



Relationships and Sex Education Policy

Hamble Primary School

This policy should be read alongside our school aims, which are based on the Convention on the Rights of the Child and Oxfam's definition of a Global Citizen.

Name of School	Hamble Primary School
Date of Policy Review	May 2026
Date of Next Review	July 2027
Name of Responsible Manager	Mrs C Hewitt
Name of Headteacher	Mrs C Hewitt

Relationships Education does not exist in isolation but connects closely with other areas of school life and curriculum. This RSE policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Health and Safety Policy

1. Aims

The aims of Relationships and Sex Education (RSE) at Hamble Primary School are to:

- Provide a safe and supportive framework in which sensitive discussions can take place.
- Prepare pupils for the physical and emotional changes of puberty, giving 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, relationships and family life.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Ensure pupils know how to keep themselves safe, including online, and are aware of emerging risks (e.g., online harms, deepfakes, misinformation and exploitation).

RSE at our school fundamentally supports our school aims, which are based upon the UN Convention on the Rights of the Child. The curriculum is particularly supportive of the school aim 'Informed Health', which states that 'we aim to develop children who are well informed and able to make safe and healthy choices in all aspects of their life, both physically and emotionally, taking responsibility for their own actions'. The curriculum also supports our commitment to The Equality Act.

2. Statutory requirements

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We are required by law to teach Relationships Education and Health Education to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

Following the July 2025 statutory RSHE updates, schools must:

- Deliver RSE that includes topics on consent, online safety, respect and emerging issues such as misogyny, gambling harms, vaping, incel culture, suicide prevention and harmful online content.
- Ensure sequencing is age- and stage-appropriate, with flexibility based on pupils' maturity.
- Ensure parents have transparent access to the curriculum and resources used.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

At Hamble Primary School, we teach RSE in line with statutory guidance, this policy and our school values.

3. Policy development

This policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- Keeping Children Safe in Education (current statutory guidance)
- The Prevent Duty (Counter-Terrorism and Security Act 2015)
- Jigsaw PSHE programme of study and supporting documentation

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance, as well as guidance provided by Jigsaw (the PSHE curriculum provider used at Hamble Primary School).
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and governors were given the opportunity to look at the policy and invited to ask questions / make recommendations
4. Pupil consultation – the Junior Leadership Team were consulted with regards to what pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships Education at Hamble Primary School teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to:

- Friendships
- Family relationships
- Relationships with other peers and adults

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.

Sex Education is the aspect of RSE which goes beyond the statutory Science curriculum to cover human conception and reproduction in a wider context. RSE involves a combination of sharing information, and exploring issues and values. It is not about learning about or promoting different types of sexual activity.

At Hamble Primary School we see RSE as part of our safeguarding responsibilities.

5. Curriculum

We have developed the Relationships and Sex Education curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Our curriculum (Appendix 1) is designed to be responsive and adaptable, reflecting pupils' needs, maturity, and contextual safeguarding risks.

Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting; understanding that AI can be used to create or manipulate images and communications.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

Sex Education as part of PSHE (subject to parental withdrawal)

We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 5: Conception

Year 6: Babies: Conception to Birth

Teachers will use professional judgement to decide what is appropriate for whole-class teaching and when individual or small-group discussions may be more suitable, particularly to support pupils with SEND.

6. Delivery of RSE

RSE is taught within the PSHE curriculum, primarily using the Jigsaw programme. Biological aspects of RSE are taught within Science, and some elements may be reinforced in Religious Education (RE).

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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).

LGBT

At Hamble Primary, we ensure pupils understand the diverse world they are growing up in. As part of our Key Stage 2 curriculum, pupils learn about LGBT relationships and that families can be made up of different, loving, and respectful relationships. Pupils leave Hamble Primary with a clear understanding of the importance of inclusion and respect for all family types. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

Jigsaw PSHE 3-11 does not include content on gender questioning or transgender topics. Our focus at primary level is on teaching children to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.

Pupils with Special Educational Needs and Disabilities (SEND)

RSE and Health Education must be accessible for all pupils. High-quality teaching that is differentiated and personalised is essential to ensure accessibility and inclusivity. Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs. RSE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse and bullying. Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities
- Extended time for processing and responding
- Personalised social stories or resources where appropriate

For some children with SEND, certain content may need to be taught in different ways or at different times to ensure understanding and safety. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

Respecting Religion and Belief

We respect the religious backgrounds and beliefs of all families in our school community. RSE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

7. Roles and responsibilities

7.1 The Governing Body

The Governing Body are responsible for:

- Ensuring the school meets its statutory duties
- Approving this policy
- Monitoring implementation and impact
- Supporting the headteacher and staff

7.2 The headteacher

The headteacher is responsible for:

- Ensuring statutory requirements are met
- Supporting the PSHE lead and teaching staff
- Ensuring adequate resources and professional development
- Engaging with parents, particularly regarding sensitive content

- Managing withdrawal requests from sex education
- Ensuring RSE connects with whole-school safeguarding and behaviour approaches

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE, relationships and respect
- Monitoring pupil progress
- Responding to the needs of individual pupils
- Responding appropriately to disclosures and concerns
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Engaging with professional development

All teaching staff are responsible for delivering Relationships Education. Year 5 and 6 staff are responsible for teaching agreed non-statutory elements of Sex Education. RSE will be taught by all the class teachers within the school.

7.4 Pupils

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

8. Parents' right to withdraw

Parents cannot withdraw their children from Relationships Education or the statutory Science curriculum.

Parents may request withdrawal from the non-statutory elements of Sex Education in Year 5 and Year 6.

Requests should be made in writing, using the form in Appendix 3, addressed to the Headteacher. Alternative work will be provided for pupils withdrawn from these lessons.

9. Training

Staff use the Jigsaw PSHE programme for guidance and delivery. Units 5 ('Relationships') and 6 ('Changing Me') are age-appropriate for each year group from EYFS to Year 6.

Visitors, such as school nurses or health professionals, may provide additional expertise or support.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Lead and Senior Leadership Team through:

Learning Walks, conversations with pupils, class books, conversations with staff.

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

This policy will be reviewed annually by the Senior Leadership Team. At every review, the policy will be approved by the Headteacher and referred to the Governing Body for ratification.

Further Information and Resources

For more information about RSE at Hamble Primary School, please contact: Claire Hewitt, Headteacher through our admin email (admin@hamble-pri.hants.sch.uk) or in person at our front office.

Key documents and resources are available:

- On our school website: <https://www.hamble-pri.hants.sch.uk/>
- From the school office

External resources and guidance:

- Jigsaw PSHE mapping documents showing coverage of statutory guidance
- DfE Relationships Education, Relationships and Sex Education and Health Education guidance (July 2025)

Date of Policy Approval: June 2026

Date of next Review: July 2027

Appendix 1: PSHE (including RSE and Health Education) Curriculum Progression (to be taught through the Jigsaw Programme)

Specific RSE elements are in *italics*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special <i>Families</i> Where we live <i>Making friends</i> Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	<i>Family life</i> <i>Friendships</i> <i>Breaking friendships</i> <i>Falling out</i> <i>Dealing with bullying</i> <i>Being a good friend</i>	Bodies <i>Respecting my body</i> Growing up Growth and change Fun and fears Celebrations
Year 1/2 Cycle A	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment <i>Valuing contributions</i> Choices Recognising feelings	<i>Assumptions and stereotypes about gender</i> <i>Understanding bullying</i> <i>Standing up for self and others</i> <i>Making new friends</i> <i>Celebrating difference and remaining friends</i>	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths <i>Learning with others</i> Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	<i>Different types of family</i> <i>Physical contact boundaries</i> <i>Friendship and conflict</i> <i>Secrets</i> <i>Trust and appreciation</i> <i>Expressing appreciation for special relationships</i>	<i>Life cycles in nature</i> <i>Growing from young to old</i> <i>Increasing independence</i> <i>Differences in female and male bodies (correct terminology)</i> <i>Assertiveness</i> <i>Preparing for transition</i>
Year 1/2 Cycle B	<i>Feeling special and safe</i> <i>Being part of a class</i> Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	<i>Similarities and differences</i> <i>Understanding bullying and knowing how to deal with it</i> <i>Making new friends</i> <i>Celebrating the Differences in everyone</i>	Setting goals Identifying successes and achievements Learning styles <i>Working well and celebrating achievement with a partner</i> Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety <i>Linking health and happiness</i>	<i>Belonging to a family</i> <i>Making friends/being a good friend</i> <i>Physical contact preferences</i> <i>People who help us</i> <i>Qualities as a friend and person</i> <i>Self-acknowledgement</i> <i>Being a good friend to myself</i>	<i>Life cycles – animal and human</i> <i>Changes in me</i> <i>Changes since being a baby</i> <i>Differences between female and male bodies (correct terminology)</i> <i>Linking growing and learning</i> <i>Coping with change</i>

					<i>Celebrating special relationships</i>	Transition
Year 3/4 Cycle A	<i>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</i>	<i>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</i>	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes <i>Contributing to the community</i> <i>Managing feelings</i> Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs <i>Keeping safe online and offline</i> <i>Respect for myself and others</i> Healthy and safe choices outdoors Water safety <i>Asking for help</i>	<i>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends</i>	<i>How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition</i>
Year 3/4 Cycle B	<i>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</i>	<i>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</i>	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals <i>Working in a group</i> <i>Celebrating contributions</i> Resilience Positive attitudes	<i>Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength</i>	<i>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals</i>	<i>Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change</i>
Year 5	Planning the year ahead <i>Being a citizen</i> Rights and responsibilities Rewards and consequences <i>How behaviour affects groups</i> <i>Democracy, having a</i>	<i>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness</i>	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there <i>Goals in different cultures</i> <i>Supporting others</i>	Smoking including vaping Alcohol and vaping <i>Alcohol and anti-social behaviour</i> Emergency aid <i>Body image</i> Relationships with food Healthy choices	<i>Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time</i>	<i>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change</i>

	<i>voice, participating</i>	<i>Enjoying and respecting other cultures</i>	<i>(charity)</i> Motivation	<i>Motivation and behaviour</i>	<i>Dangers of online grooming</i> <i>Internet safety rules</i>	Preparing for transition
Year 6	Identifying goals for the year <i>Global citizenship</i> <i>Children's universal rights</i> <i>Feeling welcome and valued</i> Choices, consequences and rewards <i>Group dynamics</i> <i>Democracy, having a voice</i> <i>Anti-social behaviour</i> <i>Role-modelling</i>	<i>Perceptions of normality</i> <i>Understanding disability</i> <i>Power struggles</i> <i>Understanding bullying</i> <i>Inclusion/exclusion</i> <i>Differences as conflict, difference as celebration</i> <i>Empathy</i>	Personal learning goals, in and out of school Success criteria <i>Emotions in success</i> <i>Making a difference in the world</i> Motivation <i>Recognising achievements</i> <i>Compliments</i>	<i>Taking personal responsibility</i> <i>How substances affect the body</i> <i>Exploitation including 'county lines' and gang culture</i> <i>Emotional and mental health</i> <i>Managing stress</i>	<i>Mental health</i> <i>Identifying mental health worries and sources of support</i> <i>Love and loss</i> <i>Managing feelings</i> <i>Power and control</i> <i>Assertiveness</i> <i>Technology safety</i> <i>Take responsibility with technology use</i>	<i>Self-image</i> <i>Body-image</i> <i>Puberty and feelings</i> <i>Conception to birth</i> <i>Reflections about change</i> <i>Physical attraction</i> <i>Respect and consent</i> <i>Boyfriends/girlfriends</i> <i>Sexting</i> Transition

References to National Curriculum Science (2014)

	National Curriculum Science – Programmes of Study	Statutory Requirements	Non-statutory Notes and Guidance
We Are Growing: Human Life Cycle (Year 2)	Year 2: Animals, including Humans	Pupils should be taught to notice that animals, including humans, have offspring which grow into adults.	They should also be introduced to the process of reproduction and growth in animals. The focus at this stage should be on questions that help pupils recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include

			reference to baby, toddler, child, teenager, adult.
Everybody's Body (Year 1 and 2)	Year 2: Animals, including Humans	Pupils should be taught to identify, names, draw and label the basic parts of the human body and say which part of the body is associated with which sense.	Have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes
Puberty (Year 4 / 5 / 6)	Year 5: Animals, including Humans	Pupils should be taught to describe the changes as humans develop to old age	They should learn about the changes experienced in puberty.
How Babies are Made (Year 5/6)	Year 6: Evolution and Inheritance	Pupil should be taught that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	

Appendix 2: 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 because they can give love, security and stability - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

TOPIC	PUPILS SHOULD KNOW
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: 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	

TO BE COMPLETED BY THE SCHOOL
