walks
- Book scrutinies

- Pupil surveys
- Staff feedback and assessment

The Teaching and Learning Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Teaching and Learning Committee gives serious consideration to any comments from parents about the PSHE and RSHE programme, and makes a record of all such comments. Governors maintain strategic oversight of PSHE and RSHE provision, including ensuring that the curriculum is age-appropriate, inclusive, aligned with statutory guidance and consistent with the school's ethos. The school will ensure that teaching materials are available for appropriate parental review on request, in line with statutory guidance and copyright requirements.

Appendix 1: Curriculum Map and Jigsaw Guides

Jigsaw PSHE and RSHE supplementary documents needed to explain this policy:

<https://tylers-green-middle-school.secure-primariesite.net/pshe-and-rshe/>

- Jigsaw Information for Parents and Carers **(links to be updated before finalising policy)**:
<https://primarysite-prod-sorted.s3.amazonaws.com/tylers-green-middle-school/UploadedDocument/dae2e3c1-47ef-42be-8a23-b1cbc03248e4/jigsaw-information-leaflet-for-parents-and-carers-2023.pdf>
- Jigsaw RSHE Guide: <https://primarysite-prod-sorted.s3.amazonaws.com/tylers-green-middle-school/UploadedDocument/6c9616f8-b767-4e62-9c91-2b49c5d5046c/rshe-a-guide-for-parents-and-carers-leaflet-sep-2023.pdf>
- Jigsaw RSHE Content Overview: <https://primarysite-prod-sorted.s3.amazonaws.com/tylers-green-middle-school/UploadedDocument/2c0f1b2e-0151-4bac-a79a-c1c020784674/jigsaw-3-11-and-rshe-overview-map.pdf>

Appendix 2: Ground Rules

Pupils will follow ground rules that are designed to increase their feelings of safety and comfort during relationships, puberty and sex education classes.

It is essential that the following ground rules be included:

- No personal questions or sharing of private information.
- You have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.
- Post the list in the classroom and refer to it as needed.

There is a balance between encouraging pupils to talk about real life and over-disclosure of private information. Pupils will be encouraged to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

Teachers may find it helpful to frame the ground rules in a creative way, such as below, or establish their own system with the pupils:

G...Giggling is okay but laughing at others is not

R...Respect for myself and others is important

O...Option to pass on answering questions is available to all

U...Use dictionary words when describing the body

N...No question is a silly question!

D...Do use "Someone I know..." instead of the person's name

Appendix 3: Key Vocabulary taught in each year group for the 'Changing me' topic

Year 3 Vocabulary

Stereotypes, roles, challenge.

Babies Vocabulary

Changes, birth, animals, babies, mother, growing up, uterus, womb, nutrients, love, affection, care, survive.

Outside Body Changes Vocabulary

Change, puberty, control, breasts, penis, testicles, facial hair.

Inside Body Changes Vocabulary

Puberty, male, female, testicles, sperm, penis, ovaries, egg, womb, vagina, reproductive system.

Year 4 Vocabulary

Personal, unique, characteristics, parents, control, change, acceptance, support.

Puberty and Menstruation Vocabulary

Puberty, menstruation, periods, tampons, pads, vagina, vulva, ovaries, fallopian tube, hormone, womb.

Year 5 Vocabulary

Self, self-image, self-esteem, body image, perception, characteristics, aspects, affirmation, assertive, teenager, perceptions, responsibilities, milestones.

Puberty Vocabulary

Puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary, vagina, womb/uterus, testicles, penis, ovaries, sperm, eggs, womb, semen, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones.

Conception Vocabulary

Relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF).

Year 6 Vocabulary

Self-image, self-esteem, real self, celebrity, respect, independence, transition, opportunities, responsibilities, attraction, love, relationship, sexting, negative body-talk, mental health, choice, challenge.

Puberty Vocabulary

Puberty, pubic hair, voice breaks, menstruation, semen, growing taller, hips widen, facial hair, erection, tampon, breasts, hormones, wet dream, ovulation, masturbation, sanitary towel, clitoris, testicles, sperm, underarm hair, penis, feeling moody, vagina, womb, fallopian tube, reproduction system.

Conception to Birth Vocabulary

Pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife, fertilises, labour.

Appendix 4: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	● That families are important for children growing up safe and happy because they can provide love, security and stability. ● 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. ● 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 characterised by love and care. ● That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. ● That marriage and civil partnerships represent 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	● How important friendships are in making us feel happy and secure, and how people choose and make friends. ● 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. ● 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. ● 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. ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. ● How to manage conflict, and that resorting to violence is never right. ● How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	● 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. ● The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. ● 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. ● 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. ● 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. ● Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. ● The conventions of courtesy and manners. ● 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. ● 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. ● What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. ● How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

TOPIC	PUPILS SHOULD KNOW
Online relationships	● 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. ● 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. ● 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. ● The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. ● 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. ● 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.

TOPIC	PUPILS SHOULD KNOW
Being safe	● 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. ● 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. ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. ● How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. ● 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. ● 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.

Appendix 5: Parent form - withdrawal from Sex Education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for partial or complete withdrawal 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	