Emmanuel
Diocese of Liverpool Academies Trust
Serving flourishing communities

Relationships and Sex Education Policy

Cinnamon Brow Church of England Academies Trust

'serving flourishing communities'

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1. Introduction

The Emmanuel Trust is committed to serving flourishing communities through the provision of high-quality Relationships and Sex Education. Rooted in clearly established Christian values and principles, we believe that every child is loved and valued and should be enabled to flourish academically, socially, spiritually and emotionally. Through age-appropriate and inclusive teaching, we seek to equip pupils with the knowledge, understanding and virtues needed to form healthy relationships, make wise choices and contribute positively to their communities.

The Church of England Vision for Education has, at its heart, the central purpose of enabling all in our school community to flourish as human beings. It is inclusive of all and is based on an attitude of unconditional love. Christian love is about journeying with each other, desiring to see each person flourish whatever their circumstance, to be the best version of themselves that they can be. It is not just about who we are today but also about who we are becoming in the future.

This is our vision for relationships education at Cinnamon Brow CE Primary School.

2. Aims

The aims of relationships and sex education (RSE) in our trust are to:

- To ensure Relationships and Sex Education is part of a child's broad, balanced curriculum and part of the child's all round development
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship.
- To prepare children for healthy relationships in an online world
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- 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
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To know how to 'love your neighbour' even when we might disagree.

3. Statutory requirements

As a trust of primary academies, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is broad and balanced including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We also have regard to 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 Emmanuel Diocese of Liverpool Academies Trust, we teach RSE as set out in this policy. The following trust policy context provides the Biblical foundation which is particularly pertinent to our church schools.

4. Trust Policy Context

The Christian faith has a lot to say about relationships. The perfect example of relationship is found in God, in the persons of the Trinity. This perfect relationship is reflected in the relationship, revealed in scripture, between God and humanity and sets out the basis of all good relationships. The government's shift in the guidance on sex and relationship education to strengthen the work on relationships is welcomed by Emmanuel Trust as this work is a core part of our wider work of helping children and young people to understand ways to live that are fulfilling and life giving. Very often the message children receive is to be introspective and to concentrate of the value and acceptance of self, "This is me". Whilst this is important, the Christian faith explains that we learn more of who we are and our value through focusing on God and others.

37 Jesus said to him, "'You shall love the LORD your God with all your heart, with all your soul, and with all your mind.' 38 This is the first and great commandment. 39 And the second is like it: 'You shall love your neighbour as yourself.' 40 On these two commandments hang all the Law and the Prophets." Matthew 22v37-40

This passage should be the basis of all relationship education within our church schools. We should model our relationships on obedience to this and understand our relationships though a deeper understanding of this command.

A. The characteristics of positive relationships

Christian values in schools are based on scripture, tradition and reason and should be used by schools as part of relationships education to underpin teaching on relationships at appropriate times. Cinnamon Brow Church of England Primary School will draw on scripture that sets out clear guidance on relationships that applies equally to all. Some of

the qualities that aid good relationships are listed as the fruits of the spirit in Paul's letter to the Galatians.

"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, 23 gentleness and self-control. Against such things there is no law." Galatians 5v22-23

These fruits, when shown, enhance relationships and are qualities that adults and children should seek to show. If this passage is coupled with Paul's letter to the Corinthians, we have another clear guide as to how we should relate to each other.

"*Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails." 1 Corinthian 13v4-8*

For many years this passage has given a guide to how we should treat others and how we should seek to be. If we love our neighbour as our self, then what does love look like? The love in the passage in Greek is agape love, which is the love God gives to humankind without condition. However, broadening this definition to think of selfless love helps us to define what love looks like within any relationship and allows us to judge the quality of love we encounter. Whether this is a colleague relationship, friendship relationship, a family relationship or romantic relationship, these same qualities apply and are a useful measure as to whether someone is showing us selfless love. Of course, as humans we often fail to live out these high ideals but seeking to do so should be evident to others. Certainly, this passage is important in helping children to understand whether a relationship is positive or not. The substituting of the word love for either your own name or that of others is a tool used by many teachers to encourage reflections on relationships and how we and others relate to each other. Parables can also be a useful tool to unpick relationships and love as God intended. These include the Good Samaritan (Luke 10v 25-37), the unforgiving servant (Matt 18v21-35) and the speck and the log (Matt 7v1-5).

B. Family relationships

Within the statutory guidance there is the requirement to teach children that there are a range of family units that exist and that each of these should be valued, recognised and respected. When discussing families, it is important to highlight that the qualities listed above are the qualities that apply to relationships within families and are the same qualities that make family relationships good. Within teaching about family, it is important to affirm the families that children find themselves in irrespective of whether there are differing religious views about how God may view a particular family unit. God's love for all people, as expressed in John 3v16, is a key message and should prevail along with clarity on the qualities that make good relationships.

Staff could choose to share teaching on the Church of England (I) view on marriage during these sessions, but if done they should ensure that there are not implicit condemnations for other relationships, but a sharing of the church's view.

This would need to be age appropriate and carefully handled. In addition, if views in marriage are shared, then the state view of marriage must also be shared.(II)

One key message that should be shared with children in church schools is that of the family of God. This concept of the church as God's family means that we have many brothers and sisters in Christ and therefore should seek to treat each other as God would want. The "what would Jesus do" bracelets are a good tool for thinking how we relate as one family in Christ. Theologically, there are differences of view on who is in God's family but considering all to have the potential to be children of God and, therefore, all to potentially be part of the family of God is a useful way forward.

(I) The Church of England affirms, according to our Lord's teaching, that marriage is in its nature a union permanent and lifelong, for better for worse, till death them do part, of one man with one woman, to the exclusion of all others on either side, for the procreation and nurture of children, for the hallowing and right direction of the natural instincts and affections, and for the mutual society, help and comfort which the one ought to have of the other, both in prosperity and adversity. Canon B30

(II) Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

C. Friendships

When looking at friendships there are biblical passages that can help in the teaching of this area. Jesus' relationship with his disciples can be a good first step, particularly thinking about Jesus washing the feet of his disciples and the need to be a servant of others (John 13 v 1-17). Taking this concept of service further, it is possible to link with the above concept of all being potentially in the family of God and explore how we can be fulfilled in the service of others, "whoever wants to become great among you must be your servant, 44 and whoever wants to be first must be slave of all." (Mark 10v 43-44)

Equally, friendships are portrayed throughout the bible. Some useful stories that support the teaching on friendship are:

- Jonathan and David -1 Samuel 18v1-4, 19v1-7
  - Jonathan is prepared to lay down his life for David
  - Jonathan stands against his own father in the protection of David and what is right
- Ruth and Naomi - Ruth 1v16-18
  - Ruth pledges to stay and support Naomi in the most troubling times

  She stays by her side even though she could have left for a better life herself
- Mary, Martha and Jesus - John 11v21-23
  - Jesus' empathy for his friends in their grief and shares in their pain even though he knew he would raise their brother. and they trust Jesus

- The paralysed man - Mark 2v1-12
    - The friends of the man were determined to help him to be healed. They collectively showed faith and were committed to doing all they could to help a friend in need

D. Personal space, boundaries

The importance of children understanding that they are valued and loved and are precious in God's sight is an intrinsic part of children understanding that they have personal space, special bodies and should protect what is special to God. The bible is full of passages about the wonder of God's creation in humanity. Jeremiah 1v5 is a famous passage that speaks of the value of us all to God,

"Before I formed you in the womb I knew you, before you were born I set you apart".

Children knowing that they are loved by God (John3v16) and that their bodies are temples of the Holy Spirit (1 Corinthians 6v19) can be an underlying principle which clarifies that children have rights over their body which nobody else has.

5. Policy development

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

1. Review – a member of staff from each school/central trust education team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited share their views about the policy at their respective schools
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification

6. Definition

Relationships education is defined as teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Sex education is defined as teaching pupils an age appropriate understanding of human sexuality. The programme of work covers romantic relationships, personal safety and mental health, preparation and responding to puberty and personal safety.

Sex education is not compulsory in primary schools but the DfE recommends that primary schools teach sex education in year 5 and 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science covers subject content in related areas including the main external body parts, changes

from birth to old age including puberty and reproduction in some plants and animals**. Our school covers human reproduction in the science curriculum.**

7. Curriculum

Our RSE 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/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner. They will receive training on how to respond.

We will share any curriculum resources and materials with parents and carers upon request but also as part of any consultation process.

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

8. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and computing.

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

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

- It has been determined that Cinnamon Brow Church of England Primary School will deliver additional content on sex education to meet the needs of our pupils. The sex education content will be delivered in year 6, and focuses on how a baby is conceived and born.

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

The Church of England states in ‘Valuing All God’s Children,’ (2019) that Relationships and Sex Education should: “Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and it mush challenge discrimination. RSE must take the needs of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.” (p34)

As a Church of England school, we will reflect on faith teachings as well as how the church may support people in matters of relationships (and sex). We will make it very clear when we are delivering content that reflects our religious beliefs.

Across our trust, 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.

Inclusivity

Our school 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

They will also:

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

Compliance with Equality Act

Within relationships education Cinnamon Brow Church of England Primary School complies with the public sector equality duty to ensure that there is not unlawful discrimination against pupils because of their protected characteristics. The guidance states that "schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive actions to build a culture where these are not tolerated" and that "staff have an important role to play in modelling positive behaviours". At this school, leaders are aware of the strength of feeling on matters of human sexuality and are clear that the law both protects the rights of some to hold a religious belief but also protects the rights of others to think and behave differently. Both will not be discriminated against directly or indirectly. This is discussed during staff training and is regularly clarified during policy implementation.

Issues and information for church schools

The guidance categorically states that the religious background of pupils must be taken into account when planning the teaching programme so that topics are appropriately handled. It

also states that schools must ensure that they comply with the Equality Act 2010 in which religion and belief are amongst the protected characteristics. Therefore, for church schools there are some clear additional requirements which can be summarised as follows. Schools, at an appropriate time in the curriculum, should:

- Teach what the Church of England teaches on marriage. (IV)

- Teach that the legal view of marriage is that it represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.(V)

- Teach that there are different views within the Christian church and the Church of England on same sex and heterosexual relationships.

- Allow balanced debate on issues seen as contentious whilst ensuring that all views are respected and that all individuals are valued for who they are.
- Always be in line with the law.

(III) Department for Education, Relationships education, Relationships and Sex education (RSE) and Health Education, (Department for Education, June 2019)

(IV) The Church of England affirms, according to our Lord's teaching, that marriage is in its nature a union permanent and lifelong, for better for worse, till death them do part, of one man with one woman, to the exclusion of all others on either side, for the procreation and nurture of children, for the hallowing and right direction of the natural instincts and affections, and for the mutual society, help and comfort which the one ought to have of the other, both in prosperity and adversity. Canon B30

Difficult questions & sensitive issues in relation to sex education

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

Our school has decided not to teach about or answer questions on…

There are a number of topics that will not normally be taught within the primary curriculum and is not part of the planned curriculum. This includes: AIDS/HIV, rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse including homosexual practices or foreplay..

We consider parents should be empowered to support their child with some sensitive topics within the family setting. To support this, if a child asks a question on any topic listed in the first section of the above list, teachers will explain that this is a matter not normally dealt with in school, that the child should consult his/her parent for an answer or have a specific conversation outside of the taught curriculum. The school will normally seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a

private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Use of resources

Our school will consider whether any resources they 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
-

9. Use of external organisations and materials

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

We remain 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.

Our academies **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 they 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 usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, 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 any external materials with parents and carers

Our academies **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

10. Roles and responsibilities

The board of trustees

The board of directors has delegated the approval of the RSE policy to local governing bodies.

CEO

The CEO will:

- Work with headteachers to make sure they can implement the policy in their school
- Report to the board of trustees on any issues with its implementation across the trust

Local governing bodies

Local governing bodies are responsible for approving the policy and supporting the implementation of the policy at their school and reporting issues to the CEO if they occur.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across their school, for making sure that resources and materials are shared with parents and carers, for managing requests to withdraw pupils from non-statutory components of RSE (see section 9) and reporting all requests for withdrawal to the local governing board.

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/carers wish them to be withdrawn from the non-statutory 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.

Pupils

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

11. Parents' right to withdraw

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

Parents/carers **have** the right to withdraw their children from the non-statutory 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 pupils who are withdrawn from sex education where this does not form part of the Science National Curriculum.

12. Training

Staff are trained on the delivery of RSE annually in accordance with the continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

13. Monitoring arrangements

The delivery of RSE is monitored through work scrutiny, learning walks, lesson observations and pupil voice.

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

This policy will be reviewed by Rachel Pimblett, Headteacher annually. At every review, the policy will be approved by the local governing board.

Appendix 1: Curriculum map

PSHE & RSE

Body Parts – these have not previously been taught within school but from September 2026, this is a part of the statutory element of the health curriculum in KS1. We will use the NSPCC materials (linked to Pantasaurus). Both Kapow and PSHE Association currently recommend these materials. The body parts named in the RSHE guidance are the only ones that will be taught.

Puberty – currently this unit is taught by the school nurse at the beginning of Year 5. We will not be teaching the materials in Year 4 (as per Kapow long term plan). We may teach using some of the materials in Year 5 & Year 6 but we will be directed by the school nurse presentation and will not go beyond was it to be taught as part of the RSHE guidance.

Sex Education – currently we only teach reproduction through plants and some animals within the science curriculum across Year 5 and Year 6. From September 2026, we are proposing to teach human reproduction within an additional science lesson to Year 6 in the Summer term. This will be as recommended by the RSHE guidance and taught factually within science and not as part of a discussion based PSHE lesson. We will use the White Rose science curriculum materials and NOT the PSHE Association or Kapow curriculum materials. **Parents have the right to withdraw from this lesson.**

From September 2026, we will underpin our PSHE & RSE teaching with the Biblical elements of Heartsmart, continue with the PSHE Association but also incorporate some of the Kapow curriculum materials. Attached is the Kapow long term overview and PSHE Association long term overview. Both organisations are currently updating their materials ready for September. Once these are finalised, we will reshare our long term plan that will incorporate the above sections.

Attached:

- Kapow long term plan (highlights to match the above explanations)



Kapow long term plan 2026-27.pdf

- PSHE Association long term plan (highlights to match the above explanations)



PSHE Association Programme of Study

- NSPCC body parts lesson that will be taught in KS1



KS1 Lesson plan PANTS.docx



KS1 PowerPoint-PANTS l



KS1 Resources-PANTS les

- White Rose science curriculum – human reproduction lesson that will be taught in Year 6 summer (parents have the right to withdraw their child form this lesson)



White Rose Science Sexual reproduction



White Rose Science Sexual reproduction



White Rose Science Sexual reproduction

Appendix 2: (Statutory RSHE curriculum) 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, kind 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.
Online safety and awareness	• 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.

TOPIC	PUPILS SHOULD KNOW
	• 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.
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.
General Wellbeing	• The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • The importance of promoting general wellbeing and physical health.

TOPIC	PUPILS SHOULD KNOW
	• The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). That it is common to experience mental health problems, and early support can help.
Wellbeing Online	• That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. • Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

TOPIC	PUPILS SHOULD KNOW
	• That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.
Physical health & fitness	• The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection & prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

TOPIC	PUPILS SHOULD KNOW
	• About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

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

TO BE COMPLETED BY PARENTS/CARERS			
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	