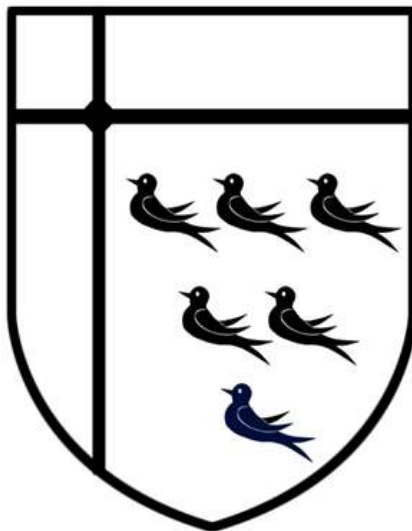


Relationships and Sex Education policy

St. Wilfrid's CofE Primary School

St Wilfrid's
Church of England Primary School



**Growing Success
Rooted in Faith**

Approved by:	LGB	Date: 10/7/2026
Last reviewed on:	New Policy Template	
Next review due by:	July 2027	

Contents

Our Vision

1. Aims	2
2. Statutory requirements	3
3. Policy development	3
4. Definition	3
5. Curriculum	4
6. Delivery of RSE	4
7. Use of external organisations and materials.....	6
8. Roles and responsibilities	7
9. Parents' right to withdraw	7
10. Training	8
11. Monitoring arrangements.....	8
Appendix 1: Curriculum map	9
Appendix 2: By the end of primary school pupils should know	14
Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE	21

Our Vision

As a school community, we aspire to develop life-long learners who have confidence to explore the world around them and to grow into independent individuals. We provide a safe family environment, inspired by Christian values, in which the flourishing of each individual enables the flourishing of all.

'Shine as a light in the world' Matthew 5:16

Our school vision is,

'For all pupils to grow and succeed through our school values, supported by staff, governors and the wider community. Rooted in the Christian Faith we will deliver a broad education of the highest quality, enabling pupils to be their best.'

It is intertwined with our core values and illustrates our aim to provide a happy, safe, nurturing and supportive environment underpinned by our core Christian values.

All members of our school community are valued and respected, enabling everyone to have a positive attitude about themselves and others so that we can flourish together and be our best.

'Together we will be our best!'

1. Aims

The aims of relationships, health 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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop the ability to safeguard themselves
- Develop their personal boundaries
- RSE will be approached with reference to our school values and in line with our Christian ethos.

2. Statutory requirements

As a primary academy, we must provide relationship education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

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

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At St. Wilfrid's CofE Primary School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff and supported by training provided by West Sussex. The consultation and policy development process involved the following steps:

1. Review – two members of staff collated 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. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

At St. Wilfrid's we use the commercially available programme, 1Decision.

Online safety and awareness are taught through our ICT curriculum.

The RSE and PSHE curriculum work in conjunction with each other

We took into consideration age, developmental stage, needs (such as cultural and religious 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.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSE

- The topics covered in our RSE curriculum build on each other from Year 1 to Year 6. The topics covered will be available on our school website and a paper copy can be provided when requested through the school office.
- The lessons will be adapted and adapted according to the needs of the class and individuals. If parents and carers have any queries about this then they can contact the class teacher. There is a further adaptations document on the school website.
- In Year 5 children will learn about puberty and in Year 6 they will learn about conception.
- Year groups 2-6 will learn the anatomically correct names for personal body parts. In Phase 1 adults will use the anatomically correct names for personal body parts if a child chooses to discuss their body parts in such cases such as they have hurt themselves or if they make a disclosure.

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

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work. At St. Wilfrid's we use the programme, 1Decision.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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

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

Sex education will focus on:

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

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

1Decision is designed to focus on boys as much as girls, and activities will be planned to make sure that both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

We will use baseline data to ascertain the child's prior level of learning and exit tasks to assess progress.

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

The 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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

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

6.2 Use of resources

We will consider whether any resources we plan to use:

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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

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

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 a member of St. Wilfrid's staff is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

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

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from the non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Mrs Sarah Ford

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.

RSE is overseen by Mrs Emma Russell and Miss Liz Killick.

8.4 Pupils

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

9. Parents' right to withdraw

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

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE.

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

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

10. 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 when appropriate.

11. Monitoring arrangements

The delivery of RSE is monitored by Mrs Emma Russell and Miss Liz Killick.

through:

Pupil voice, learning walks and book scrutiny.

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

This policy will be reviewed by Mrs Emma Russell and Miss Liz Killick every three years.

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

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Reception	Autumn 1	Blue's Best Friend: This topic will support children with relationships and understanding emotions.
Reception	Autumn 2	Yellow Wants to Play with Orange: This topic will support children with managing friendships. Why Does Purple Play Differently? This topic will support children with understanding similarities and differences.
Reception	Summer 1	Yellow Play Fights: This topic will support children in understanding rules.
Reception	Summer 2	Green's Daddy Moves Out: This topic will support children with managing changes at home. Pink Has a New Brother: This topic will support children in managing emotions.
Year 1	Spring 1	<u>Friendship</u> • understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Summer 1	<u>Jealousy</u> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words
Year 1	Summer 2	<u>Growing in Our World</u> • understand the needs of a baby • be able to recognise what you can do for yourself now you are older • be able to describe the common features of family life • be able to recognise the ways in which your family is special and unique
Year 2	Spring 1	<u>Bullying</u> • be able to name a range of feelings • understand why we should care about other people's feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours <u>Body Language</u> • be able to recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person's point of view • understand why it is important to care about other people's feelings

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Summer 1	<u>Worry</u> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words <u>Anger</u> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words
Year 3	Spring 1	<u>Touch</u> • understand the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries • know who and how to ask for help • be able to name human body parts
Year 3	Summer 1	<u>Grief</u> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words
Year 4	Autumn 2	<u>Jealousy</u> • recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good • describe how we can support others who feel lonely, jealous, or upset • recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Spring 2	<u>Appropriate Touch</u> • identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable
Year 5	Autumn 2	<u>Anger</u> • recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant • explain how feelings can be communicated with or without words • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger
Year 5	Spring 2	<u>Puberty</u> • explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty
Year 5	Spring 1	<u>Looking Out for Others</u> • recognise why we should take action when someone is being unkind • describe caring and considerate behaviour, including the importance of looking out for others • demonstrate why it is important to behave in an appropriate and responsible way • identify how making some choices can impact others' lives in a negative way
Year 5	Summer 2	<u>Inclusion & Acceptance</u> • identify some of the ways in which we are different and unique • explain some of the elements which help us to have a diverse community • describe strategies to overcome barriers and promote diversity and inclusion

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Autumn 2	<u>Worry</u> • recognise our thoughts, feelings, and emotions • identify how we can reduce our feeling of worry • explain how we can support others who feel worried • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people
Year 6	Spring 1	<u>Stealing</u> • explain what consent means • recognise the importance of being honest and not stealing • explain why it is important to have a trusting relationship between friends and family • identify how making some choices can impact others' lives in a negative way
Year 6	Spring 2	<u>Conception</u> • explain the terms 'conception' and 'reproduction' • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explain various different stages of pregnancy • identify the laws around consent
Year 6	Summer 1	<u>In-App Purchases</u> • know and understand various money-related terms • recognise some of the ways in which we can spend money via technology • describe the potential impact of spending money without permission • identify strategies to save money

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

TOPIC	PUPILS SHOULD KNOW	CONTEXT FOR TEACHING IN A CHURCH SCHOOL
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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	• the importance of different types of families and relationships in human lives • the value of human relationship and the importance of commitment to and the cherishing of other people • the importance of faithfulness which underpins all relationships • stories about different kinds of families including stories from the Bible and faith stories from other religions • a range of books and other resources which portray family life and may reflect the fact that some families look different • resources which contain positive and inspiring messages about families looking after and supporting each other • that marriage is important to Christians as the basis for a happy, loving and caring family life • that marriage is intended to be for life and Christians hope that marriage and family life will bring joy • the ideal and good that marriage can bring as a relationship of trust, loyalty and fidelity • the CofE has a special service for marriage

Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed	• all people are special because they are created and loved by God • the idea of friendships as a gift to be cultivated and cherished • the good that comes from the 'life-long' friend • what it means to have faithful, trusting, loving and supportive friendships • the importance of working hard to develop and sustain friendships • sometimes friendships go through difficult times and the importance of being able to disagree with our friends without being disagreeable • Biblical stories of friendship and the characteristics of friendship within these stories • examples of friendship from the Bible so pupils can apply them to different contexts and relate them to their own experiences • examples of loyal friendship • the Christian idea of 'service to others' as a good basis for living lives and cultivating friendships • Christian teachings about loving and reaching out to others • inspirational Christians who dedicate their lives to being a good friend to other people • the Christian concept of sin ('The Fall') and how this is reflected in the world today. They should have the opportunity to discuss and share their own ideas about how useful this concept is in relation to building friendships and relationships • the opportunity to explore Christian ideas such as temptation, forgiveness, repentance, reconciliation and justice in relation to friendship
--------------------	--	---

TOPIC	PUPILS SHOULD KNOW	CONTEXT FOR TEACHING IN A CHURCH SCHOOL
		• why it is good to keep friends and to stick by them

Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust	• the diversity of healthy relationships and the values these are built upon, linking these values to the school's Christian values • different lifestyle choices and beliefs • Christian values/virtues and their relevance in people's lives and society • good life-long friendships should be recognised as a gift to be honoured and cherished • importance of commitment to relationship and cherishing the relationship • the importance of trust, loyalty and fidelity as the basis for forming and sustaining positive relationships • exploration of key ideas of: faithfulness, forgiveness, service, sacrifice, commitment, justice, reconciliation, etc and difference these make to how a Christian chooses to live their lives and form relationships • talk about relationship in terms of an everlasting relationship with God • Christian perspectives compared with other faiths/worldviews/ personal beliefs • extent to which having a religious belief affects the way people choose to live their lives and difference this makes to communities and societies. Explore where religious beliefs come from, how they changed over time, helpfulness and relevance in world today • hold healthy, honest and respectful conversations with those who share different beliefs and perspectives • appreciate difference • how their own views are shaped and develop • the meaning of consent • relationships that are hopeful and aspirational
--------------------------------	--	--

TOPIC	PUPILS SHOULD KNOW	CONTEXT FOR TEACHING IN A CHURCH SCHOOL
	• What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype	• bullying and explore the negative impact and harm that bullying behaviour of all types can have on individual lives • all members of the school community deserve dignity and respect • instances of prejudice - language and behaviour – including faith-based prejudice; recognising and condemning this behaviour • Christian beliefs require a Christian to intervene to prevent bullying

TOPIC	PUPILS SHOULD KNOW	CONTEXT FOR TEACHING IN A CHURCH SCHOOL
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online	• belief in God and their own worth can help people to have a clear sense of self-worth in the face of pressure from peers, online etc • the nature of friendship, drawing on examples from the Bible and wider literature and apply to characteristics of online friendships • the Christian values of the school and how these may relate to on-line relationships • the school's Christian values in order to develop the personal virtues and attributes that can help them to stand up to pressure from other people both face- to-face and online and make wise choices • their own values and on the influences of their peers and others

TOPIC	PUPILS SHOULD KNOW	CONTEXT FOR TEACHING IN A CHURCH SCHOOL
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, 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 • Where to get advice, for example from their family, school and/or other sources	• the sacredness of all human life, as all life is created by God • Christians' belief in valuing and protecting themselves and other people as part of creation • every person is made, valued and loved by God as unique • Biblical stories of courage • every person has worth and is worthy of dignity and respect • humans sometimes do things to hurt others and let themselves down • bad behaviour has consequences • Christian ideas of repentance, forgiveness and reconciliation - people can make a fresh start • their own values and recognise the influences of their peers and others • the nature of friendship including online friendships in relation to virtues and personal attributes • the Christian values which form part of school life and how these can help pupils to recognise and establish boundaries for themselves, make wise decisions and stay safe • belief in the incarnation (God made human in the person of Jesus Christ) and the power of the Holy Spirit as evidence of the worth of humans. Humans are worthy of God dwelling in them and with them • God being at their side through both difficult and joyful times • everyone can call on God's help for courage and support when facing challenging situations and difficult decisions

Appendix 3: Parent/carer form requesting their child's withdrawal from the non-statutory elements of sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	