

# Policy and Procedure on Relationships and Sex Education Policy

## The Forum School

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## 1. Monitoring and Review

- 1.1.** The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above,
- Delivery of RSE is monitored by the Headteacher (Principal) and the Senior Leadership Team through evaluation of Individual pupil's progress, classroom observation and our governance arrangements, work scrutiny, pupil voice and 'deep dive' activities. Signed:

Melissa McCarthy  
Principal  
June 2025

Andrew Sutherland  
Director, Education Services, CareTech Group  
June 2025

## 2. Terminology

- 2.1.** Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

<b>'Establishment' or 'Location'</b>	this is a generic term which means the Children's Home/school/college. The Forum School is a school
<b>Individual</b>	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At The Forum School we have young people attending and/or residing between the ages of 11-19.
<b>Service Head</b>	This is the senior person with overall responsibility for the school. At The Forum School this is Principal, Melissa McCarthy and the Head of education is Jane Holloway
<b>Key Worker</b>	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.

<b>Parent, Carer, Guardian</b>	means parent or person with Parental Responsibility
<b>Regulatory Authority</b>	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At The forum School this is Ofsted
<b>Social Worker</b>	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
<b>Placing Authority</b>	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
<b>Staff</b>	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

### 3. Introduction

This policy is based largely on the DfE (Department for Education) document ‘The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019’ and deals with how the various issues should be approached in the relevant curriculum and subject areas. Guidance is also given on the statutory and other obligations which establishments should follow in teaching these subjects and the rights of parents to withdraw their sons/daughters from some of the lessons in this area of the curriculum.

RSE (relationship and Sex Education) involves a combination of sharing information and exploring knowledge, issues and pupils’ values regarding relationship and sex. RSE is not about the promotion of sexual activity.

At The forum School we want all pupils to grow up healthy, happy, safe, and to manage the challenges and opportunities of today’s society the subjects delivered are designed to equip pupils with the knowledge to make informed decisions about their well-being, health and relationships.

### 4. Purpose

4.1 To ensure that Cambian group complies with all the relevant current legislation and National Standards which govern this area of our work.

4.2 To inform parents/carers fully of the provision of relationships and Sex Education within Cambian Education establishments.

4.3 To ensure that individuals in our care at all establishments are offered the opportunity to receive a comprehensive, well-planned programme of Relationships and sex education.

4.4 To ensure that parents/carers are aware of their right to withdraw their child from Relationships and Sex Education lessons.

4.5 To prepare individuals in our care for the opportunities and responsibilities of adult life.

### 5. Aims

The aims of relationships and sex education (RSE) at The Forum School School are:

- To develop a school wide approach to relationship and sex education in the context of both the informal curriculum of the school, with particular reference to PSHE and Science
- To provide accurate information about physical development at appropriate ages
- To explore attitudes and develop skills in making decisions about relationships
- To create an atmosphere in which students can learn to manage emotions and relationships confidently and sensitively
- To create a positive culture around issues of sexuality, identify, and relationships

- To develop a programme that considers the needs of all students, which may involve dealing sensitively and honestly with sexual orientation, answer appropriate questions and offer support. There will be no direct promotion of sexual orientation
- To provide all our pupils with quality and effective RSE which is differentiated to meet age and individual needs
- Provide a framework in which sensitive and safe discussions can take place
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health & hygiene
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To give pupils the knowledge of where to go to and how to ask for help regarding relationships, wellbeing and health advice/guidance and to know different sources of support
- Help pupils to develop feelings of self-respect, morality, confidence, and empathy
- Our key aim of RSE is to ensure pupil safeguarding. This is through increasing their knowledge, exploring their values as well as developing their skills to help keep them safe

The Forum School's key aim of RSE is to ensure pupil safeguarding by increasing their knowledge, exploring their values (school values) as well as developing their skills of keeping safe.

### **Statutory requirements**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent school.

DFE guidance shares that from September 2020, all primary children will be taught Relationship and Health Education (RHE), and secondary age children will be taught Relationships, Sex and Health Education (RSHE). These subjects are designed to equip pupils with the knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

### **Legislation (statutory regulations and guidance)**

RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships (SRE for the 21st Century).

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities, and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations. (SRE for the 21st Century).

This policy has been developed and written with regards to the Education Act 1996 and "Sex and Relationship Education Guidance" July 2000 (DfE 0116/2000) and the Department of Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers 2020.

In addition, the following documentation (guidance) has also been considered:

- Preparing for Statutory Relationships and Sex Education (PSHE Association 2018)
- SRE in the 21st Century (Supplementary guidance Brook, PSHE Association & Sex Education forum.
- Writing your school's Relationships and Sex Education policy (PSHE Association 2018).
- Equality Act 2010
- Behaviour Policy
- Online Safety Policy

- Safeguarding & Child Protection Policy
- Teaching about relationships sex and health
- KCSIE September 2023 - paragraphs 130 – 132

## **Policy development**

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 or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **Definition**

Relationship and Sex Education is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about teaching about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation.

## **Curriculum**

Our curriculum is set out as per Appendix 1, the curriculum is adaptive according to the needs of our young people

We develop the curriculum in consultation with parents, pupils and staff, considering 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.

The majority of RSE lessons are covered in our Health and Wellbeing (PSHE) lessons. Key themes and messages are also re-enforced across the curriculum and through our SMSC themes. The RSE curriculum is also reinforced through Life Skills and PE (Health and wellbeing), along with Science (Reproduction, Health, and wellbeing).

Our Health and Wellbeing curriculum ensures that our young people have qualities for them to be able to flourish as: and individual, within the school community, as part of a family and within society. We aim to deliver a broad and balanced curriculum that promotes Spiritual, Moral, Social and Cultural development, alongside good behaviour and safety and is underpinned by British Values, there are three core areas to the curriculum;

- Relationships
- Healthy Lifestyle
- Living in the Wider World

## **Curriculum Map**

The teaching of RSE is integrated with the Health and wellbeing curriculum map and attached to the policy. Parents, staff and pupils have access to this on the website.

For more information about our curriculum, see our curriculum overview on our website.

## 6.Procedure

### Delivery of RSE

RSE is taught within the Health and Wellbeing curriculum which includes citizenship and 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). Health and wellbeing (PSHCE) at The Forum School is a standalone subject timetabled for all year groups 7-12, fully mapped and sequenced to meet the learning needs of all our young people.

Pupils in the secondary school have one lesson a week of PSHE, and a large proportion of PSHE lessons will cover the statutory health and Relationship and Sex education content.

Pupils can also receive stand-alone sex education sessions delivered by trained health professional external to the school.

### Science Key Stage 3

The Science curriculum requires that students know and understand:

- The human reproductive cycle includes adolescence, fertilisation and foetal development.
- Conception, growth, development, behaviour and health can be affected by diet, drugs and disease.

To support them through adolescence Sex and Relationship Education will be further developed through the school's Health and wellbeing curriculum

#### Concepts:

- Recognise that healthy lifestyles, and the wellbeing of self and others, depending on information and making responsible choices
- Understand that physical, mental, sexual and emotional health affects our ability to lead fulfilling lives and that there is help and support available when they are threatened
- Deal with growth and change as normal parts of growing up
- Understand that relationships can cause strong feelings and emotions

#### Key Processes:

- Use social skills to build and maintain a range of positive relationships.
- Use knowledge and understanding to make informed choices about safety, health and wellbeing.
- Know when and how to get help.
- Identify how managing feelings and emotions effectively supports decision making and risk management.
- Understand how online relationships work, how information can be used and the law around dating sites.

#### Range and Content:

- Sexual activity, human reproduction, contraception, pregnancy and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities.
- The features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement.
- Different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships.
- The nature and importance of marriage and of stable relationships for family life and bringing up children.

### Science – Key Stage 4

- The Science curriculum requires that students should be able to:

- Explain what sexual reproduction is;
- Explain why sexual reproduction leads to mixing up of genes;
- Explain how manufactured sex hormones can be used for contraception;
- Describe how reproduction is controlled by hormones;
- Explain how the menstrual cycle is controlled by hormones;
- Explain how manufactured sex hormones can be used to treat infertility in women;
- Discuss the social and ethical implications of IVF treatment.

## Health and Wellbeing

### Key Concepts:

- Recognising that healthy lifestyles and the wellbeing of self and others depends on information and making responsible choices.
- Understanding that physical, mental, sexual and emotional health affects our ability to lead fulfilling lives and that there is help and support available when they are threatened.
- Dealing with growth and change as normal parts of growing up.
- Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practiced.
- Understanding that relationships can cause strong feelings and emotions.

### Key Processes:

Use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary:

- Identify how managing feelings and emotions effectively supports decision making and risk management.
- Use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations.
- Explore feelings and emotions related to changing relationships and develop skills to cope with loss and bereavement.

### Range of Content:

- The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short- and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities.
- Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid.
- The roles and responsibilities of parents, carers, children and other family members.
- Parenting skills and qualities and their central importance to family life.
- The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances.
- All secondary pupils are taught PSHE/RSE.
- Biological aspects of RSE are taught within the science curriculum, and other aspects are included in individualised Speech and language sessions.
- RSE will be made accessible to all pupils and adapted to meet their particular SEN needs.
- Class sessions will be provided via small groups, or some pupils may be provided with individual sessions in line with their specific needs.
- All pupils will be provided with information about the way their bodies function, how to look after their bodies as well as safety and relationships.

- Pupils will be reminded in each session that they must always respect the views and beliefs of others and discussions/revelations by others during the sessions are not to be shared outside of the sessions.

However, it is essential that staff recognise that there may be times where pupils reveal information that comes under safeguarding and child protection of children and young people. These items cannot be kept confidential, and pupils need to be told that these will be shared with the school's safeguarding leads.

### **Teaching of RSE/PSHE**

The teaching methods within RSE/PSHE are varied and are aimed to engage pupils through multiple learning methods.

The majority are listed below:

- Small group work
- Class discussion
- Activities/games
- Videos with discussions
- Visiting speakers
- External visits to GP and local services
- Work booklets
- Independent research on topics
- Presentations
- One-to-one sessions

### **Visiting specialists and health professionals:**

Where possible, we will invite external professionals, if it can add value to our pupils learning. External visitors are expected to follow school safeguarding procedures as well as school policies whilst onsite. All visits will be pre-arranged and will have an agreed session that will have been checked to ensure that our pupils learning needs have been addressed.

Whilst there is no formal examined assessment for RSE, the school can demonstrate how teachers assess outcomes (e.g. by quizzes, written assignments or self-evaluations and baseline assessments. Teaching is assessed and assessments are used to identify where pupils need extra support or intervention.

### **The Proprietor and governors**

Governors will approve the RSE policy, and hold the principal to account for its implementation.

### **The Head of Education**

The Head of Education is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual and groups of pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/nonscience components of RSE
- Responsible for ensuring that all pupils can access the curriculum and develop their knowledge, skills and have a safe environment within which they can explore their own values

- Ensuring a safe environment of RSE lessons
- Delivering RSE in a sensitive way; ensuring that all teaching and materials are age appropriate and consider the cultural background of the pupils concerned.
- Modelling positive attitudes in RSE; parents and pupils may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education.
- Monitoring progress
- Planning lessons to ensure that pupils of differing abilities, including the most able are challenged.

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 principal and the Health and wellbeing lead.

Teachers are responsible for teaching RSE in the school with support from the AHOE lead.

## **Pupils**

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

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

The Education Act 1996 & The Learning and Skills Act 2000 requires parents have the right to withdraw their child from all or part of Sex Education provided outside national curriculum science. Parents wishing to exercise that right are asked to make an appointment to meet the Principal, PDL or Head of Science to discuss the issues, they are under no obligation to do so. This should be granted up to three terms before their child turns 16. Once a child is withdrawn they cannot take part in later sex education without parental approval. Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of Sex Education if they want. As per Government guidelines there is no right to withdraw from Relationships Education at primary or secondary as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

The Principal will consider any requests for withdrawal and discuss it with parents and will grant this in all but exceptional circumstances, up until three school terms before a child turns 16. At this age, a child can choose to receive Sex Education if they would like to, and the school should arrange for any child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

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

## **Staff support**

Staff are supported to deliver the RSE curriculum. The Assistant Head of Education (AHOE) will also invite visitors from outside the school, such as sexual health professionals, to provide support and training to staff teaching RSE.

## **Training**

The Head of Education will ensure that all staff directly responsible for the implementation of RSE are trained appropriately in its delivery. In addition, School may invite external RSE professionals and other agencies to support the curriculum delivery and training of staff.

## **Monitoring arrangements**

The delivery of RSE is monitored by the HoE through:

- Planning scrutiny
- Learning walks
- Lesson observations
- Book scrutiny
- Pupil Voice

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

This policy will be reviewed by the Senior Leadership Team annually. At every review, the policy will be approved by governing body and Principal



## Lesson Coverage

DfE Statutory objectives will be broken down over 5 half term lessons into our Health and Wellbeing lessons

### Lessons 1 & 2: 'Talk Toolbox Lessons'

- Key aims will explore a school wide question, and will underpin a half term/ or term's themes in future Health and Wellbeing lessons
- Key vocabulary will be taught, and explored for future Health and Wellbeing lessons, and, relationship education
- Opportunities will be presented for teachers to model how to respectfully agree or disagree with opinions
- Talk Toolbox lessons will develop the children's critical thinking and strengthen their vocabulary and ability to articulate their views and opinions

### Lessons 3-5: Health and Wellbeing Lessons

- Lessons will include answering Talk Toolbox question(s), statutory objectives set out by the DfE, and Forum School themes
- Lessons will be tailored to build upon skills and knowledge the children have already acquired in previous year groups
- Real life examples and scenarios will be provided to embed children's understanding

### Some statutory objectives will be covered:

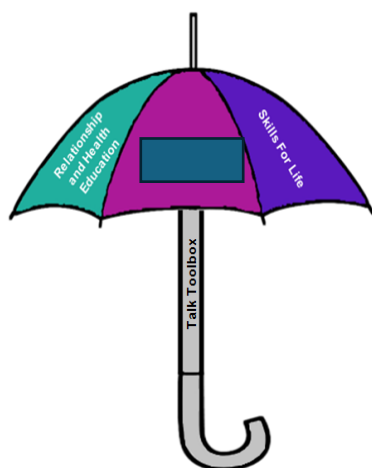
- In other subjects across the curriculum
- By embedding in our school
- In specific featured days and assemblies
- Through key visitors to The Forum

## The Forum School Health and Wellbeing 'Umbrella' Logo Explained:

Relationships and Health Education	School Ethos	Skills of Life
<ul style="list-style-type: none"> <li>Being aware of own needs, motivations and strengths. (How we are influenced by our perception of peers' behaviour)</li> <li>Learning from experience to seek out and make use of constructive feedback (it's ok to make mistakes)</li> <li>Making decisions (including knowing when to be flexible)</li> <li>Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</li> <li>Self-organisation (including time management)</li> </ul>	<ul style="list-style-type: none"> <li>Active listening</li> <li>Empathy</li> <li>Communication (verbal and non-verbal including assertiveness and recognising how this differs for aggressive and passive behaviour. Communicate ideas, arguments and thoughts effectively)</li> <li>Teamwork (including agreeing clear outcomes, cooperation, and being able to respond to constructive feedback, take on different roles and the ability to learn from others' experience)</li> <li>Negotiation (including flexibility)</li> </ul>	<ul style="list-style-type: none"> <li>Formulating questions</li> <li>Analysis (including separating fact from opinion)</li> <li>Planning and deciding</li> <li>Recalling and applying knowledge creatively</li> <li>Drawing and defending conclusions using evidence and not just assertion</li> </ul>

**Talk Toolbox** - Philosophy for Children (P4C) and critical thinking sessions that initiate/ignite a theme and direction of lessons. ***'Without the handle, the umbrella is unable to be secure and stable and it would simply blow away...'***

**Talk Toolbox** - key questions and enriching vocabulary (modelled by teachers) is fundamental to joining all the Health and Wellbeing Lessons together and linking them to our everyday lives.



**Health and Wellbeing  
Curriculum**

Relationships	Living in the Wider World	Healthy Lifestyle
<ul style="list-style-type: none"> <li>• Recognise and respond appropriately to a wider range of feelings in others</li> <li>• Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>• Recognise ways in which a relationship can be unhealthy and who to talk to if support is needed</li> <li>• Examine how actions affect themselves and others</li> <li>• Deciding when to 'keep something confidential or secret' about a friend, when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</li> <li>• Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</li> <li>• Work collaboratively towards shared goals</li> <li>• Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give constructive feedback and support to benefit others as well as themselves</li> <li>• Recognise differences and similarities between people arising from a number of factors (including family, cultural, ethnic, racial and religious diversity and disability - see school's Equality policy)</li> <li>• Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, and how to respond and ask for help)</li> <li>• Recognise and manage 'dares'</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how to contribute to the life of the classroom</li> <li>• Examine how rules and laws protect citizens and how they are made and enforced (including why different rules are needed in different situations and how to take part in making and changing rules)</li> <li>• Understand that everyone has human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</li> <li>• Realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</li> <li>• Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> <li>• Understanding what being part of a community means</li> <li>• Understand how the role money plays in their own and others' lives, including how to manage their money</li> <li>• Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (including their contribution to society through the payment of VAT)</li> <li>• How resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>• Understand what a government is and how parliament is held. How and why people vote – the importance of democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Deciding how to make informed choices (including recognising that choices can have positive and negative consequences)</li> <li>• Recognise opportunities to make choices about food and what might influence choices (including the benefits of eating a balanced diet)</li> <li>• Recognise what constitutes good hygiene (including washing hands, dental care and spreading of germs)</li> <li>• Deepen an understanding (including explaining to others feelings)</li> <li>• Recognise conflicting emotions (understand when they might need to listen to their emotions or overcome them)</li> <li>• Differentiate between the terms, 'risk', 'danger' and 'hazard'</li> <li>• Deepen an understanding of risk (including recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly)</li> <li>• Recognise that increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• Understand that pressure to behave in an unacceptable, unhealthy or risky way, can come from a variety of sources (key focus of peers)</li> <li>• Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, or, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong School rules about health and safety, basic emergency aid procedures, where and how to get help (including the use of 999)</li> <li>• Why and how, commonly available substances and drugs (including alcohol and tobacco) could damage immediate and future health and safety</li> <li>• How their body will, and emotions may, change as they approach and move through puberty</li> <li>• Human reproduction</li> <li>• Strategies for keeping physically and emotionally safe including road safety (including Bikeability programme), safety in the environment (including rail and fire safety), and safety online (including social media)</li> <li>• The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> </ul>

## Curriculum Overview

Theme	Children 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>

Theme	Children should know:
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 own happiness</li> <li>• 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</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	<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>
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Theme	Children should know:
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>

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 federation to consider			
Parent signature			

Parent signature	
Any other information you would like the school to consider	

### 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

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