John Burns Primary School

Relationships Education Policy

June 2026

Date adopted by Governing Body	June 2026
Signatory (Chair of Curriculum Committee)	
Date of Review	**June 2029**

Relationships Education Policy 2026

Introduction

Personal, social, health and economic education (PHSE) are an important and necessary part of all pupils' education. Relationships education (RE) is learning about the emotional, social and physical aspects of growing up and relationships. RE, within PHSE, aims to give children essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both online and offline.

This policy should be read in conjunction with the PHSE policy, the Safeguarding policy and the Science policy.

Intent

At John Burns Primary School, we believe that Relationships and Sex Education forms an integral part of our Personal, Social, Health Education (PSHE) and Citizenship curriculum, and it is linked to the National Curriculum for Science. Through the Relationships Education curriculum, our intent is to:

- Provide a carefully planned curriculum that covers human development, relationships, sexuality and family life, in line with statutory requirements and in an appropriate way taking into account the pupils' age and stage of development
- Help pupils develop feelings of self-respect, confidence and empathy for others
- Help pupils stay safe in the modern world
- Prepare pupils for puberty, the changes their bodies will experience and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Create a positive culture around the issues of sexuality and relationships
- Provide a positive framework within which discussions on these issues can take place

Statutory requirements

The Relationships Education curriculum is outlined in the DfE '*Relationships and Sex Education and Health Education statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers July 2019*' and becomes statutory for schools from September 2020. This guidance builds on previous statutory legislation, including the Education Act 1996, the Equalities Act 2010, and the Children and Social Work Act 2017.

Schools have long been expected to provide education that prepares children to take their place in the adult world, learning about how their bodies work, how to be healthy and stay safe both in the real world and online, and how to get on with others in a positive and friendly way.

Since the equalities Act of 2010 schools have also been required to ensure that the education they provide incorporates and promotes the inclusion of all aspects of society, with reference to specific protected characteristics such as race, religion/belief, age, sex/gender, gender reassignment, marital/partnership status, sexuality and ability, and that this education should be impartial.

As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017 and the new guidance from the DfE July 2019. We are not required to provide sex education other than that as outlined in the Health Education curriculum and National Curriculum for Science.

Policy Development

The updated Relationships Education policy 2026 has been developed by the PHSE subject leader, working alongside members of the SLT.

The policy has been informed by the Wandsworth LA '*Getting to grips with the new mandatory relationships education'* document published in February 2020 and by the **'***Relationships Education, Relationships and Sex Education (RSE) and Health Education'* document published in 2019 by the DfE.

It has also been informed by the PHSE Association Programme of Study education.

Where appropriate, pupils' views and input will be sought, via the School Council, about aspects of the updated PSHE curriculum, including Relationships Educations (at an age-appropriate level).

Definitions

This section outlines what Relationships Education is:

- The focus in primary school 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.
- This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught 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. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.
- Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.
- From the beginning, teachers should 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 should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.
- The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships

content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

- Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken 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
- A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.
- Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- Through Relationships Education, schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.
- Teaching Sex Education is not about the promotion of sexual activity but rather age and stage appropriate preparation for adult life.
- Relationships Education is about the emotional, social and cultural development of pupils and involves learning about relationships, healthy lifestyles, diversity, equality, personal identity and wellbeing.
- Relationships Education involves a combination of sharing information and exploring issues, attitudes and values.
- Relationships Education is not about the promotion of sexual activity.

Implementation

Curriculum

As mentioned, at John Burns Primary School, we believe that Relationships Education forms an integral part of our Personal, Social, Health Education (PSHE) and Citizenship curriculum, and it is linked to the National Curriculum for Science.

We have elected to use Discovery Education for PHSE education which comprehensively covers the statutory guidance. This is split into six core themes that changes every half term

Core Theme 1 – Healthy and Happy Relationships

Core Theme 2 – Similarities and Differences

Core Theme 3 – Caring and Responsibility

Core Theme 4 – Healthy bodies, healthy minds

Core Theme 5 – Coping with change

Core Theme 6 – Families and comitted relationships

Aspects of Relationships Education are covered in Core Theme 5 – Coping with change (and Core Theme 6 – Families and committed relationships.

An overview of the Long Term PSHE curriculum, with the Relationships Education aspects highlighted, can be found in the Appendices (Appendix 1).

Delivery

Relationships Education is taught within the PHSE curriculum, with biological aspects covered within the Science curriculum, by the class teacher. Each class teacher will follow the Long Term and Medium Term planning for their specific year group. Pupils will also receive age-appropriate sessions focused on puberty and health.

Teachers should be aware of, and sensitive to, the distinctive needs of all the pupils in their class, including those that have special educational needs (SEND), those for whom English is an Additional Language (EAL), and those who are eligible for Free School Meals. The delivery of age-appropriate content will aim to meet these needs.

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 there is no stigmatisation of children based on their home circumstances.

In addition to these needs, other considerations will be made to:

Religion and belief

- A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects.
- The religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled.
- We will ensure we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.
- Teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that pupils, especially KS2 clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Special Educational Needs and Disabilities

- Quality First Teaching will be differentiated and personalised to ensure accessibility.
- When delivering Relationships Education, teachers will be mindful of the preparing for individual adult outcomes, specified in individual EHCPs, as set out in the SEND code of practice 2015.
- Teachers are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities.

Inclusivity

We will teach Relationships Education in a manner that:

• Considers how a diverse range of pupils will relate to the topics taught
• Is sensitive to pupils' different experiences
• Makes pupils feel safe, valued and supported
• Enables all pupils to engage with key learning

We will also ensure appropriate differentiation and reasonable adjustments are made to meet the needs of pupils with SEND and other additional needs.

Lesbian, Gay, Bisexual and Transgender (LGBT+)

- When teaching Relationships Education, teachers will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. As per the Equality Act 2010, we acknowledge that sexual orientation and gender reassignment are amongst the protected characteristics.
- At the point at which schools consider it appropriate to teach our pupils about LGBT+, teachers will ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.

The curriculum should build on, and be enriched by, the differing experiences of the students and meet the needs of all students and resources should always be adapted to meet the needs of all students in the classroom.

Use of resources

All resources used to support Relationships Education will:

• Be age appropriate and suitable for pupils' developmental stages
• Be factually accurate and evidence-based
• Be obtained from credible and reputable sources
• Support statutory curriculum requirements
• Reflect diversity and inclusion
• Be sensitive to pupils' experiences and backgrounds
• Support effective teaching and learning

Use of external organisations and materials

Where external organisations or visitors contribute to Relationships Education:

• The school will ensure that all materials and resources are appropriate and comply with statutory guidance.
• External contributors will be checked in line with safeguarding procedures.
• Teachers will remain present throughout sessions.
• The school remains responsible for the content delivered.
• Materials used by external organisations may be shared with parents and carers upon request.
• The school will not work with organisations that promote extremist or politically biased views.

Answering Difficult Questions

We understand that Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. We also understand that given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Our policy is that children can anonymously write any questions they have regarding this topic and put them into a question box in the classroom. The

teacher will read these, reflect on an age-appropriate answer and then give the follow-up answer in the following session/s.

Safeguarding, Reports of Abuse and Confidentiality

Keeping the children at John Burns Primary School safe is fundamental and underpins everything we do. We understand that at the heart of PSHE and Relationships Education, there is a particular focus on keeping children safe, and that schools can play an important role in preventative education. The Keeping Children Safe in Education (KCSIE) document sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

As mentioned in the 'Answering Difficult Questions' section, good practice allows children an open forum to discuss potentially sensitive issues and ask questions for clarity. Such discussions can lead to increased safeguarding reports. If a child has a concern about themselves or a friend, they should speak to a trusted adult within the school community (this may not be their class teacher) who will then act on what they

The KCSIE document is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. If a child does make a disclosure to a member of staff, that staff member should immediately alert a DSL either by taking notes and passing these to the DSL or by logging a concern on CPOMS. The disclosure will then be investigated by the DSL. Confidentiality should be kept at all times, this means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Roles and Responsibilities

This section outlines the roles and responsibilities of stakeholders in our school community.

Subject Leader
The Subject leader, alongside the Headteacher, has responsibility for ensuring that Relationships Education is taught consistently across the school in line with the policy. The Subject Leader will manage the PSHE cost centre, create action plans and also help to identify any staff CPD needs that may need to be addressed in order for the curriculum to be effectively delivered.

Headteacher
The Headteacher, working alongside the Subject Leader, will ensure Relationships Education is taught consistently across the school in line with the policy. They will manage parental requests for withdrawal from any non-statutory/non-science components of Sex Education taught within the school. The headteacher will also ensure that any external professionals engaged to deliver all or parts of the Relationships Education curriculum should fully understand and adhere to the required principle of impartial delivery. Lastly, the Headteacher will ensure materials are made available to parents and carers upon request.

Teachers/Teaching Assistants
School staff have a responsibility for delivering the curriculum for their specific year group/phase, when instructed, in an impartial, age-appropriate way that makes use of a range of effective teaching and learning strategies. They should also model positive attitudes to Relationships Education and monitor pupil progress, making formative and summative assessments.

Staff do not have the right to opt out of Relationships Education. Any staff member that has concerns should discuss them with the Headteacher. Staff have an entitlement to relevant training which prepares them to deliver Relationships Education.

Pupils
Learners are expected to engage fully in all PHSE lessons, including Relationships Education lessons, reflecting the school motto of *'Giving our best, Achieving our highest'*. When discussing issues related to Relationships Education, pupils should treat the subject and others with respect and sensitivity. It is important for children to see that their family, however this is made up, is represented in their learning, so that they understand that families can be different but that they all have the same purpose – to love, care for and support the child.

Parents/Carers
We acknowledge that Parents and carers play a vital part in helping to teach their child/ren about positive relationships. Parents and carers will be given opportunities to understand the purpose and content of the Relationships Education and to raise any questions or concerns they may have. They will also understand what is being taught, and that it is being taught in a balanced and impartial way. This will be done as part of a specific meeting on the Relationships Education curriculum. They should understand that the subject is mandatory and will be carefully planned to be age-appropriate and will prepare children and young people for life within and beyond school.

School Governors
Governors are responsible for approving the Relationships Education policy for use in the school and holding the Headteacher accountable for its implementation within the school. The appointed PSHE link Governor should be kept aware of developments in the subject, including Relationships Education, and should have an overview of standards within the subject.

Right to Withdraw

Under current statutory guidance, parents and carers do not have the right to withdraw their child from Relationships Education or from the statutory elements of Health Education or Science.

Parents and carers may request withdrawal from any non-statutory sex education that may be provided beyond the National Curriculum for Science.

Requests for withdrawal should be made in writing to the Headteacher. The Headteacher will discuss the request with parents or carers and explain the educational benefits of the curriculum. Appropriate alternative work will be provided for pupils who are withdrawn from non-statutory sex education lessons.

Training

Staff are trained in the delivery of Relationships Education as part of ongoing INSET/CPD. The subject is revisited annually as part of ongoing staff training, and external agencies such as the school Nurse or Local Authority advisors, will hold appropriate professional qualifications.

Relevant CPD for specific members of staff will be identified, booked and agreed by the PHSE subject leader and SLT.

Impact

Monitoring

The impact of the updated PSHE curriculum, including Relationships Education, will predominately be through the PHSE Subject Leader carrying out monitoring activities on a termly basis. This will: establish overall standards, strengths and areas to develop in PHSE (including Relationships Education). These activities will include planning scrutiny, workbook scrutiny and, if appropriate, lesson observations.

Individual strengths and areas to develop will be given to individual teachers to improve and refiner their practice. A summary of the overall monitoring will be given, in the form of an Impact Statement, to the Senior Leadership Team. This will be shared with the Governing Body.

This policy will be reviewed annually by the Headteacher in consultation with the PSHE Subject Leader and Governing Body.

Appendix

Appendices 1 - Full PHSE Long Term Curriculum Plan year by year (with Relationships Education highlighted)

Appendices 2 - End of Key Stage statements that link to Relationships Education (Taken from the relevant Core Themes/Sections of the PSHE Association Programme of Study for Key Stage 1 and Key Stage 2).

Appendices 3 - End of Primary Phase outcomes for all pupils (Taken from the DfE '*Relationships Education, Relationships and Sex Education (RSE) and Health Education' document 2019)*

Appendices 4 - Suggested protocol should a parent or carer ask to withdraw their child from specific parts of the curriculum.

Appendices 5 - Response to letter requesting withdrawal from any part of the school Relationships Education and/or Health Education curriculum.

Appendices 6 - Letter expressing regret that parents or carers wish to exercise their right to withdraw from Relationships Education as taught by schools and defining what this right to withdraw will refer to in specific lessons.

Appendices 7 - Letter explaining that the Right to Withdraw does not apply to the topics requested by the parent/carer.

Appendices 1 - Full PHSE Long Term Curriculum Plan year by year --

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Healthy bodies, healthy minds	Coping with change	Families and committed relationships
Y2	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Healthy bodies, healthy minds	Coping with change	Families and committed relationships
Y3	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Healthy bodies, healthy minds	Coping with change	Families and committed relationships
Y4	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Healthy bodies, healthy minds	Coping with change	Families and committed relationships
Y5	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Healthy bodies, healthy minds	Coping with change	Families and committed relationships
Y6	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Healthy bodies, healthy minds	Coping with change	Families and committed relationships

Appendices 2 – Progression overview that shows end of key stage expectations (Taken from Discovery Education overviews for each topic)

Year Group	Coping with Change	Healthy Bodies, Healthy Minds	Families & Committed Relationships	Community, Responsibility & Safety	Identity, Diversity & Equality	Friendships & Positive Relati
Y1	Growing and changing: recognise how they have changed, understand growing up and future aspirations.	Amazing bodies: identify body parts (including correct names for private parts), understand healthy choices and body care.	The importance of family: recognise the importance of family and understand that families can be similar or different.	Our special people: identify trusted adults and special people who care for us; understand how to keep safe and seek help when worried.	Recognising strengths and respecting differences: understand what makes people special and unique, recognise personal strengths and appreciate that people may feel differently.	**Making friends and getting** friendship skills, kindness, sh getting along with others.
Y2	Growing up and setting goals: understand life stages, changes ahead and begin setting personal goals.	Staying safe and healthy: understand feelings, safe use of medicines, staying safe at home and seeking help when unwell.	The diversity of families: understand different family structures, traditions and sources of support.	Special people in our communities: recognise community helpers, trusted adults, similarities and differences, and the importance of respect and belonging.	Strengths, abilities and stereotypes: recognise personal strengths and abilities, explore gender stereotypes and challenge assumptions about roles and jobs.	**What makes a happy friend** healthy friendships, trust, ki boundaries, worries and see
Y3	Coping with feelings when things change: explore emotional responses to change, loss, empathy and resilience.	Sleep, food and hygiene: develop healthy routines, understand nutrition, sleep, germs and personal hygiene.	Different types of committed relationships: understand commitment, trust, marriage and family changes such as separation or divorce.	Responsibility and boundaries: understand personal responsibility, consequences of actions, personal space, boundaries, empathy and caring for others.	Valuing and respecting one another: understand equality, diversity and respect, value different customs and beliefs, and consider others' feelings.	**Being a good friend:** unders personal space, encouragem within friendships.
Y4	Puberty and hygiene: introduction to puberty, menstruation, hormones and personal hygiene.	Influences and personal choices: recognise influences and pressures, make healthy choices and manage emotions.	Families and other relationships: explore boundaries, belonging, behaviour and caring family relationships.	Rights and responsibilities: understand rights, responsibilities, respect, family roles and the UN Convention on the Rights of the Child.	Identity and diversity: explore British identity, understand stereotypes and judgement, and appreciate different viewpoints and opinions.	**Solving friendship difficultie** communication, compromis skills and understanding of b consent.
Y5	Puberty and emotions: understand physical and emotional changes during puberty and strategies for managing emotions.	Valuing our bodies and minds: develop self-respect and self-worth; learn about substances, drugs, alcohol, tobacco and keeping healthy.	Healthy, committed relationships: explore healthy relationships, diversity, commitment and relationship values.	Caring in the community: understand changing needs, loneliness, isolation, volunteering and contributing positively to the community.	Celebrating strengths and setting goals: recognise strengths and weaknesses, set goals and aspirations, and understand safe online identity and behaviour.	**Changing friendships:** explo stereotypes, prejudice, peer wellbeing and the impact of health.
Y6	Coping with emotional effects of life changes: consider body image, changing relationships, transition to secondary school and future aspirations.	Being the best me: develop confidence and self-respect, understand social media influences and learn about mental health and wellbeing.	Starting a family (sex education): understand reproduction, pregnancy, IVF, adoption, responsibilities of parenthood and legal aspects of sexual relationships.	Responsible behaviour as we get older: develop independence, self-care, money management, budgeting and preparation for transition to secondary school.	Respectful behaviour online and offline: understand online identity, communication risks, online bullying, diversity, inclusion and belonging.	**Relationships and feelings:** safety, risk, consequences, c and relationships, and mana transition.

Appendices 3 - End of Primary Phase outcomes for all pupils (Taken from the DfE '*Relationships Education, Relationships and Sex Education (RSE) and Health Education' document 2019)*

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to

	improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being Safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources

Appendices 4 - Suggested protocol should a parent or carer ask to withdraw their child from specific parts of the curriculum.

Note – if the request is verbal and made to the classroom teacher or assistant, the member of staff should request that the parent or carer put their request in writing to the headteacher.

1. Inform the chair of governors and local authority of the request to withdraw. They should both be updated as the matter progresses.

2. Headteacher to invite the parent or carer into school, by phone or letter, for a meeting to discuss their request.

3. The headteacher should lead the meeting, and contemporaneous notes should be taken. These should be written up into a record of the meeting for school files and reference, as they may be required at a later date.

4. During the meeting the following areas could be discussed:
    - what the curriculum actually entails, and whether it is classified as Relationships Education or Health Education.
    - teaching materials should be available and explained
    - the statutory nature of the content should be explained
    - the right to withdraw should be discussed, and the new guidance applied to judge if the request is in accordance with it
    - other parental feedback to the curriculum could be discussed if appropriate
    - materials regarding faith responses could be used (see the 'Useful Links' in Section 8 of this document)
    - the parent or carer could be given the opportunity to go away and consider their request and whether they wish it to go ahead

5. The meeting should be followed up as soon as possible by a letter to the parent/carer thanking them for attending the meeting, summarising the matters discussed and asking for the parent or carer's response within a reasonable timeframe. It could be included that if no response is received within the timeframe, then it will be assumed that they have decided not to go ahead with their request.

6. Depending on the response, the headteacher should write again to the parent or carer, explaining next steps – either that the pupil will attend all aspects for the lessons or how the withdrawal will be arranged. It would be worth pointing out what specifically the withdrawal refers to and what it does not, for example, it may not need to be for an entire lesson, and during the time of withdrawal, further alternative work will be set for the pupil.

7. Should there be a further issue or complaint after this, contact Wandsworth Local Authority for advice and guidance.

Appendices 5 - Response to letter requesting withdrawal from any part of the school Relationships Education and/or Health Education curriculum.

Dear Parent / Carer

Thank you for writing to me to express your request to withdraw your son/daughter/ward from lessons relating to the statutory curriculum for Relationships Education, Relationships and Sex Education and Health Education.

In order to discuss your request, please contact (name/role) to arrange to come in and meet with me in person so that we can discuss your concerns in more detail, and I can take you through the topics about which you are concerned, and explain your rights more fully to you.

I look forward to meeting with you on this matter.

Yours sincerely,

Headteacher

Appendices 6 - Letter expressing regret that parents or carers wish to exercise their right to withdraw from Relationships Education as taught by schools and defining what this right to withdraw will refer to in specific lessons.

Dear Parent or Carer,

It is with regret that I write to acknowledge your formal request for (name of student) to be withdrawn from aspects of the Relationships curriculum. The areas of this topic for which you have the right to request this withdrawal are:

(list specific topics)

As we discussed in our meeting, all other aspects of the curriculum are statutory and the right to withdraw does not apply to them.

During lessons when the above topics are taught (name of pupil) will go to (area of school) where they will be supervised. Please note this may be for either a whole or only part of a particular lesson. During this time, they will be set alternative work which they will complete.

Yours sincerely,

Headteacher

Appendices 7 - Letter explaining that the Right to Withdraw does not apply to the topics requested by the parent/carer.

Dear Parent / Carer
I am writing to follow up our meeting on the (date) at which we discussed your request to exercise the Right to Withdraw your child (name) from some lessons within our PSHE curriculum, namely (insert relevant details here).

As we discussed, these topics are covered under the (Relationships Education / Health Education / National Curriculum for Science) and the Right to Withdraw pupils from these lessons does not apply.

Consequently (name) will study these topics along with his/her classmates, in accordance with government guidance on this matter.

Yours sincerely,

Headteacher