

**Christ Church (Brondesbury) CE Primary
School**

Relationships Education Policy



Responsible Governors' Committee	Full Governing Body
Date Approved	December 2025
Date of next review	Autumn 2026
<i>To be reviewed with Parents</i>	<i>December 2026</i>
Signature	

Christ Church (Brondesbury) CE Primary School

School Vision

Christ Church (Brondesbury) CE Primary School is a vibrant, welcoming and inclusive school at the centre of our diverse local community. We are perceived as a “family” by all who know us.

As a Christian school, we encourage everyone to be their best and to grow in God's creation. We provide a supportive, safe, respectful and reflective environment in which all flourish irrespective of their culture and belief.

We provide the highest standard of learning for all of our community and encourage them to pursue aspirational goals.

The school's vision is deeply rooted within the scripture passage:

2 Corinthians 8:7

“But as you excel in everything—in faith, in speech, in knowledge, and in all eagerness and in the love from us that is in you—make sure that you excel in this act of kindness too.”

Our vision is embedded within the Christian values of:

Compassion, Respect, Friendship, Forgiveness, Perseverance, Wisdom.

Our vision is expressed by all as “**Going for GOLD with faith**”.

This is explained and explored below:

Vision	Demonstrated as
G ive learning your best	<ul style="list-style-type: none">• Try your best at everything• Follow the “give me five” rules
O wn your choices	<ul style="list-style-type: none">• Be respectful and polite• Be honest and take responsibility for your words and actions
L ove yourself, as God loves you	<ul style="list-style-type: none">• Love yourself, for you are special• Love your neighbours with all your heart
D ream big, work hard and pray	<ul style="list-style-type: none">• Aim high• Always be ready to learn• With prayer, everything is possible

This policy reflects and supports our school vision in that through our structured teaching of RSE we strive to “...provide a **supportive, safe and respectful environment** in which all flourish, irrespective of their culture or belief.” This is echoed in our Going for GOLD with faith statement through Love yourself (and your neighbour) as God loves you.

Contents

1. Aims	3
2. Statutory requirements.....	4
3. Policy development.....	6
4. Definition.....	6
5. Curriculum	7
6. Delivery of RSE	8
7. Roles and responsibilities	10
8. Parents' right to withdraw.....	11
9. Training.....	11
10. Monitoring arrangements	11
Appendix 1: Curriculum map	12
Appendix 2: By the end of primary school pupils should know.....	15
Appendix 2: By the end of secondary school pupils should know	
Appendix 3: Parent form: withdrawal from sex education within RSE	

Church of England Charter

https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf

'We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). This is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

1. Aims

The aims of relationships education (RSE) at our school are to:

- Reflect the school's Church of England Status.
- Reflect and strengthen the school's Christian ethos and culture.
- Include the teachings of the Church of England on marriage and relationships.
- Take place within a school environment which enables children and adults to flourish.
- 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, empathy and self-worth.
- Create a respectful culture around issues of sexuality and relationships.

- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Develop pupils age-appropriate understanding of healthy relationships including respect and consent.
- Safeguard adults and children.
- Ensure RSE meets the requirements of the Equalities Act 2010 and the SEND Code of Practice.

Teaching RSE meets our ethos of Going for GOLD with Faith as it teaches children to

- **Own** their choices (around behaviours with other children and the choices they make in their own lives) and to
- **Love** themselves and **Love** each other as God loves us (as they learn about how they grow and the various relationships they might make in life).

This policy also is based upon the guidance set out in the following documents:

- Equalities Act 2010 www.legislation.gov.uk/ukpga/2010/15/contents
- Education Act 1996
- Children and Social Work Act 2017
- Keeping Children Safe In Education
- Valuing All God's Children
- DfE RSE Guidance Document (Reference Paragraphs 13, 14, 19, 20, 21 and 22)
 - <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- DfE Political Impartiality Guidance
 - **6.7731 DfE Political Impartiality Guidance Pamphlet WEB 004**
- SIAMS Inspection Question 4
- British Values
- Safeguarding Policy (*ensure reference is made to RSE under curriculum*)
- Behaviour & Antibullying Policy

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, while we are not required to provide sex education, we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

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 Christ Church (Brondesbury) C of E Primary School we teach RSE as set out in this policy.

Compulsory aspects of Relationships, Sex and Health Education.

End-of-primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, such as Jigsaw, they are free to continue with this approach.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

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

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE)) is an important part of PSHE Education (DfE, 2014). *Note: where the DfE refers to RSE, Church schools, due to their nature place Relationships first and will refer to RSE, as found throughout this policy.*
- When any school provides RSE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

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

- Anti-Bullying Policy: The Church of England document "Valuing all God's Children", 2019, states:
"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."
- Behaviour Policy
- Equal Opportunities Policy

- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- PSHE Policy
- RE Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy

At Christ Church (Brondesbury) CE Primary School we teach RSE following these statutory guidelines and as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governor consultation – the policy was read and commented upon by the Governing Body of the School
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. Due to the content covered regarding personal health, RSE is often referred to as RSHE, where H stands for Health.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

In the guidance document, “Relationships Education, Relationships and Sex Education (RSE) and Health Education” (Department for Education 2019 – Paragraphs 54 - 62), the DfE sets the following definition of Relationships Education:

54. The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

55. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

56. Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

57. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

58. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

59. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

60. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

61. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

62. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

See Appendix 2 for the DfE end of Primary School learning expectations in Relationships Education

5. Curriculum

Our 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, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

In line with the National Curriculum for Science, the element of Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born (life cycles)

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. In order to meet the statutory elements of this curriculum, we follow the Jigsaw scheme of work. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

As a church school, we teach RSE with the principle in mind that we are all God's children and through that we are all created equal and in His image and therefore that there should be no stigmatisation, but celebration of differences, as with similarities.

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.

6.1 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 differentiation needed

6.2 Use of resources

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

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our 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

6.3 Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't 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.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

****It should be noted that new guidance has been written on RSE which comes into effect from September 2026. This policy will change next year to reflect the new guidance.***

7. Roles and responsibilities

7.1 The governing board

The Governing Board will hold the Headteacher to account for the intent, implementation, and impact of this policy. The Governing Board will appoint a lead Governor for RSE.

7.2 The Headteacher

The Headteacher is responsible for ensuring the intent, implementation, and impact of this policy. This includes:

- Embedding a whole school approach to RSE in the school curriculum.
- Providing high quality training for teachers ensuring effective teaching.
- Keeping resources updated.
- Staying up to date with current themes.
- Ensuring dedicated curriculum time for RSE.

The Headteacher will appoint a lead teacher for RSE.

The Headteacher will ensure that staff who have concerns about the teaching of RSE will have an opportunity to discuss these.

7.3 Staff

Staff are responsible for:

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

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.

All staff involved in teaching PSHE through the use of the Jigsaw programme will be involved in the teaching of RSE.

7.4 Pupils

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

8. Parents' right to withdraw

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/non-science*** components of sex education within RSE.

However, as our school only teaches those elements of Relationships and Sex Education which are statutory, or belong to the Science curriculum, this should not apply.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

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

9. Training

Staff are trained on the delivery of RSE 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 RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team (SLT) through:

Planning scrutiny

Learning Walks / Observations

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

This policy will be reviewed by the Senior Leadership Team every 2 years. At every review, the policy will be amended and approved by the Governing Body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map – taken from Jigsaw PSHE Content Overview

YEAR GROUP	RELATIONSHIPS	CHANGING ME
EYFS	<p>Autumn 1: Family Life Friendships</p> <p>Autumn 2: Celebrations Bodies</p> <p>Spring 1: Being a good friend Breaking friendships</p>	<p>Spring 1: Growing up Growth and change</p> <p>Summer 1: Dealing with bullying Falling out</p> <p>Summer 2: Respecting my body Fun and fears</p>
Year 1	<p>Belonging to a family Making friends / Being a good friend Physical contact preferences¹ People who help us Qualities as a friend and as a person Self-Acknowledgement Being a good friend to myself Celebrating special relationships</p>	<p>Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p>
Year 2	<p>Different types of family Physical contact boundaries¹ Friendship and conflict Secrets Trust and appreciation</p>	<p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness</p>

	Expressing appreciation for special relationships	Preparing for transition
Year 3	<ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help¹ Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Year 4	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Having a baby Confidence in change Accepting change Preparing for transition Environmental change
Year 5	<ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules 	<ul style="list-style-type: none"> Self- and body image Influence of online media on body image Puberty for girls Puberty for boys Conception (including IVF) – <i>life cycles</i> Growing responsibly Coping with change Preparing for transition
Year 6	<ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings

Managing feelings
Power and control
Assertiveness
Technology safety
Take responsibility with technology use

Conception to birth
Reflections about change
Physical attraction
Respect and consent
Boyfriends / girlfriends
Sexting
transition

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

TOPIC	PUPILS 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

TOPIC	PUPILS SHOULD KNOW
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
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 – Parental request to withdraw child from RSE curriculum

Child's name		Class	
Parents names		Date	
Reason for withdrawal request:			
School office use:			
Date received by Headteacher			
Date set for meeting:			
Meeting notes:			
Final outcome of meeting:			
Signed (parent)		Date	
Signed (Headteacher)		Date	