


# SHARLEY PARK COMMUNITY PRIMARY SCHOOL RELATIONSHIPS, SEX & HEALTH EDUCATION POLICY

	<b>SHARLEY PARK COMMUNITY PRIMARY SCHOOL</b>	
<b>Date Reviewed</b>	<b>Signed</b>	<b>Minute Number</b>
<b>08/02/2022</b>		
<b>22/06/2022</b>		
<b>14/10/2024</b>		

## **Relationships, Sex & Health Education Policy**

As the most recent DfE guidance (2019) states: today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. Our children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Therefore, we aim to provide high quality evidence-based and age-appropriate teaching and learning that helps put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

### **School Vision**

At Sharley Park, our vision is to prepare and motivate our children for a rapidly changing world by instilling in them critical thinking skills, a global perspective and core values of respect, resilience and compassion. By understanding the nature and importance of relationships, how they are formed and maintained, we hope to prepare our children for the challenges of tomorrow.

### **Aims**

The aims of relationships, sex and health education (RSHE) 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
- Help pupils to understand what forms a positive and healthy relationship/friendship
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct, anatomical vocabulary to describe themselves and their bodies at all times.

### **Statutory Requirements**

As a maintained primary school, we must provide relationships and health education to all pupils as per Section 34 of the Children and Social Work Act 2017.

However, in line with DfE good practice, we continue to provide a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in Section 403 of the Education Act 1996.

At Sharley Park Community Primary School we teach RSHE as set out in this policy.

### **Delivery of RSHE**

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum and through our scheme 'PSHE Matters' and 'Clued Up to Growing Up'. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered in Year 6. This is taught through our scheme 'Clued Up to Growing Up'.

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

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

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### **RSHE Provision**

- RSHE is taught within the age appropriate, spiral PSHE/RSE programme "PSHE Matters" and "Clued Up to Growing Up" which is part of the PSHE curriculum. This is managed by the PSHE/RSE coordinator.
- Through other curriculum areas delivering aspects (e.g. Drama, English/Literacy etc.)
- Assemblies
- Pastoral support for pupils who experience difficulties (please see Confidentiality Policy).
- By the provision of appropriate information through leaflets and books.
- Via drop-in clinic or other forms of enhanced provision where appropriate.
- Delivery in response to incidents.

### **Teaching Methods & Resources**

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding. The curriculum is also subject to change in line with local data within the area.

RSHE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- In most cases the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.

From Year 4 onwards, children are taught in same sex classes when accessing the RSE curriculum. Teachers are aware of the sensitive topics that are being discussed during these lessons and this is to allow children to feel more comfortable when asking questions. Pupils can ask questions directly to the class or in 1:1 to their teacher, or via question boxes in classrooms.

Teaching resources are selected on the basis of their appropriateness to pupils.

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE or RSHE coordinator for advice and support.

Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- If a child's question is inappropriate to address with the whole class, the teacher should acknowledge the question and attend to it later on, on an individual basis.
- If a question is too personal the teacher should remind the pupils of the ground rules.

Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation. Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons.

If a teacher is concerned that a pupil is at risk of sexual abuse the Head teacher should be informed and the usual child protection procedures followed.

After careful consultation and expert advice we have decided to teach these elements in the following year groups:

Year 2: Teaching scientific names for body parts

Year 3: Recap of scientific names for body parts

Year 4: What happens to your body during puberty (this is taught towards the end of the year)

Year 5: Recap of puberty (taught towards the beginning of the year).  
Teaching scientific names for male and female reproductive systems.

Year 6: Understanding how babies are conceived.

See appendix for further breakdown.

### **Equal Opportunities**

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Children may have varying needs regarding RSHE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSHE that is relevant to their particular needs. To achieve this, the school's approach to RSHE will take account of:

### **The Needs of Boys as well as Girls**

Girls tend to have a greater access to RSHE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

### **Ethnic and Cultural Diversity**

Different ethnic and cultural groups may have different attitudes to RSHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

### **Varying Home Backgrounds**

We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

### **Sexuality**

On average, about 10% of our pupils will go on to define themselves as gay, lesbian, bi-sexual or trans-gender (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people during their lifetime. Our approach to RSHE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

### **Special Educational Needs**

We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSHE needs.

### **Parental Concerns and Withdrawal of Pupils**

The school recognises that parents have a legal right to withdraw their children from dedicated 'sex education' lessons.

Parents **do not** have a right to withdraw their children from the statutory relationships and health education elements of our RSHE provision (see appendix

Parents **do** have the right to withdraw their child from the non-statutory elements of our RSHE programme.

Before granting any withdrawal request, a member of the Senior Leadership Team (SLT) will discuss the request with the parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept (see Appendix 3).

Good practice is also likely to include a member of SLT discussing with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

We will work in active partnership with parents/carers, value their views and keep them informed about our RSHE provision. If a parent/carer has any concerns about the RSHE provision, we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision.

### **Personnel**

There is an RSHE coordinator of sufficient status & training. The RSHE coordinator receives appropriate CPD opportunities, which are shared with staff as necessary.

The RSHE coordinator is the Headteacher and PSHE/RSHE Lead.

The RSHE and PSHE coordinators liaise closely to monitor, evaluate and review RSHE at our school.

### **Monitoring and Evaluation**

The RSHE programme is part of the PSHE curriculum, which is assessed and monitored in line with all other foundation subjects. The programme is regularly evaluated by the RSHE coordinator. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis. This includes a review of evidence from a range of sources such as work in books, planning, learning walks and pupil voice.

### **Policy Development & Review**

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, Governors, LEA representatives, community dietitian, school community nurse and local Healthy School Standards representative.

A consultation with pupils, parents and staff was most recently carried out in the Summer Term in 2020/21, when this policy was initially approved by the school's Governors.

This policy was most recently reviewed in the Summer Term of 2021/22.

This policy will next be reviewed in the Summer Term of 2022/23.

A consultation was recently carried out in the Summer Term 2023/24 discussing the teaching of RSHE at Sharley Park and amendments have been made according to this.

This policy was most recently reviewed in the Autumn Term 2024/25

This policy will next be reviewed in the Autumn Term 2025/26

This document is freely available to the entire school community. A copy can be found on the school's website.

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APPENDIX 1 – OVERVIEW OF THEMES

Year Group	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
1	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
2	Drug Education	Being Me	Changes	Growing Up- including lessons from Clued up to Growing up	Money Matters	Being Safe
3	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
4	Drug Education	Being Me	Changes- Including lessons from Clued up to Growing up	Being Healthy	Money Matters	Being Safe
5	Growing Up	Difference and Diversity	Exploring Emotions	Relationships- Including lessons from Clued up to Growing up	Being Responsible	Bullying Matters
6	Drug Education	Being Me	Changes	Being Safe	Money Matters	Growing Up- Including lessons from Clued up to Growing up

APPENDIX 2 - CONTENT

Theme	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Drug Education</b>	<ul style="list-style-type: none"> <li>• Exploring the importance of physical, mental and emotional health.</li> <li>• Exploring how to make informed choices.</li> <li>• Understanding the role of drugs as medicines.</li> <li>• Identifying alternatives to taking medicines.</li> <li>• Identifying that household products, including medicines, can be harmful if not used properly.</li> <li>• Identifying rules for and ways of keeping safe.</li> <li>• Recognising they have a shared responsibility for keeping themselves and others safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising how to make informed choices.</li> <li>• Understanding that people have different attitudes to risk.</li> <li>• Recognising, predicting and assessing risks in different situations.</li> <li>• Where to get help and how to ask for help.</li> <li>• Distinguishing between safe and harmful and to know some substances can be harmful if misused.</li> <li>• Learning rules about staying safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing how to make informed choices.</li> <li>• Identifying a range of drugs/substances and assessing some of the risks/effects.</li> <li>• Identifying influences and when an influence becomes a pressure.</li> <li>• Developing skills of how to ask for help.</li> <li>• Identify basic emergency procedures.</li> <li>• Understanding the term 'habit' and why habits can be hard to change.</li> </ul>

<b>Exploring Emotions</b>	<ul style="list-style-type: none"> <li>• Recognising a range of feelings in ourselves and other people.</li> <li>• Recognising how others show feelings and how to respond.</li> <li>• Recognising that their behaviour can affect others.</li> <li>• Communicating feelings to others.</li> <li>• Developing simple strategies for managing feelings.</li> <li>• Using words to describe a range of feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising a wide range of emotions in themselves and others.</li> <li>• Responding appropriately to a range of emotions in themselves and others.</li> <li>• Understanding their actions affect themselves and others.</li> <li>• Developing strategies to resolve disputes.</li> <li>• Identifying strategies to manage emotions.</li> <li>• Deepening their understanding of good and not so good feelings.</li> <li>• Extending vocabulary to help explain the range and intensity of feelings.</li> <li>• Recognising conflicting emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising a wider range of feelings in others and how to respond appropriately.</li> <li>• Recognising that their actions can affect themselves and others.</li> <li>• Developing strategies to resolve disputes.</li> <li>• Deepening their understanding of good and not so good feelings.</li> <li>• Extending emotional vocabulary.</li> <li>• Exploring the intensity and range of feelings.</li> <li>• Recognising when they experience conflicting emotions and how to manage these.</li> </ul>
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<b>Being Healthy</b>	<ul style="list-style-type: none"> <li>• Exploring what a healthy lifestyle means.</li> <li>• Identifying the benefits of a healthy lifestyle.</li> <li>• Identifying ways of keeping healthy.</li> <li>• Recognising what they like and dislike.</li> <li>• Recognising that choices can have good and not so good consequences.</li> <li>• Setting simple goals.</li> <li>• Recognising the importance of personal hygiene.</li> <li>• Developing simple skills to help prevent diseases spreading.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring what affects their physical, mental and emotional health.</li> <li>• Understanding the concept and benefits of a balanced healthy lifestyle.</li> <li>• Identifying how to make informed choices.</li> <li>• Understanding what is included in a balanced diet.</li> <li>• Understanding what may influence our choices.</li> <li>• Setting goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring what affects their physical, mental and emotional health.</li> <li>• Understanding the concept and benefits of a balanced healthy lifestyle.</li> <li>• Exploring how we make choices about the food we eat.</li> <li>• Identifying how to make informed choices.</li> <li>• Developing skills to make their own choices.</li> <li>• Recognising how images in the media do not always reflect reality.</li> <li>• Setting simple but challenging goals.</li> <li>• Exploring what is meant by the term habit and why habits can be hard to change.</li> </ul>
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<b>Growing Up</b>	<ul style="list-style-type: none"> <li>• The process of growing from young to old.</li> <li>• Exploring growing and changing and becoming independent.</li> <li>• The correct anatomical names for the main parts of the body (including external genitalia).</li> <li>• Identifying people who they can ask for help and think about how they might do that.</li> <li>• Identifying ways of keeping safe and knowing they do not keep secrets.</li> <li>• About privacy in different contexts.</li> <li>• About respecting the needs of ourselves and other people.</li> <li>• Identifying similarities and difference.</li> <li>• What physical contact is acceptable?</li> <li>• That everybody is unique.</li> </ul>	<ul style="list-style-type: none"> <li>• That images in the media do not always reflect reality.</li> <li>• Celebrate our strengths/qualities.</li> <li>• About the kind of changes that happen in life and the associated feelings.</li> <li>• That simple hygiene routine can prevent the spread of bacteria.</li> <li>• About the changes that happen as they grow up.</li> <li>• The right to protect our bodies.</li> <li>• About differences and similarities between people, but understand everyone is equal.</li> <li>• About the difference between acceptable and unacceptable physical contact.</li> <li>• Knowing the names of the body parts.</li> <li>• Recognise and challenge stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring how images in the media and online do not always reflect reality.</li> <li>• Identify the intensity of feelings.</li> <li>• Recognising conflicting feelings.</li> <li>• That simple hygiene routine can prevent the spread of bacteria.</li> <li>• Identify pressures and influences.</li> <li>• Understanding changes that happen at puberty.</li> <li>• Understanding what puberty and human reproduction is.</li> <li>• Identifying qualities of a healthy relationship</li> <li>• About committed loving relationships.</li> <li>• About differences and similarities between people, but understand everyone is equal.</li> <li>• Debate topical issues.</li> </ul>
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<p style="text-align: center;"><b>Changes</b></p>	<ul style="list-style-type: none"> <li>• Exploring what change means.</li> <li>• Exploring loss and change and the associated feelings.</li> <li>• Exploring the changes of growing from young to old.</li> <li>• Managing change positively.</li> <li>• Identifying strategies and where to go for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding good and not so good feelings including their range and intensity.</li> <li>• Developing an understanding that change can cause conflicting emotions.</li> <li>• Acknowledging, exploring and identifying how to manage change positively.</li> <li>• Year 4- Exploring changes and puberty. What happens to your body during puberty both physical and emotional</li> <li>• Knowing where to go for help and how to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining intensity of feelings.</li> <li>• Exploring and managing the difficult emotions.</li> <li>• Acknowledging and managing change positively.</li> <li>• Managing transition to secondary school.</li> <li>• Exploring and managing loss, separation, divorce and bereavement.</li> <li>• Practising asking for help and knowing where to go for help.</li> <li>• Exploring changes and puberty. What happens to your body during puberty both physical and emotional</li> <li>• Year 6- How babies are conceived</li> </ul>
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<p style="text-align: center;"><b>Bullying Matters</b></p>	<ul style="list-style-type: none"> <li>• Recognising their behaviour can affect others.</li> <li>• Listening to others and working cooperatively.</li> <li>• Identifying that people’s bodies can be hurt.</li> <li>• Recognising when people are being unkind to them or others, who to tell and what to say.</li> <li>• Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable.</li> <li>• Identifying strategies to resist teasing/ bullying if experienced or witnessed.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that their actions affect themselves and others.</li> <li>• Identifying the importance of working towards shared goals.</li> <li>• Developing strategies for getting support for themselves or for others at risk.</li> <li>• Identifying that differences and similarities arise from a number of factors.</li> <li>• Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, ‘trolling’).</li> <li>• Knowing how to recognise bullying and abuse in all its forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that their actions affect themselves and others.</li> <li>• Developing strategies for getting support for themselves or for others at risk.</li> <li>• Identifying that differences and similarities arise from a number of factors.</li> <li>• Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, ‘trolling’).</li> <li>• Knowing how to recognise bullying and abuse in all its forms.</li> </ul>
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<b>Being Me</b>	<ul style="list-style-type: none"> <li>• Recognise they belong to different groups</li> <li>• and communities such as family and school.</li> <li>• Explore ways in which they are all unique.</li> <li>• Identify ways in which we are the same as all other people; what we have in common with everyone else.</li> <li>• Offer constructive support to others.</li> <li>• Identify what makes them special.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring different kinds of responsibilities at school and in the community.</li> <li>• Identifying what being part of a community means.</li> <li>• Appreciate the range of identities in the UK.</li> <li>• Listen and respond respectfully.</li> <li>• Identifying that differences and similarities between</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring different kinds of responsibilities at school and in the community.</li> <li>• Identifying what being part of a community means.</li> <li>• Identifying that differences and similarities between people arise from a number of factors.</li> </ul>
<b>Difference and Diversity</b>	<ul style="list-style-type: none"> <li>• Understanding that they belong to different groups.</li> <li>• Identifying ways in which they are unique.</li> <li>• Sharing opinions on things that matter using discussions.</li> <li>• Identifying and respecting the differences and similarities between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying how to listen and respond respectfully to a wide range of people.</li> <li>• Recognising the differences and similarities between people, but understand everyone is equal.</li> <li>• Recognising the nature and consequences of discrimination.</li> <li>• Recognising and challenging stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying how to listen and respond respectfully to a wide range of people.</li> <li>• Recognising the factors that make people the same or different.</li> <li>• Recognising the nature and consequences of discrimination.</li> <li>• Recognising and challenging stereotypes.</li> <li>• Understanding the correct use of the terms sex, gender identity and sexual orientation.</li> </ul>

<b>Being Responsible</b>	<ul style="list-style-type: none"> <li>• Identify how they can contribute to the life of the classroom and school.</li> <li>• Construct and explore the importance of rules.</li> <li>• Explore and understand that everyone has rights and responsibilities.</li> <li>• Identify what improves and harms their environments.</li> <li>• Recognise what is fair/unfair, right/wrong, kind/unkind.</li> </ul>	<ul style="list-style-type: none"> <li>• Research, discuss and debate topical issues.</li> <li>• Identify why rules are needed in different situations.</li> <li>• Understanding that there are human rights to protect everyone.</li> <li>• Explore rights and responsibilities, rights and duties at home, school, community and the environment.</li> <li>• Develop skills to carry out responsibilities.</li> <li>• Explore how to resolve differences and respect others' points of view.</li> <li>• Explore what being part of a community means and how they belong.</li> </ul>	<ul style="list-style-type: none"> <li>• Research, discuss and debate topical issues.</li> <li>• Identify why rules are needed in different situations.</li> <li>• Understanding that there are human rights to protect everyone.</li> <li>• To understand there are some cultural practices against British law.</li> <li>• Explore rights and responsibilities at home, school, community and the environment.</li> <li>• Develop skills to carry out responsibilities.</li> <li>• Explore others' points of view.</li> <li>• Explore what being part of a community means and how they belong.</li> </ul>
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<b>Being Safe</b>	<ul style="list-style-type: none"> <li>• Identifying household products are hazards if not used properly.</li> <li>• Exploring rules for and ways of keeping safe in a range of situations.</li> <li>• Knowing who to go to if they are worried.</li> <li>• Recognising that they share a responsibility for keeping themselves and others safe.</li> <li>• Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy.</li> <li>• Understanding why rules are important in keeping us safe.</li> <li>• Identifying people who work in the community and how to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how to make informed choices.</li> <li>• Exploring how to recognise, predict and assess risks in different situations.</li> <li>• Understanding that increased independence brings increased responsibility to keep themselves safe.</li> <li>• Understanding how rules can keep them safe.</li> <li>• Identifying where and how to get help.</li> <li>• Developing strategies for keeping physically and emotionally safe in different situations.</li> <li>• Understanding the importance of protecting information particularly online.</li> <li>• Understanding how to become digitally responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how to make informed choices.</li> <li>• Exploring how to recognise, predict and assess risks in different situations.</li> <li>• Understanding that increased independence brings increased responsibility to keep themselves safe.</li> <li>• Explaining how rules can keep them safe.</li> <li>• Identifying where and how to get help.</li> <li>• Understanding the term 'habit.'</li> <li>• Developing strategies for keeping physically and emotionally safe in different situations.</li> <li>• Understanding the importance of protecting information particularly online.</li> <li>• Understanding how to become digitally responsible.</li> </ul>
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<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Recognising our behaviour can affect others.</li> <li>• Recognising what is fair and unfair, kind and unkind, what is right and wrong.</li> <li>• Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</li> <li>• Offering constructive support and feedback to others.</li> <li>• Identifying their special people (family, friends, carers) and how they should care for each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.</li> <li>• Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> <li>• Recognising different types of relationship.</li> <li>• Understanding that actions affect themselves and others.</li> <li>• Understanding when it is right to 'break a confidence' or 'share a secret'.</li> <li>• Listening and responding respectfully.</li> <li>• Understanding personal boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising what a healthy relationship is.</li> <li>• Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> <li>• Recognising different types of relationship, including those between acquaintances, friends, relatives and families.</li> <li>• Understanding the true meaning behind civil partnerships and marriage.</li> <li>• Resolving conflicts.</li> <li>• Recognising that forcing anyone to marry is a crime.</li> <li>• Understanding about confidentiality and about times when it is necessary to break a confidence.</li> <li>• Year 5- basic facts about pregnancy.</li> <li>• Emotional changes during puberty.</li> </ul>
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**APPENDIX 3 – WITHDRAWAL FORM**

**Withdrawal from Sex Education within RSHE**

<b>TO BE COMPLETED BY THE PARENT/CARER</b>			
Name of child		Class	
Name of Parent/Carer		Date	
Reason for withdrawing from Sex Education within Relationships, Sex and Health Education (RSHE)			
Any other information you wish the school to consider			
Parent/Carer signature			
Parent/Carer telephone number			

<b>TO BE COMPLETED BY THE SCHOOL</b>	
Agreed actions from discussion with parents	
Discussed with	
Date	