RSE and PSHE Policy - Consultation

Barton, East Cowton, Kirkby Fleetham and Ravensworth Church of England Primary Schools

Approved by:	Helen Dudman, Kirstie Petch	**Date:**	February 21
Last reviewed on:	September 2023		
Next review due by:	September 2026		

1. Aims

- Promote the spiritual, moral, cultural, mental and physical development of all pupils and their families.
- Prepare children for the opportunities, responsibilities and experiences of later life.
- Encourage children to value themselves and others
- Encourage children to appreciate differences and diversity.
- Teach children how to make informed decisions
- Prepare children to be an active members of the community

Encourage an active and healthy lifestyle.

- Provide an environment that allows for honest and sensitive discussions to take place.
- Teach children how to manage their own emotions.
- 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 children to identify the characteristics of a healthy relationship
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure children develop an understanding of all relationships which fit with our school values of love, integrity, respect and forgiveness.

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

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

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

At Barton, East Cowton, Kirkby Fleetham and Ravensworth we teach RSE as set out in this policy which is in line with the overarching principles of Valuing all God's children.

3. 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 pulled together all relevant information including relevant national and local guidance

2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations

3. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE and PSHE is about the emotional, social and cultural development of pupils, and involves learning about healthy lifestyles, positive relationships with others, sexuality, the changes experienced when growing up, diversity and personal identity. RSE and PSHE involves a combination of sharing information, and exploring issues and values. It involves keeping children safe both on and off-line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out in a 4 year rolling programme made up of a 2 yearly rotation for some subjects within this but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (Year 5 & 6 only)
- How a baby is conceived and born (Year 6 only)

For more information about our curriculum, see our progression document in Appendix 1

6. Delivery of RSE

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

Our curriculum is designed in a cross-curricular way so ideas are linked through a themed approach to teaching and learning. As a group of church schools, we aim to foster respect for others and to celebrate difference, educating children about healthy relationships.

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
- Changes to our growing body

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

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).

SEND

As far as possible children with special educational needs should follow the same PSHE and RSE curriculum as other students. The needs of individual children will be taken into account and consultation with parents if it is considered inappropriate for a child to take part in a specific lesson.

7. Roles and responsibilities

7.1 The local governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the nonstatutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Class teachers will be responsible for the teaching of RSE in their classrooms.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

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

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

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Kirstie Petch and Kirsti Hume through learning walks, pupil conferencing, evidence in books and work on classroom walls.

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

This policy will be reviewed by The Headteacher bi-annually . At every review, the policy will be approved by the governing body.

Appendix 1: Progression Map

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Know different types of relationships. Know family and friends offer love and support. Know who and how to ask for help if a relationship make me feel unhappy or unsafe. Know the names for the main body parts (including external genitalia). Know what 'private' means. Name people who look after me and who to go to if I am worried. Know friends make us feel happy and how to be a good friend/ Know how to play, share and how my behaviour affects others Know the difference between right and wrong, fair and unfair and kind and unkind both on and offline. Know the feelings of change and loss	Know the characteristics of a healthy family life. Can ask for help when relationships make me feel unhappy. Know about body changes that happen from birth and the process of growing from young to old and how people's needs change Understand stereotypes and how these can have a negative impact (e.g gender, age) I value my own body and understand its uniqueness. I know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls Know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers)	Identify different types of relationships and maintain positive and healthy relationships. Understand that relationships may change over time and how to ask for help if this make me unhappy Judge what kind of physical contact is acceptable and how to respond. Understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline. Know how other families are similar or different to their own (this includes same sex). Understand that it is OK to be different to others I understand about growing and changing and new opportunities and responsibilities that increasing independence may bring Name people who look after me, and who to go	Have body confidence and have an understanding of how the media presents 'body image'. Understand that bodies and emotions change as they grow older and know the importance of taking care of their own body Recognise what love is and understand what marriage / civil partnerships are. Know that there are different kinds of families and partnerships (includes same sex) and understand the importance of stable, loving and caring relationships Demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out.	Understand routines to prevent the spread of bacteria and viruses and the importance of immunisation Know the ways in which children grow and develop in puberty Understand how girls manage their periods be respectful of this I recognise, as I approach puberty, how people's emotions change Be aware of different types of relationships and what makes them a positive, healthy relationships both on and offline. Name people who look after me and who to go to if I am worried about anything on or offline I know how to respond safely and appropriately to adults I meet (including online) whom I do not know. Know where individuals, families and groups can get help and support.	Understand the physical and emotional changes we go through at puberty Look after our body and health as we go through puberty Manage periods (menstruation) or understand how girls manage their periods Know about human reproduction. Recognise different risks in different situations both on and offline and then decide how to behave responsibly – including physical contact. Understand that civil partnerships and marriages are examples of stable,loving relationships. Know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships) I know how to ask for help and have a range of strategies to resist pressure to do something dangerous/unhealthy, that makes me feel	**Myself and relationships**

			to if I am worried about anything.	I can name people who look after me	Know how to be a good	uncomfortable/anxious or that I believe is wrong	

		Name people who look after me and who to go to if I am worried about anything on and offline. Know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient Know that there are different types of negative behaviours, bullying and teasing both on and offline Know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help Listen to others and respect their viewpoints Identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically)	Know how to be a good friend and how to manage a fall out with a friend. I can describe the nature and consequences of bullying both on and offline and express some ways of responding to it. I can empathise with other people. I can listen to and show respect for the views of others both on and offline I know the importance of valuing myself I can recognise and challenge stereotypes. I know about change and loss including separation, divorce and bereavement and the associated feelings	and who to go to if I am worried about anything I can respond appropriately to other people's feelings I can recognise my worth as an individual and the worth of other people I understand a range of feelings and how these make me feel both emotionally and physically	friend both on and offline and how to manage a fall out with a friend – understanding boundaries. Understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidentially challenge their view point	including when to share a confidential secret. Name people who look after me and who to go to if I am worried about anything on or offline. Recognise the difference between aggressive and assertive behaviour both on and offline and develop strategies to resolve dispute.. Realise the consequences of antisocial behaviours such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities. Recognise and challenge discrimination and stereotyping understand the nature, causes and consequences of hate crime which can happen both on and offline.	
	Know that medicines promote health, the reasons why people use them and the rules on safe use of medicines Know that some substances can help or harm the body	Use simple skills which will help to maintain my personal safety both on and offline. Understand that all drugs can be harmful if not used properly. Know simple rules	Identify and explain how to manage risks in different situations including on and offline line. Make judgements and decisions and use basic techniques for resisting negative peer pressure	Describe what risk means to me both on and offline. Take responsibility for my own behaviour and safety and realise that actions have consequences both on and offline.	Identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, online safety and in the local environment(rail, farm,	Take responsibility for my own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency. Recognise the responsibility I	**Keeping safe**

					water and fire) and I know how to call 999 in		

	including household substances like dishwasher tablets. Recognise the need for safety rules –road, fire, water, rail, farm, school environment, playground, online and home. Name an adult in school who can help me and I know there are people and services who can help us including how to call 999 in an emergency. Know I have a responsibility to keep myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets both on and offline Know the internet has many benefits but I know I need to balance my time spent on and offline. Know that people you don't know are strangers and this applies online as well as well as off line. Know that when people I don't know	about medicines and other substances used in the home, including solvents which can be harmful if not used properly. Recognise and say what is right and wrong both on and offline. Understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online. Know how to ask for help when I need it and name a range of people who can help me including how to call 999 in an emergency. Know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep. Know the internet has many benefits but know I need to balance my time spent on and offline and I adhere to the age rating of computer games. Have an understanding of a range of risks when communicating online and demonstrate ways of reducing the risk	both on and offline. Explain how my behaviour may have consequences for myself and others both on and offline. Demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc. Know school rules for health and safety, basic first-aid procedures and where to get help for myself and others in need including how to call 999 in an emergency. Know the internet has many benefits but know I need to balance my time spent on and offline and adhere to the age rating of computer games. Have a growing understanding of a range of risks when communicating online and demonstrate ways of reducing the risk to ensure myself and my friends are safe online. Know how to report concerns and get support with issues online	Recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, rail, online, electricity and personal safety) and I know how to call 999 in an emergency. Develop some effective strategies to cope with peer influence and peer pressure both on and offline. Know the internet has many benefits but know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games. Know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable. Understand the need to keep some information private in order to protect myself when communicating online and can implement strategies to do this. Recognise how online	an emergency. Know which commonly available substances (alcohol, tobacco, ecigarettes, medicines) and drugs are legal and illegal, and their effects and risks. Know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know both on and offline and the media. Know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games. Understand how some people use online technology to bully other people and know how to seek help if this happens to me or a friend. Know how to present myself safely online and understand the potential risks of providing personal information online. Use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others.	have both on and offline due to increased independence and can keep myself and others safe. Respond to challenges including recognising, managing and assessing risks in different situations both on and offline and can manage them responsibly. Make informed decisions relating to risk taking behaviours including medicines, alcohol, tobacco, ecigarettes, drugs and other substances including what is meant by the term, 'habit' and why habits can be hard to change. Know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline, including people I know and the media. Know the internet has many benefits but know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games. Slect appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life. Recognise risks, harmful content and contact and	

	ask me for private information I d on't share it online or in person. Understand that some websites, games and social media sites have age restrictions and know how to get help if I see something I am unhappy with online	to ensure online safety. Know that people sometimes behave differently online, including friends or by pretending to be someone they are not. Understand what a healthy online friendship is and be aware of the risks associated with people I have never met		communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this. Know how to recognise and display respectful behaviour online	Understand that the person that I think I am communicating with online may not be who they say they are. Know how to manage requests for images of myself or others; what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request. Recognise that not all information on the internet is accurate and have strategies for identifying the origin of a website	how how to report them. Be aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health. Understand the need to use respectful language and know the legal consequences for sending offensive online communications. Understand how the media (advertising and internet) may influence my opinions and choices. Understand how my information and data is shared and used online. Know how to manage requests for images of myself or others what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request. Be a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) I know how to report concerns and get support with issues online,	

	Know the importance of personal hygiene and be able to wash my hands properly, regularly wash my	Know that a healthy lifestyle includes being physically active, rest , healthy eating, dental health, sun protection	Make choices about my lifestyle to improve my health and wellbeing and recognise that choices	Identify some factors that affect physical, mental and emotional health e.g. relationship	Know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and	Manage my time to include regular exercise and selfcare techniques to look after my mental and physical health such as relaxation.	**Heathy Lifestyle**

	body and clean my teeth twice a day. Understand what physical and mental health means and that all humans have it. Know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health, sun protection and looking after my emotional wellbeing. Recognise what I like and dislike, how to make real, informed choices that improves my physical and emotional health and to recognise that choices can have good and not so good consequences. Talk about my emotions and recognise them in others. Know what makes me happy. Understand what being resilient means to me and I have strategies I can use. Know some of the reasons why change can feel uncomfortable	and emotional health and I can give examples of what I do on a daily and on a regular basis to keep myself healthy. Make simple choices to improve my physical and emotional health. Know how diseases are spread and how they can be controlled and my responsibilities for my own and others health, bee able to wash my hands properly. Recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations. Have simple strategies to manage my feelings Understand what being resilient means to me and I have strategies to use. Know that even changes we want to happen can sometimes feel uncomfortable but I have identified ways I manage those feelings	can have good and not so good consequences. Know what are the good habits for looking after my growing body both physically and emotionally on a daily and regular basis. Know the benefits of physical exercise and time outdoors. Know how to look after my mental wellbeing through some self-care techniques e.g relaxatio n, benefits of hobbies and interests etc . Communicate my feelings to others, recognise how others show feelings and know to respond appropriately. Understand what being resilient means to me and have strategies to use. Understand why other people are behaving as they are when they are finding change difficult	s with family and friends, stress levels, physical activity, diet, self-image, media, online and start to develop ways of counteracting the negative factors. Understand what is meant by a healthy diet (including understanding calories, and nutritional content). Make informed choices about healthy eating and exercising. Understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage. Understand a range of feelings and how these make me feel both emotionally and physically. Have a range of strategies for managing and controlling strong feelings and emotions. Respond appropriately to other people's feelings. Recognise my worth as an individual and the worth of other people.	negative) that affect mental health, including having a positive selfimage. Understand the importance of good oral hygiene, including regular visits to the dentist. Know where individuals, families and groups can get help and support both on and offline. Deal positively with my feelings and recognise a range of emotions in others. Explain the intensity of my feelings to others. Understand what resilience is and have strategies to use to build my own resilience. Resolve differences, looking at alternatives, making decisions and explaining choices. Know some of the ways of dealing with the feelings that sometimes arise from changes.	Recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet. Understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs. Understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing. Understand early signs of physical illness, such as weight loss, or unexplained changes to the body. Understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions. Have an understanding of mental ill health and how important it is for people to get early help to support them. Understand that the media can have a positive and negative effect on mental health, e.g.body image.	

	and know some of the ways of dealing with the feelings that sometimes arise from changes			Understand what being resilient means to me and I have strategies to use. Identify positive things about myself, recognise some of my mistakes and learn from them. Make some changes quickly and easily but also understand that some changes are hard and can take a long time.		Understand what being resilient means to me and I have strategies I can use. Know how change can impact with our feelings of belonging.	

	Know that we have to pay for what we buy. Know how to keep money safe. Know that I don't have to spend my money but can save it to use later Set myself simple goals. Identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school. Describe the work that people do in my family, my school and where I live. Identify positive achievements during my time in Year 1.	Know that we can pay for things in a range of ways and that even when not using cash, money is being used. Understand that the choices we make affect ourselves and others. Explain the difference between needs and wants. Understand individuals and families have to find ways to balance wants and needs. Understand that it may not be possible to have everything you want, straight away, if at all. Describe why learning is important. Be positive about who I am, what I have achieved and	Know how to look after and handle money in everyday situations. Make simple financial decisions and consider how to spend money, including pocket money and contributions to charity. Know there are different ways to gain money, including earning it through work. Understand that money is a finite resource for individuals, institutions and the community. Begin to understand why we have charities Explain why people work and the different jobs that people; challenge some of the work stereotypes.	Demonstrate how to look after and save money. Begin to develop an understanding that people have different financial circumstances. Begin to understand the different values and attitudes that people have with regard to money. Recognise the range of jobs carried out by people. Explain how I can develop my skills for work in the future. Be aware that the learning choices I make will affect my future options. Identify my strengths, areas for improvement	Be able to make considered decisions about saving, spending and giving. Differentiate between essentials and desires. Understand 'value for money' and can make informed choices to get 'value for money'. Be able to assess 'best buys' in a range of circumstances. Be able to understand and manage feelings about money, my own and others. Know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices. Be aware of some of the rights and responsibilities when it comes to treating	Know that people buy things online and have online bank accounts and passwords to keep money safe. Describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do . Reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices. Describe a range of local businesses and how they are run and the products and / or services they provide. Understand that employers must treat all employees equally and there are certain protected	**Me and my future**

	Identify my strengths, areas for improvement and set myself some goals for Year 2	take into account what other people say about me. Be aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc) Identify positive achievements during my time in Year 2. Identify my strengths, areas for improvement and set myself some goals for Year 3	Be aware that the learning choices I make will affect my future options. Talk positively about what I like to do and what I would like to do in the future. Identify positive achievements during my time in Year 3. Identify my strengths, areas for improvement and set myself some goals for Year 4	and set high aspirations and goals Identify positive achievements during my time in Year 4 Identify my strengths, areas for improvement and set myself some goals for Year 5	people fairly . Know and understand how to develop skills to make a contribution in the future. Start to consider what I like , what I am good at and what I enjoy doing and talk positively about my strengths I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this. Know that there are a range of earnings for different jobs. Understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc). Identify positive achievements during my time in Year 5. Identify strengths, areas for improvement and set myself some goals for Year 6	characteristics under the Equalities Act. Know how to keep safe when working and what the law says to protect workers. Recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising. Understand that money we earn also supports the community. Identify positive achievements during my time in Primary School. Explain what I am worried about and what I am looking forward to in Year 7	
	Express a simple opinion, agreement and disagreement, Respectfully ask questions and listen to the answers.	Take part in discussions/simple debate with others about topical issues. Know that people and other living things have needs and	Participate in making and changing rules. Know why different rules are needed in different situations. Know that choices we	Acknowledge that others have different points of view both on and offline. Know why and how rules and laws are made and enforced,	Know what democracy is and how a democratic government works. Take part in democratic events in school (eg: voting for school council, mock election).	Understand how democracy works in the UK at a local, regional and national scale. Understand that there are other forms of government	**Becoming an active citizen**

						that are not democratic and can give some examples of	

	Play a full part in the life of my classroom. Agree and follow rules for my group and classroom. Understand the role of the school council, vote for the members and if chosen to be on the school council represent the views of others	recognise my own responsibility to meet those needs. Contribute positively to the life of the class and the school. Understand the role of the school council, vote for the members and have contributed an idea to the school council. Know that I belong to different groups and communities ie school, family I know what improves and harms the environment and about some of the ways people look after them. Know some ways to look after my environment	make can impact on the local, national and global communities. Know where to find impartial advice to inform my decision making. Understand the media can be biased. Empathise with other people and situations through topical issues, problems and local and global events .	why different rules are needed in different situations and how to take part in making and changing rules in school. Recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers. Begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism. Understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints. Understand how my choices may impact on the environment. Describe the values of the school and know why they are important. Describe the 'British	Understand the consequences of breaking the law and how the criminal justice system works in the UK. Know how to access local and national support groups both on and offline. Know that circumstances in other countries and cultures may be different from our own. Understand why some people have chosen to leave their country and migrate to the UK. Understand the difference between economic migrant, asylum seeker and refugee. Know about Fair Trade and what it means. Know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc). Understand that choices we make as individuals, a community and a nation impact internationally.	these. Understand what being part of a community means and take part more fully in school and community activities. Understand the mental health benefits of community participation and volunteering. Demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment. Understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child. Understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment. Research, discuss and debate topical issues, problems and events. Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multicultural nation. Be aware of how the media present information and that the media can be both a positive and negative	

				Values' and give examples of what they mean in school and in society. Demonstrate respect and tolerance both on and offline towards people different from my themselves.	Begin to understand that 'poverty' might have different meanings to different people in different circumstances. Recognise and challenge stereotypes. Know where to find impartial advice to inform decision making and understand about media bias. Express views confidently and listen to and show respect for the views of others. Talk and write about opinions confidently and listen to and show respect for the opinions of others. Resolve differences, looking at alternatives, making decisions and explaining choices.	influence. Critique how the media present information. Discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.	

Appendix 2: 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	