

## Relationships, Sex and Health Education (RSHE) Policy

| Date      | Review Date | Coordinator         | Nominated Governor |
|-----------|-------------|---------------------|--------------------|
| June 2026 | June 2027   | J. James & M. Pavey | B. Everitt         |

### Introduction

*“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”*  
(DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)

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

### The aims of RSHE

There are four main aims for teaching RSE within the context of Primary School Personal, Social, Health Education (PSHE):

- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
- To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others)
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower them to be safe and safeguarded

### Delivery of RSHE

Relationships, Sex and Health Education is taught within the PSHE Education Curriculum by class teachers or trained HLTAs. We use the Jigsaw Scheme of work for PSHE and the curriculum content for each year group can be found in Appendix 3.

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).

Compulsory elements of this curriculum can be found in Appendix 1.

Also, St Michael’s School will teach Sex Education in the context of Changing Me. The lessons aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to

their ages and stages of development. This work is treated matter-of-factly and sensitively and helps children to cope with change, including puberty, and to learn about healthy relationships.

The elements we propose to teach can be found in Appendix 2.

In addition to this, we deliver the NSPCC Speak out Stay safe programme. This is an online safeguarding programme for children aged 5-11 years old. The programme helps children to understand:

- abuse in all its forms and how to recognise signs of abuse
- abuse is never a child's fault and that they have the right to be safe
- where to get help and the sources of help available to them, including Childline service.

The letter that goes out to parents can be found in Appendix 5.

### **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education, health education or those aspects of sex education which are compulsory.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE. This includes the NSPCC Speak out Stay safe programme.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Headteacher.

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

### **Safeguarding**

Teachers are aware that effective RSE may bring about disclosures of safeguarding issues. All staff are trained in safeguarding procedures and must report any concerns to the Designated Safeguarding Lead (DSL) in line with the school's Child Protection Policy. Whilst pupils are encouraged to talk openly, staff cannot offer or guarantee absolute confidentiality. Any disclosures will be handled sensitively and in accordance with statutory safeguarding guidance.

### **Monitoring arrangements**

The delivery of RSHE is monitored by the teaching team particularly Science, Computing, PSHE and PE subject leaders through learning enquiries which can include learning walks, pupil voice, staff voice, book scrutiny, classroom visits and coaching.

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

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the named governor.

### **If you have any questions...**

Talk to your child's teacher, the Headteacher, or the teacher in charge of PSHE.

Often, when parents and carers find out what is in the curriculum, their fears are allayed as they can appreciate it is in the best interests of their child's lifelong learning and safeguarding.

**APPENDIX 1** Compulsory elements of RSHE

| TOPIC                                 | RELATIONSHIPS EDUCATION<br>BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Families and people who care about me | <ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• 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</li><li>• 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</li><li>• 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</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul> |
| Caring friendships                    | <ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• 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</li><li>• 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</li></ul>                                                                                                                                                               |
| Respectful relationships              | <ul style="list-style-type: none"><li>• 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</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• The conventions of courtesy and manners</li><li>• The importance of self-respect and how this links to their happiness</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | <ul style="list-style-type: none"> <li>• That in school and 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   |
| Online relationships (taught using Project Evolve scheme) | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>                                                                                                                                                                                                                                                                                                        |
| Being safe                                                | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul> |

| TOPIC                                                          | HEALTH EDUCATION<br>BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Internet safety and harms (taught using Project Evolve scheme) | <ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• About the benefits of rationing 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.</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul> |
| Physical health and fitness                                    | <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise 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, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Drugs, alcohol and tobacco                                     | <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Health and prevention    | <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul> |
| Basic first aid          | <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Changing adolescent body | <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## APPENDIX 2

### Non-compulsory elements we propose to teach

| Year Group | CHANGING ME                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reception  | Growing up: how we have changed since we were babies.                                                                                                                                                                                                                                                                                                                                                                  |
| Year 1     | Boys' and girls' bodies; correct names for body parts.                                                                                                                                                                                                                                                                                                                                                                 |
| Year 2     | Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).                                                                                                                                                                                                                                                                                                      |
| Year 3     | How babies grow during pregnancy and how boys' and girls' bodies change as they grow older.                                                                                                                                                                                                                                                                                                                            |
| Year 4     | Internal and external reproductive body parts. Girls' puberty and menstruation. Conception explained in simple terms.                                                                                                                                                                                                                                                                                                  |
| Year 5     | Puberty for boys and girls including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.                                                                                                                                                                                                                                                                      |
| Year 6     | <p>Understanding conception to the birth of a baby.</p> <p><i>Note: The following is compulsory for year 6:</i></p> <p><i>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i></p> <ul style="list-style-type: none"><li>• <i>About menstrual wellbeing including the key facts about the menstrual cycle.</i></li></ul> |

# APPENDIX 3 Relationships, sex and health education curriculum map

RSE is taught within the Personal, Social, Health and Economic (PSHE) Education Curriculum. We use the Jigsaw PSHE scheme of work as our resource, adapted to meet the needs of the children at the time.

## Jigsaw PSHE 3 -11/12 Content Overview



| Age Group               | Being Me In My World                                                                                                                                                                                              | Celebrating Difference                                                                                                                                                                                        | Dreams and Goals                                                                                                                                                                                                                            | Healthy Me                                                                                                                                                                                                                      | Relationships                                                                                                                                                                                                                                                                                       | Changing Me                                                                                                                                                                                                           |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ages 3-5 (F1-F2)</b> | Self-identity<br>Understanding feelings<br>Being in a classroom<br>Being gentle<br>Rights and responsibilities                                                                                                    | Identifying talents<br>Being special<br>Families<br>Where we live<br>Making friends<br>Standing up for yourself                                                                                               | Challenges<br>Perseverance<br>Goal-setting<br>Overcoming obstacles<br>Seeking help<br>Jobs<br>Achieving goals                                                                                                                               | Exercising bodies<br>Physical activity<br>Healthy food<br>Sleep<br>Keeping clean<br>Safety                                                                                                                                      | Family life<br>Friendships<br>Breaking friendships<br>Falling out<br>Dealing with bullying<br>Being a good friend                                                                                                                                                                                   | Bodies<br>Respecting my body<br>Growing up<br>Growth and change<br>Fun and fears<br>Celebrations                                                                                                                      |
| <b>Ages 5-6</b>         | Feeling special and safe<br>Being part of a class<br>Rights and responsibilities<br>Rewards and feeling proud<br>Consequences<br>Owning the Learning Charter                                                      | Similarities and differences<br>Understanding bullying and knowing how to deal with it<br>Making new friends<br>Celebrating the differences in everyone                                                       | Setting goals<br>Identifying successes and achievements<br>Learning styles<br>Working well and celebrating achievement with a partner<br>Tackling new challenges<br>Identifying and overcoming obstacles<br>Feelings of success             | Keeping myself healthy<br>Healthier lifestyle choices<br>Keeping clean<br>Being safe<br>Medicine safety/safety with household items<br>Road safety<br>Linking health and happiness                                              | Belonging to a family<br>Making friends/being a good friend<br>Physical contact preferences<br>People who help us<br>Qualities as a friend and person<br>Self-acknowledgement<br>Being a good friend to myself<br>Celebrating special relationships                                                 | Life cycles – animal and human<br>Changes in me<br>Changes since being a baby<br>Differences between female and male bodies (correct terminology)<br>Linking growing and learning<br>Coping with change<br>Transition |
| <b>Ages 6-7</b>         | Hopes and fears for the year<br>Rights and responsibilities<br>Rewards and consequences<br>Safe and fair learning environment<br>Valuing contributions<br>Choices<br>Recognising feelings                         | Assumptions and stereotypes about gender<br>Understanding bullying<br>Standing up for self and others<br>Making new friends<br>Gender diversity<br>Celebrating difference and remaining friends               | Achieving realistic goals<br>Perseverance<br>Learning strengths<br>Learning with others<br>Group co-operation<br>Contributing to and sharing success                                                                                        | Motivation<br>Healthier choices<br>Relaxation<br>Healthy eating and nutrition<br>Healthier snacks and sharing food                                                                                                              | Different types of family<br>Physical contact boundaries<br>Friendship and conflict<br>Secrets<br>Trust and appreciation<br>Expressing appreciation for special relationships                                                                                                                       | Life cycles in nature<br>Growing from young to old<br>Increasing independence<br>Differences in female and male bodies (correct terminology)<br>Assertiveness<br>Preparing for transition                             |
| <b>Ages 7-8</b>         | Setting personal goals<br>Self-identity and worth<br>Positivity in challenges<br>Rules, rights and responsibilities<br>Rewards and consequences<br>Responsible choices<br>Seeing things from others' perspectives | Families and their differences<br>Family conflict and how to manage it (child-centred)<br>Witnessing bullying and how to solve it<br>Recognising how words can be hurtful<br>Giving and receiving compliments | Difficult challenges and achieving success<br>Dreams and ambitions<br>New challenges<br>Motivation and enthusiasm<br>Recognising and trying to overcome obstacles<br>Evaluating learning processes<br>Managing feelings<br>Simple budgeting | Exercise<br>Fitness challenges<br>Food labelling and healthy swaps<br>Attitudes towards drugs<br>Keeping safe and why it's important online and off line scenarios<br>Respect for myself and others<br>Healthy and safe choices | Family roles and responsibilities<br>Friendship and negotiation<br>Keeping safe online and who to go to for help<br>Being a global citizen<br>Being aware of how my choices affect others<br>Awareness of how other children have different lives<br>Expressing appreciation for family and friends | How babies grow<br>Understanding a baby's needs<br>Outside body changes<br>Inside body changes<br>Family stereotypes<br>Challenging my ideas<br>Preparing for transition                                              |

| Age Group         | Being Me In My World                                                                                                                                                                                                                             | Celebrating Difference                                                                                                                                                                                                        | Dreams and Goals                                                                                                                                                                          | Healthy Me                                                                                                                                                                         | Relationships                                                                                                                                                                                                                                 | Changing Me                                                                                                                                                                                                            |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ages 8-9</b>   | Being part of a class team<br>Being a school citizen<br>Rights, responsibilities and democracy (school council)<br>Rewards and consequences<br>Group decision-making<br>Having a voice<br>What motivates behaviour                               | Challenging assumptions<br>Judging by appearance<br>Accepting self and others<br>Understanding influences<br>Understanding bullying<br>Problem-solving<br>Identifying how special and unique everyone is<br>First impressions | Hopes and dreams<br>Overcoming disappointment<br>Creating new, realistic dreams<br>Achieving goals<br>Working in a group<br>Celebrating contributions<br>Resilience<br>Positive attitudes | Healthier friendships<br>Group dynamics<br>Smoking<br>Alcohol<br>Assertiveness<br>Peer pressure<br>Celebrating inner strength                                                      | Jealousy<br>Love and loss<br>Memories of loved ones<br>Getting on and Falling Out<br>Girlfriends and boyfriends<br>Showing appreciation to people and animals                                                                                 | Being unique<br>Having a baby<br>Girls and puberty<br>Confidence in change<br>Accepting change<br>Preparing for transition<br>Environmental change                                                                     |
| <b>Ages 9-10</b>  | Planning the forthcoming year<br>Being a citizen<br>Rights and responsibilities<br>Rewards and consequences<br>How behaviour affects groups<br>Democracy, having a voice, participating                                                          | Cultural differences and how they can cause conflict<br>Racism<br>Rumours and name-calling<br>Types of bullying<br>Material wealth and happiness<br>Enjoying and respecting other cultures                                    | Future dreams<br>The importance of money<br>Jobs and careers<br>Dream job and how to get there<br>Goals in different cultures<br>Supporting others (charity)<br>Motivation                | Smoking, including vaping<br>Alcohol<br>Alcohol and anti-social behaviour<br>Emergency aid<br>Body image<br>Relationships with food<br>Healthy choices<br>Motivation and behaviour | Self-recognition and self-worth<br>Building self-esteem<br>Safer online communities<br>Rights and responsibilities online<br>Online gaming and gambling<br>Reducing screen time<br>Dangers of online grooming<br>SMARRT internet safety rules | Self- and body image<br>Influence of online and media on body image<br>Puberty for girls<br>Puberty for boys<br>Conception (including IVF)<br>Growing responsibility<br>Coping with change<br>Preparing for transition |
| <b>Ages 10-11</b> | Identifying goals for the year<br>Global citizenship<br>Children's universal rights<br>Feeling welcome and valued<br>Choices, consequences and rewards<br>Group dynamics<br>Democracy, having a voice<br>Anti-social behaviour<br>Role-modelling | Perceptions of normality<br>Understanding disability<br>Power struggles<br>Understanding bullying<br>Inclusion/exclusion<br>Differences as conflict, difference as celebration<br>Empathy                                     | Personal learning goals, in and out of school<br>Success criteria<br>Emotions in success<br>Making a difference in the world<br>Motivation<br>Recognising achievements<br>Compliments     | Taking personal responsibility<br>How substances affect the body<br>Exploitation, including 'county lines' and gang culture<br>Emotional and mental health<br>Managing stress      | Mental health<br>Identifying mental health worries and sources of support<br>Love and loss<br>Managing feelings<br>Power and control<br>Assertiveness<br>Technology safety<br>Take responsibility with technology use                         | Self-image<br>Body image<br>Puberty and feelings<br>Conception to birth<br>Reflections about change<br>Physical attraction<br>Respect and consent<br>Boyfriends/girlfriends<br>Sexting<br>Transition                   |

**APPENDIX 4** Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS                                                       |  |       |  |
|----------------------------------------------------------------------------------|--|-------|--|
| Name of child                                                                    |  | Class |  |
| Name of parent                                                                   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
|                                                                                  |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
|                                                                                  |  |       |  |
| Parent signature                                                                 |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |  |
|---------------------------------------------|--|
| Agreed actions from discussion with parents |  |
|                                             |  |

## APPENDIX 5

### *Speak out. Stay safe. parents/carers letter*

<Date>

Dear Parent/Carer

**RE: NSPCC's *Speak out. Stay safe.* online programme**

I am pleased to tell you that this term we will be participating in the **NSPCC's *Speak out. Stay safe.* online programme**. This consists of an online assembly and supporting classroom based activities. *Speak out. Stay safe.* is a safeguarding programme available to all primary schools in the UK and Channel Islands. It aims to help children understand abuse in all its forms and to recognise the signs of abuse in a child friendly way. Children are taught to speak out if they are worried, either to a trusted adult or Childline.

In the online assembly, the *Speak out. Stay safe.* messages are delivered in a fun and interactive way with the help of their mascot Buddy as well as special guest appearances from Ant and Dec.

We have studied the content of the materials and are extremely confident that they are appropriate for primary-school-aged children. By the end of the programme, we're convinced children will feel empowered – knowing how they can speak out and stay safe.

If you would like to know more about the *Speak out. Stay safe.* programme you can find information on the NSPCC website [www.nspcc.org.uk/speakout](http://www.nspcc.org.uk/speakout) or I would be happy to discuss any questions that you may have.

#### **Adapted assembly for home use**

The NSPCC has also developed an adapted version of their assembly for parents/carers to use at home with their children. This can be found here: [www.nspcc.org.uk/keeping-children-safe/support-for-parents/safety](http://www.nspcc.org.uk/keeping-children-safe/support-for-parents/safety). With the help of celebrities, the film focuses on how a child can get support if they have any worries or concerns.

To complement the assembly, there are some resources that can be used to enable further discussion whilst doing activities with your children. These are hosted on the NSPCC website [www.nspcc.org.uk/activities](http://www.nspcc.org.uk/activities).

#### **Childline Under 12's Website**

Childline also have a website with age appropriate advice for primary school children on topics such as bullying. It also has games and other interactive tools. Your child can visit it at [www.childline.org.uk/kids](http://www.childline.org.uk/kids).

If you'd like to know more about the NSPCC's work, or take a look at the wide range of information and advice which is available for parents and carers, please visit their website [www.nspcc.org.uk/parents](http://www.nspcc.org.uk/parents).

#### **Talking PANTS with your children**

Talk PANTS is a simple conversation to help keep your child safe from sexual abuse. From P through to S, each letter of PANTS provides a simple but valuable rule that can help keep your child safe. You can find out more and download the free resources at [www.nspcc.org.uk/pants](http://www.nspcc.org.uk/pants).

Penguin and Ladybird have partnered with the NSPCC to create a brand new Pantosaurus book aimed at children ages 4 - 8. **You can find copies of the new book on sale, either in Matalan's selected stores and online, selected SPAR stores or at <https://shop.nspcc.org.uk/>.** All profits from the sale of this book will support the NSPCC.

### Support the NSPCC

You may be interested in the NSPCC's new selection of BUDDY goodies available from the NSPCC shop at <https://shop.nspcc.org.uk/collections/buddy> which make perfect gifts for children - and all profits go to help keep children safe.

Yours sincerely,

**Headteacher**

