

CUTENHOE PRIMARY SCHOOL AND NURSERY



Learning for life where the social, emotional, spiritual, physical and learning needs of every member of the school community are met.

PSHE, Relationship and Sex Education Policy

Statutory	
Date of policy	November 2025
*Updated Jan 2026 to include changes to Relationships Education, Relationships and Sex Education (RSE) and Health Education (for introduction 1 September 2026)	
Review requirements	Annually
Date of next Review	November 26
Approval: Governing Body	Ratification: 05.02.26
Publication	School Website

Cutenhoe Hill Primary School and Nursery is committed to promoting and respecting the health, safety and wellbeing of all our children and any adults who work in our school

Contents

Aims.....	2
Statutory requirements.....	3
Policy development	3
Definition and Objectives.....	4
Curriculum	4
Delivery of RSE.....	5
Use of external organisations and materials	8
Roles and responsibilities	9
Parents' right to withdraw	10
Training	10
Monitoring arrangements.....	10
Appendix 1: Curriculum map	11
Appendix 2: By the end of primary school pupils should know.....	15
Appendix 3: Parent form: withdrawal from sex education within RSE	18

Aims

At Cutenhoe Hill Primary School, we teach PSHE with the aim of providing pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. Each lesson has a link to one or more of the five British Values. In addition, the school rules 'be kind', 'be safe' and 'be positive' fully align with the principals of our school curriculum and are identified within the long term plans so explicit links can be made.

Cutenhoe Hill Primary School includes Relationships and Sex Education in its PSHE scheme called Jigsaw - the mindful approach to PSHE.

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

In our school we choose to deliver Personal, Social, Health Education including Relationships and Sex Education using a scheme called Jigsaw - the mindful approach to PSHE.

Statutory requirements

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

We are not required to provide sex education, but 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
- [Relationships & Sex Education \(RSE\) and Wealth Education July 2025](#)

At Cutenhoe Hill Primary school, we teach RSE as set out in this policy.

Policy development

This policy has been developed from feedback 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. Parents are able to offer the school feedback regarding this policy, or if needed meet with SLT and class teachers for suggestions/improvements.

4. Pupil consultation – we investigated what exactly pupils want from their RSE curriculum.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition and Objectives

Jigsaw PSHE supports the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

Curriculum

Our PSHE and 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 with the purpose of educating and informing pupils, and considering 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 so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

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

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

As stated in Section 2, Cutenhoe Hill Primary School covers statutory National Curriculum coverage which pupils must learn. This would also be covered within the Science National Curriculum.

Delivery of RSE

In our school we choose to deliver Personal, Social, Health Education including Relationships and Sex Education using a scheme called Jigsaw. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

Teaching strategies are varied and are mindful of preferred learning styles and the need for adaptation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

There are six Puzzles (themes) in Jigsaw that are designed to progress in sequence from autumn to June/July. Each Puzzle has six Pieces (lessons). Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health.

The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every lesson contributes to at least one of these aspects of children's development. This is mapped out and balanced across each year group. Each puzzle piece will build on the previous year's knowledge and objectives.

Inclusivity is part of the school's and the Jigsaw Scheme's philosophy. Teachers will need, as always, to tailor each Piece (lesson) to meet the needs of the children in their classes. To support this adaptation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Jigsaw covers all areas of PSHE for the primary phase, as shown below (year group examples are shown in Appendix One):

Autumn 1: Being Me in My World

Includes understanding my place in the class, school and global community as well as devising Learning Charters

Autumn 2: Celebrating Difference

Includes anti-bullying (cyber and homophobic bullying included) and diversity work

Spring 1: Dreams and Goals

Includes goal-setting, aspirations and resilience building

Spring 2: Healthy Me

Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on- and off-line)

Summer 1: Relationships

Includes understanding friendship, family and other relationships, conflict resolution and communication skills

Summer 2: Changing Me

Includes Sex and Relationship Education in the context of looking at and managing change

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 make sure 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 and 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).

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

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

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

Use of external organisations and materials

As stated previously, Cutenhoe Hill Primary School uses and follows the Jigsaw PSHE/RSE curriculum. This is an external scheme of learning but is taught by Cutenhoe Hill staff.

We will make sure that any 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

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

Roles and responsibilities

The Governing Board

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

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory science (however Cutenhoe Hill Primary School only delivers statutory elements of RSE within science) components of RSE (see section 9).

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and 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 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 teaching staff have the responsibility for teaching PSHE and RSE across Cutenhoe Hill Primary School

Pupils

Pupils are expected to engage fully in PSHE and RSE and, when discussing issues within these lessons, treat others with respect and sensitivity.

Parents' right to withdraw

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

Relationship and sex education is taught within PSHE. There are statutory elements where schools are bound by the National Curriculum to teach children. Cutenhoe Hill Primary School will only deliver the statutory science elements of RSE. Parents do have the right to withdrawal their child/children from the non-statutory teaching of RSE, however as highlighted, children are only taught the statutory science elements.

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

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

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.

Monitoring arrangements

The delivery of RSE is monitored through:

Monitoring assessment of objectives, learning walks, book looks 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 Mrs Karen Pedder and Mrs Aneesa Khan annually.

At every review, the policy will be approved by the governing board.

PSHE and RSE Curriculum Map

Year Group	Term	Topic/Theme details	Term	Topic/Theme details
1	Autumn 1	Being Me in My World *can explain why my class is a happy and safe place to be *can give different examples where I or others make my class happy and safe	Autumn 2	Celebrating Difference *can tell you some ways that they are different and similar to other people in the class and why that makes them special *can explain what bullying is and how being bullied might make someone feel
1	Spring 1	Dreams and Goals *Can describe how they feel when they are successful and how this can be celebrated positively *can say why their 'internal treasure chest' is an important place to store feelings	Spring 2	Healthy Me *Can tell you why their body is amazing and can identify some ways to keep it safe and healthy *Can give examples of when being healthy can help them feel happy
1	Summer 1	Relationships *can explain why they have special relationships with some people and how these relationships help them to feel safe and good about themselves. Can explain how their qualities help these relationships *Can give examples of behaviour in other people that they appreciate and behaviours they don't like	Summer 2	Changing Me *Can compare how they are now to when to when they were a baby and explain some of the changes that will happen to me as I grow older. They can use the correct names for penis, testicles, anus, vagina, vulva and give reasons why they are private *can explain why some changes they might experience might feel better than others
2	Autumn 1	Being Me in My World *can explain why their behaviour can impact on other people in their class *can compare their own and their friends' choices and can express why some choices are better than others	Autumn 2	Celebrating Difference *explain that sometimes people get bullied because they seem to be different; this might include people who do not conform to gender stereotypes *Can explain how it feels to have a friend. Can explain why it is OK to be different from their friends
2	Spring 1	Dreams and Goals *can explain how they played a part in a group and the parts other people played to create an end product and can explain how their skills complemented each other *explain how it felt to be part of a group and can identify a range of feelings about group work	Spring 2	Healthy Me *can explain why foods and medicines can be good for their body, comparing their ideas with less healthy/unsafe choices *Can compare their own and their friends' choices and express how it feels to make healthy and safe choices
2	Summer 1	Relationships *can explain why some things might make them feel uncomfortable in a relationship and compare this with relationships that make them feel safe and special *Can give examples of some problem-solving techniques and explain how they might use them in certain situations in their relationship	Summer 2	Changing Me *Can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. Can explain why some types of touches feel ok and others don't *Can tell you what they like/don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to them

3	Autumn 1	Being Me in My World *Can explain how their behaviour can affect how others feel and behave *can explain why it is important to have rules and how this helps them and others in the class to learn. Can explain why it is important to feel valued	Autumn 2	Celebrating Difference *Can describe different conflicts that might happen in family groups and how words can be used in hurtful or kind ways when conflict happens *Can say how being involved in a conflict makes them feel and can offer strategies to help the situation
3	Spring 1	Dreams and Goals *Can explain different ways that help them to learn and what they need to improve *Are confident and positive in sharing success with others and knows how to store feelings of success in their 'internal treasure chest' and why this is important	Spring 2	Healthy Me *Can identify things, people and places that they need to keep safe from, and can say some strategies for keeping themselves safe and healthy, including who to go to for help *Can express how being anxious/scared and unwell feels
3	Summer 1	Relationships *Can explain how their life is influence positively by people from other countries *Can explain why their choices might affect their family, friendships and people around the world they don't know	Summer 2	Changing Me *Can explain how boys' and girls' bodies change on the inside/outside during the growing process and can say why these changes are necessary so that their bodies can make babies when they grow up *Recognises how they feel about these changes happening and can suggest some ideas to cope with these feelings
4	Autumn 1	Being Me in My World *explain why being listened to and listening to others is important in their school community *explain why being democratic is important and can help them and others feel valued	Autumn 2	Celebrating Difference *Can tell you a time when their first impression of someone changed as they got to know them *Can explain why bullying might be difficult to spot and what to do if they are not sure *explain why it is good to accept themselves and others for who they are
4	Spring 1	Dreams and Goals *can plan and set new goals even if they have been disappointed *can explain what it means to be resilient and to have a positive attitude	Spring 2	Healthy Me *Can recognise when people are putting them under pressure and can explain ways to resist this when they want to *Can identify feelings of anxiety and fear associated with peer pressure
4	Summer 1	Relationships *Can recognise how people are feeling when they miss a special person or animal *Can give ways that might help them manage their feelings when missing a special person or animal	Summer 2	Changing Me *can summarise the changes that happen to boys' and girls' bodies that prepares them for making a baby when they are older *Can explain some of the choices they might make in the future and some of the choices they have no control over. Can offer some suggestions about how they might manage their feelings when this happens

5	Autumn 1	Being Me in My World *can compare their life with other people in their country and explain why we have rules, rights and responsibilities to try and make the school and wider community a fair place *explain how the actions of one person can affect another and give examples of this from school and a wider context	Autumn 2	Celebrating Difference *Can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help if they become involved (directly or indirectly) in a bullying situation *can explain why racism and other forms of discrimination are unkind. Can express how they feel about discriminatory behaviour
5	Spring 1	Dreams and Goals *Can compare their hopes and dreams with those of young people from different cultures *can reflect on the hopes and dreams of young people from another culture and explain how this makes them feel	Spring 2	Healthy Me *can explain the roles food and substances can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy *can summarise different ways that they respect and value their body
5	Summer 1	Relationships *can compare different types of friendships and the feelings associated with them. Can explain how to stay safe when using technology to communicate with friends, including how to stand up for themselves, negotiate and resist peer pressure *Can apply strategies to manage their feelings and the pressure they may face to use technology in ways that may be risky or cause harm to themselves or others	Summer 2	Changing Me *Can explain how boys' and girls' bodies change during puberty and why looking after themselves physically and emotionally is important. They can summarise the process of conception *Can express how they feel about the changes that will happen to them during puberty and accept these changes might happen at different times to their friends
6	Autumn 1	Being Me in My World *can explain how their choices can have an impact on people in their immediate community and globally *can emphasise with others in their community and globally and explain how this can influence the choices they make	Autumn 2	Celebrating Difference *Can explain ways in which difference can be a source of conflict or a cause for celebration *Can show empathy with people in either of these situations where their difference is a source of conflict or a cause for celebration
6	Spring 1	Dreams and Goals *Can explain different ways to work with others to help make the world a better place *Can explain what motivates them to make the world a better place	Spring 2	Healthy Me *Can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others *Can identify and apply skills to keep themselves emotionally healthy and to manage stress or pressure
6	Summer 1	Relationships *can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control	Summer 2	Changing Me *Can describe how a baby develops from conception through the nine months of pregnancy, and how it is born

		*Can explain the feelings they might experience if they lose somebody special and when they need to stand up for themselves and their friends in real or online situations. They can offer strategies to help them manage these feelings and situations		*Recognises how they feel when they reflect on becoming a teenager and how they feel about the development and birth of a baby
--	--	---	--	--

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

TOPIC	CURRICULUM CONTENT:
Families and people who care for me	<ol style="list-style-type: none"> 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. 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. 3. 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. 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	<ol style="list-style-type: none"> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. 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. 3. 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. 4. 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. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

TOPIC	CURRICULUM CONTENT:
Respectful, kind relationships	<ol style="list-style-type: none"> 1. 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. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. 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. 4. 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. 5. 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. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. 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. 9. 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. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

TOPIC	CURRICULUM CONTENT:
Online safety and awareness	<ol style="list-style-type: none"> 1. 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. 2. 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. 3. 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. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. 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. 6. 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	<ol style="list-style-type: none"> 1. 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. 2. 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. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. 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. 7. 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 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	

Reason for withdrawing from sex education within relationships and sex education

Any other information you would like the school to consider

Parent signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>E.g.: Joe Bloggs will be taking part in all relationship's lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>
---	--