

# **The Federation of Winklebury Infant and Junior Schools**

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***Believe, Strive, Achieve***

## **Relationships and Sex Education (RSE) Policy**

**Date policy produced/reviewed: 02.01.26**

**Policy produced/reviewed by: Headteacher**

**Ratified by the governing body: 28.01.26**

**Signed:**

**Position:**

**Date of next review: Jan 27**

## Relationships and Sex Education Policy

### 1. Aims

At the Federation of Winklebury Infant and Junior Schools, RSE is an integral part of our PSHCE curriculum. We believe that it is crucial in helping to prepare the children for their lives now, and in the future.

We believe that children and young people need to be able to articulate their own feelings and choices, while being considerate and understanding of the views, beliefs and life choices of others. They are entitled to learn about RSE in a positive and safe environment, where they can develop the vocabulary, knowledge and skills to help understand themselves and others.

Through our RSE curriculum, we aim to:

- develop a culture of trust and understanding within the school;
- teach children how to keep themselves and others safe;
- encourage everyone to cherish themselves and others as unique - promote respect for oneself and others;
- teach RSE within the wider context of family life and relationships;
- promote responsible behaviour across all areas of an individual person's life;
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- teach pupils the correct vocabulary to describe themselves and their bodies;
- encourage openness about sex and relationship matters;
- ensure children can recognise what a healthy relationship looks like, to form healthy relationships, ensuring respect and dignity for themselves and others;
- teach children how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships;
- teach children how to make sense of the world around them, to develop the skills to express their own views and empower them to make their own informed decisions.

### 2. 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

### 3. Curriculum

#### Our RSE curriculum

The DfE identifies that the focus of RSE in primary schools '*should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults*'.

We use our school values of respect, empathy, trust, pride, perseverance and teamwork to help children understand this through focussed PSHCE lessons, assemblies, circle times and our general ethos throughout the school.

In line with the DfE guidance we start *‘with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.’* We teach children *‘how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy’*.

Through PSHCE lessons we talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This should also help them to recognise any less positive relationships when they encounter them.

Teaching about families requires sensitivity and a detailed knowledge of the children and their individual circumstances. Families can come in many different shapes and sizes and we aim to ensure that children understand and respect the many different types of families. At Winklebury our children come from a range of different family structures and therefore it is important that we celebrate different family structures and teach them that there are many different types of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers, as well as other structures. We take care to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

In line with guidance, when we encounter prejudices, we will offer children a safe environment in which to discuss, share and explore their thoughts and opinions. We will use the following approach:

- Acknowledge prejudice
- Speak into silence
- Address ignorance
- Cast out fear
- Admit hypocrisy
- Pay attention to power

RSE at The Federation of Winklebury Infant and Junior Schools forms an integral part of our school curriculum and is reviewed regularly and adapted as and when necessary. Details can be found in Appendix 1.

By the end of Key Stage 2 we aim that each child will:

- have some understanding of the physical, emotional and social changes which take place at puberty;
- know the basic biology of human reproduction;
- be confident to deal with their own physical changes;
- be empathetic to the physical and emotional changes in others;
- be confident to discuss sex and relationship matters.

A variety of resources will be used to deliver the RSE programme, including:

- DVDs;
- Websites;
- YouTube films;
- library books;
- general teaching resources.

## Answering questions

As with all questions from children, we will endeavour to answer questions about sex and relationships factually, sensitively and without bias. Individual members of staff will make a professional judgement as to whether it is relevant to address the question posed immediately or at a later stage, and whether to address the answer to an individual, a group or the whole class. If a member of staff is in doubt, he/she will discuss the matter with the Headteacher and, if felt relevant, a child's parents and carers.

## Online relationships

The principles of positive relationships also apply online. The Computing curriculum and PSHCE curriculum are both carefully integrated to ensure issues of e-safety are raised and addressed, supporting children to develop a true understanding of how to manage the risks they face online. We address online safety and appropriate behaviour in a way that is age-appropriate and relevant to pupils' lives. The curriculum includes content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, sharing personal information and questioning the reliability of information on websites.

## Keeping safe

In line with our child protection and safeguarding policies, children are actively taught to recognise and to report abuse, including emotional, physical and sexual abuse. Our PSHCE curriculum provides opportunities for children to learn about boundaries and privacy, ensuring they understand that they have rights over their own bodies. This includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. We teach children that they can always talk to a trusted adult and that if they are worried about anything it is important that they do talk to someone, so that we can help them.

## 4. Working with parents and carers

We aim to work in partnership with parents and carers in all aspects of school life, including RSE. We share with parents and carers the content of our lessons at the start of each half term through our curriculum booklets.

Section 241 of the Education Act 1993 grants parents and carers the right to withdraw their child from certain sessions in school, which are as follows:

Subject	Right to Withdraw
Relationships Education	No
Sex Education	Yes
RE	Yes
Science	No
Assembly	Yes

If a parent or carer wishes to withdraw their child from any session in school, an appointment must be made to discuss the matter with the Headteacher. Following this discussion, if the parent or carer still wishes to withdraw his/her child, a withdrawal statement must be signed.

Any child withdrawn from all or part of a session will be provided with an alternative activity whilst the session(s) take place. It is the class teacher's responsibility to make these alternative arrangements and to ensure that the child does not feel discriminated against.

## 5. Monitoring arrangements

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

The delivery of RSE is monitored by the PDL subject lead through:

- planning scrutinies
- learning walks
- book checks
- pupil interviews

This policy will be reviewed by the headteacher annually. At every review, the policy will be approved by the governing body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map


Reception

Family and Friendship

Scheme of Work

Word BOX: Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.

Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
Relationships Education Caring friendships (2a,2c) Health Education Mental wellbeing (6b,6c,6g)	<b>Learning Intention</b> To recognise the importance of friendship <b>Learning Outcomes</b> Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome	Lesson 1 <a href="#">Caring Friendships</a>	Elephant glove puppet or toy <a href="#">Pictures of children at school</a>
Relationships Education Caring friendships (2d) Health Education Mental wellbeing (6b,6c)	<b>Learning Intention</b> To recognise the importance of saying sorry and forgiveness  <b>Learning Outcomes</b> Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right	Lesson 2 <a href="#">Being Kind</a>	Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh
Relationships Education Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a)	<b>Learning Intention</b> To recognise that all families are different  <b>Learning Outcomes</b> Identify different members of the family Understand how members of a family can help each other	Lesson 3 <a href="#">Families</a>	Elephant glove puppet or toy <i>The Family Book</i> , Todd Parr <a href="#">Families pictures</a> Paper and drawing materials


  
 resources

### Scheme of Work

Word BOX: Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Relationships Education Respectful relationships (3a,3e) Healthy Education Mental wellbeing (6b,6c)</p>	<p><b>Learning Intention</b> To understand that we are all different but can still be friends <b>Learning Outcomes</b> Know that we can be friends with people who are different to us</p>	<p>Lesson 1 <a href="#">Different Friends</a></p>	<p>Talking object Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one. Paper and coloured pencils</p>
<p>Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body</p>	<p><b>Learning Intention</b> To discuss how children grow and change <b>Learning Outcomes</b> Understand that babies need care and support Know that older children can do more by themselves</p>	<p>Lesson 2 <a href="#">Growing and Changing</a></p>	<p>Talking object Story bag containing <a href="#">Pictures of newborn babies</a> <a href="#">Lifecycle picture cards</a> <a href="#">Lifecycle word cards</a> <a href="#">Lifecycle whiteboard summary</a></p>
<p>Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Caring friendships (2e) Respectful relationships (3a,3e) Being Safe (5d,5e) Health Education Mental wellbeing (6b,6c)</p>	<p><b>Learning Intention</b> To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe <b>Learning Outcomes</b> Know there are different types of families Know which people we can ask for help</p>	<p>Lesson 3 <a href="#">Families and Care</a></p>	<p>Talking object Story bag - containing a ball and a school jumper <a href="#">Families pictures</a> <i>The Family Book</i>, Todd Parr</p>

# Year 2

## Differences

Key Stage 1

### Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Relationships Education Respectful relationships (3a,3g) Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body</p>	<p><b>Learning Intention</b> To introduce the concept of gender stereotypes To identify differences between males and females</p> <p><b>Learning Outcomes</b> Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p>	<p>Lesson 1 <a href="#">Differences</a></p>	<p>2 large PE hoops <a href="#">Boy/Girl/Everyone labels</a> Bag of objects and clothing to explore male and female stereotypes or <a href="#">Pictures of objects and clothing</a> <a href="#">Clothed Babies picture cards</a> <a href="#">Clothed Babies whiteboard summary</a> <a href="#">Pictures of newborn babies</a></p> <p>Suggested reading: <i>Pearl Power and the Toy Problem</i>, Mel Elliott <i>Julian is a Mermaid</i>, Jessica Love <i>Are you a boy or are you a girl</i>, Sarah Savage and Fox Fisher <i>Princess Smartypants</i>, Babette Cole <i>William's Doll</i>, Charlotte Zolotow <i>Amazing Grace</i>, Mary Hoffman and Caroline Binch</p>
<p>Relationships Education Respectful relationships (3a) Key Stage 1 Science - Notice that animals, including humans, have offspring that grow into adults</p>	<p><b>Learning Intention</b> To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p><b>Learning Outcomes</b> Describe some differences between male and female animals Understand that making a new life needs a male and a female</p>	<p>Lesson 2 <a href="#">Male and Female Animals</a></p>	<p>Talking object <a href="#">Pictures of male and female animals</a> <a href="#">Cats and Kittens worksheet</a> Anatomically correct toy farm animals</p>
<p>Key Stage 1 Science -Identify, name, draw and label the basic parts of the human body</p>	<p><b>Learning Intention</b> To focus on sexual difference and name body parts</p> <p><b>Learning Outcomes</b> Describe the physical differences between males and females Name the different body parts</p>	<p>Lesson 3 <a href="#">Naming Body Parts</a></p>	<p>2 large PE Hoops <a href="#">Hoop labels</a> <a href="#">Body Parts picture cards</a> <a href="#">Female x-ray picture</a> <a href="#">Body Parts worksheet</a></p> <p>Suggested reading: <i>Shapesville</i>, Andy Mills <i>It's OK to be Different</i>, Todd Parr</p>



resources

## Valuing Difference and Keeping Safe Key Stage 2

### Scheme of Work

**Word Box:** Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Relationships Education Respectful relationships (3a)</p>	<p><b>Learning Intention</b> To identify that people are unique and to respect those differences To explore the differences between male and female bodies</p> <p><b>Learning Outcomes</b> Know and respect the body differences between ourselves and others Name male and female body parts using agreed words</p>	<p>Lesson 1 <a href="#">Body Differences</a></p>	<p><i>It's OK to be different</i>, Todd Parr <a href="#">Pictures of male and female bodies</a> <a href="#">Body Difference matching cards</a></p> <p><b>Additional Activities</b> <i>Cinderella's Bum</i>, Nicholas Allan <i>Shapesville</i>, Andy Mills</p>
<p>Relationships Education Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)</p>	<p><b>Learning Intention</b> To consider appropriate and inappropriate physical contact and consent</p> <p><b>Learning Outcomes</b> Understand that each person's body belongs to them Understand personal space and unwanted touch</p>	<p>Lesson 2 <a href="#">Personal Space</a></p>	<p><a href="#">PANTS cards</a> <a href="#">Unwanted Touch scenarios</a></p> <p><b>Additional Activities</b> <i>It's my body - a book about body privacy</i>, Louise Spilsbury and Mirella Mariani</p>
<p>Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Being safe (5d,5f,5g, 5h)</p>	<p><b>Learning Intention</b> To explore different types of families and who to go to for help and support</p> <p><b>Learning Outcomes</b> Understand that all families are different and have different family members Identify who to go to for help and support</p>	<p>Lesson 3 <a href="#">Help and Support</a></p>	<p><a href="#">Families pictures</a> <a href="#">Who can I talk to? worksheet</a> <i>The Family Book</i>, Todd Parr</p> <p><b>Additional Activities</b> <i>Tell Me Again About The Night I Was Born</i>, Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i>, Allan Ahlberg <i>Spark Learns to Fly</i>, Judith Foxon <i>Stranger Danger</i>, Anne Fine</p>

### Scheme of Work

Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

<b>Statutory Guidance</b> Health Education Changing adolescent body (8a) Key Stage 2 Science - describe the life process of reproduction in some plants and animals	<b>Learning Intentions and Learning Outcomes</b> Learning Intention To explore the human lifecycle To identify some basic facts about puberty Learning Outcomes Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty	<b>Lesson Title</b>  Lesson 1 <a href="#">Changes</a>	<b>Resources</b> <a href="#">Lifecycle whiteboard summary</a> <a href="#">Body Parts Bingo cards</a> <a href="#">Bingo Flash cards</a> <a href="#">Body Changes pictures</a> <a href="#">Lifecycle Quiz slides</a> <a href="#">Lifecycle Quiz answers</a> Additional Activities <a href="#">Babies and Children worksheet</a>
Health Education Mental wellbeing (6a,6b,6c,6d,6f) Health Education Changing adolescent body (8a, 8b) Menstruation (9a) Key Stage 2 Science - describe the life process of reproduction in some plants and animals -describe the changes as humans develop to old age	<b>Learning Intention</b> To explore how puberty is linked to reproduction <b>Learning Outcomes</b> Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to	<b>Lesson 2</b> <a href="#">What is Puberty?</a>	Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart <a href="#">Puberty Card Sort</a> <a href="#">Puberty Card Sort whiteboard summary</a> <a href="#">Body Changes worksheet</a> <a href="#">Puberty Changes Teacher Guide</a>  <b>Suggested Reading</b> <i>Where Willy Went</i> , Nicholas Allan <i>Hair in Funny Places</i> , Babette Cole
<b>Relationships Education</b> Caring friendships (2b,2c,2d,2e) Respectful relationships (3a,3b,3d,3e,3f,3h) Online relationships (4b,4d)	<b>Learning Intention</b> To explore respect in a range of relationships To discuss the characteristics of healthy relationships <b>Learning Outcomes</b> Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable.	<b>Lesson 3</b> <a href="#">Healthy Relationships</a>	<a href="#">Healthy Friendships cards</a> <a href="#">Relationship pictures</a> Online Respect and Self-Respect video <a href="https://www.youtube.com/watch?v=mZtXwLzllpk">https://www.youtube.com/watch?v=mZtXwLzllpk</a>

# Year 5

## Puberty

Key Stage 2

### Scheme of Work

**Word Box:** Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Health Education Mental wellbeing (6c, 6d,6f) Changing adolescent body (8a,8b) Menstruation (9a)</p>	<p><b>Learning Intention</b> To explore the emotional and physical changes occurring in puberty</p> <p><b>Learning Outcomes</b> Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p>	<p>Lesson 1 <a href="#">Talking About Puberty</a></p>	<p><a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Changes worksheet</a> <a href="#">Reproductive System slides</a> <a href="#">Pupil Questions template</a></p>
<p>Health Education Changing adolescent body (8a,8b) Menstruation (9a)</p>	<p><b>Learning Intention</b> To understand male and female puberty changes in more detail</p> <p><b>Learning Outcomes</b> Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production</p>	<p>Lesson 2 <a href="#">The Reproduction System</a></p>	<p><a href="#">Reproductive System slides</a> <a href="#">Puberty Changes Teacher Guide</a> Menstrual cycle animation <a href="#">Male Changes Powerpoint</a> <a href="#">Puberty Card Game</a> <a href="#">Puberty Card Game answer sheet</a> <a href="#">Puberty Card Game whiteboard summary</a> Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs) Selection of menstrual product (tampons, pads, liners, re-usables) Pupil questions from Lesson 1 Additional Activities <a href="#">What is the Menstrual Cycle? cards</a> <a href="#">What is the Menstrual Cycle? whiteboard summary</a> <a href="#">Menstruation Card Game</a> <a href="#">Menstruation Card Game whiteboard summary</a></p>
<p>Health Education Mental wellbeing (6a,6b,6c, 6d,6e,6f) Changing adolescent body (8a,8b) Menstruation (9a)</p>	<p><b>Learning Intention</b> To explore the impact of puberty on the body and the importance of physical hygiene</p> <p>To explore ways to get support during puberty</p> <p><b>Learning Outcomes</b> Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty</p>	<p>Lesson 3 <a href="#">Puberty Help and Support</a></p>	<p>Kim's Game items and a cloth to cover them (see lesson plan) <a href="#">Kim's Game Teacher Guide</a> <a href="#">Year 5 Puberty Problem Page</a> <a href="#">Year 5 Puberty Problem Page cut-outs</a> <a href="#">Year 5 Problem Page Teacher Guide</a> Pupil questions from Lesson 1 Additional Activities <a href="#">Puberty Bingo cards</a></p>

## Puberty, Relationships and Reproduction Key Stage 2

### Scheme of Work

**Word BOX:** Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Health Education Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b)</p>	<p><b>Learning Intention</b> To consider puberty and reproduction <b>Learning Outcomes</b> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence</p>	<p>Lesson 1 <a href="#">Puberty and Reproduction</a></p>	<p><b>Resources</b> <a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Body Part cards</a> <a href="#">Reproduction questions sheet</a> <a href="#">Reproduction answer cards</a> <a href="#">Reproduction whiteboard summary</a></p> <p><b>Additional Activities</b> <a href="#">Year 6 Puberty Problem Page</a> <a href="#">Year 6 Puberty Problem Page Cut-outs</a> <a href="#">Year 6 Puberty Problem Page Teacher Guide</a></p>
<p>Relationships Education Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)</p>	<p><b>Learning Intention</b> Exploring the importance of communication and respect in relationships <b>Learning Outcomes</b> Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important</p>	<p>Lesson 2 <a href="#">Communication in Relationships</a></p>	<p><a href="#">Communication and Touch cards</a> <a href="#">Pupil Questions template</a></p>
<p>Relationships Education Families and people who care for us (1c,1d,1e) Key Stage 2 Science - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents</p>	<p><b>Learning Intention</b> To consider different ways people might start a family <b>Learning Outcomes</b> Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy</p>	<p>Lesson 3 <a href="#">Families, Conception and Pregnancy</a></p>	<p><a href="#">Couple pictures</a> <a href="#">How does a baby start? cards</a> (one set per group) <a href="#">How does a baby start? whiteboard summary</a> Pupil Questions from previous lesson - typed</p> <p><b>Additional Activities</b> <a href="#">Conception and Pregnancy statements</a> <a href="#">Conception and Pregnancy Quiz</a> <a href="#">Conception and Pregnancy Quiz Answers</a> <a href="#">Reproductive System slides</a></p>
<p>Relationships Education Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)</p>	<p><b>Learning Intention</b> To explore positive and negative ways of communicating in a relationship <b>Learning Outcomes</b> To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong</p>	<p>Lesson 4 <a href="#">Online Relationships</a></p>	<p><a href="#">Relationship Question cards</a> <a href="#">Communication Scenario cards</a> <a href="#">Communication Scenarios answers</a> <a href="#">Communication Scenarios whiteboard summary</a></p> <p><b>Additional Activities</b> Film clip from <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p>

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>

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

### 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	