



King's Cross Academy

Relationships and Sex Education Policy

Ratification and Monitoring

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Website?	YES
Policy drive?	YES
Master Policy S/S	YES

Approval

Headteacher	Stephen Mitchell	26th June 2026
Chair of Teaching and Learning Committee	Allan Atlee	26th June 2026

Internal Monitoring

PSHE Lead Teacher	Conrad Ash	26th June 2026
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1. Aims

All adults will work towards achieving these aims for Relationships and Sex Education in our school.

We seek to enable our children to:

- develop interpersonal and communication skills and knowledge and understanding around healthy, equal and safe relationships and choices.
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop an understanding of the many varied types of stable relationships and family lives, including marriage, as positive environments for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- recognise and avoid exploitative relationships
- value, care for and respect their bodies and how to access additional advice and support

At KCA, we believe that:

- High quality Relationships and Sex Education is an entitlement for all pupils. Relationships and Sex Education must be accurate and factual, covering a comprehensive range of information about relationships in order to make informed choices.
- Relationships and Sex Education must be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experiences.
- Relationships and Sex Education must promote a critical awareness of the different attitudes and views of relationships within society such as peer norms and those portrayed in the media.

Entitlements of children, staff and families:

Children are entitled to:

- A well-planned, well-delivered Relationships and Sex Education programme, which is age appropriate and flexible to cater for their changing needs over time.
- Know their rights and to be clearly informed about where and how to access information, support and local services.
- Opportunities for reflection in order to nurture personal values based on mutual respect and care.
- Be informed about issues of confidentiality and how it affects them.
- A provision of a safe learning environment where they can ask questions and have their views and ideas received in a respectful and non-judgmental manner.
- Be involved as participants, advocates and evaluators in developing good quality provision of Relationships and Sex Education.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training.
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of Relationships Education and opportunities to share good practice.

- Contribute their views and ideas in support of the development of Relationships and Sex Education for children.
- Professional guidance and support.
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information on how and when Relationships and Sex Education is taught.
- Understand their rights and responsibilities in relation to our Relationships and Sex Education policy and curriculum.
- Be informed about issues of confidentiality and how it affects them and their children.
- Have their views and ideas received in a respectful, non-judgemental manner.

Working alongside school values:

Our work in Relationships and Sex Education is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

2. Statutory Requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't 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. This would include the elements of sex education contained in the science curriculum. In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3. Policy Development

This policy has been developed in consultation with staff, pupils, and parents/carers. The consultation and policy development process involved the following steps:

- Review – a staff working group identified and reviewed national and local guidance to produce the curriculum and policy.
- Staff consultation – all school staff were given the opportunity to review the draft curriculum and policy and make recommendations.
- Parent/stakeholder consultation – all school parents were provided to give feedback on the policy prior to it going to the Full Governing Board for approval.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition for Relationship and Sex Education and Health Education

Relationships and Sex Education (RSE) and Health Education provide pupils with the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare for adult life. RSE is concerned with the emotional, social, cultural and physical development of pupils, and includes learning about healthy and respectful relationships, consent, mental wellbeing, online safety, diversity and personal identity.

The statutory curriculum is age-appropriate, inclusive, evidence-based and delivered in a safe, supportive environment that enables pupils to explore attitudes and values while developing respect for others. RSE equips pupils to make informed decisions, recognise risk, build resilience, understand the law and know how and when to seek help. It supports safeguarding by promoting equality, challenging harmful behaviours and misconceptions, and ensuring that pupils receive accurate information. RSE is not about the promotion of sexual activity, but about enabling young people to develop healthy, respectful and responsible relationships.

5. Safeguarding

Safeguarding underpins the delivery of Relationships and Sex Education (RSE). Effective RSE supports pupils to recognise abuse, understand healthy and unhealthy relationships, respect boundaries, understand consent and the law, and seek help when needed. Staff understand that disclosures may arise during RSE lessons. While RSE is delivered in a safe and supportive

environment, confidentiality cannot be guaranteed where a pupil may be at risk of harm. Any concerns must be reported immediately to the Designated Safeguarding Lead (DSL) in line with the school's safeguarding policy and statutory guidance, including Keeping Children Safe in Education (KCSIE) issued by the Department for Education.

When external visitors contribute to RSE, safeguarding responsibilities and reporting procedures are agreed in advance.

6. Confidentiality

Staff are unable to offer absolute confidentiality. We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.

Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give.

Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

7. Curriculum

The school's Relationships, Sex and Health Education (RSHE) curriculum is set out in Appendices 1 and 2. It has been developed in consultation with parents and carers, pupils and staff, and is informed by statutory guidance. The curriculum is age-appropriate, inclusive and carefully sequenced to reflect the developmental needs, context and wellbeing of our pupils.

Teachers respond to pupils' questions with honesty and sensitivity, within the boundaries of this policy and the law. Where questions fall outside the planned curriculum, staff will provide appropriate information or signpost support, ensuring pupils receive accurate guidance rather than seeking unreliable sources.

Curriculum materials are available to parents and carers on request in line with statutory requirements.

8. Delivery of RSE and Health Education

Curriculum Delivery: Relationships, Sex and Health Education (RSHE) is delivered primarily through the Personal, Social, Health and Economic (PSHE) curriculum, with

biological aspects taught within science and relevant themes reinforced through Religious Education (RE) and other subjects where appropriate. The curriculum is carefully sequenced within a planned scheme of work, with core knowledge delivered in manageable units to support understanding and application. RSHE develops pupils' understanding of healthy and respectful relationships, including families, friendships, online relationships and personal safety. It is delivered by appropriately trained staff and designed to be inclusive, meeting the needs of all pupils, including those with SEND. The curriculum promotes equality, respect and understanding of the law, including the protected characteristics set out in the Equality Act 2010.

Managing Difficult Questions: Pupils may raise questions beyond the planned curriculum or about topics from which they have been withdrawn. Staff will respond factually and age-appropriately, within the boundaries of this policy and safeguarding procedures. Where appropriate, pupils may be encouraged to speak with a parent, carer or trusted adult, or signposted to suitable support services. Staff receive training to manage sensitive questions confidently and to identify when concerns must be referred to the Designated Safeguarding Lead (DSL).

Inclusivity: We wholeheartedly believe that relationships education must be positively inclusive in terms of gender, sexual orientation, disability, special educational needs, ethnicity, culture, age, religion or other life-experiences. We value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding. In order to ensure the curriculum meets the needs of all:

- The curriculum will be taught without bias towards or against a particular lifestyle.
- We will accept and celebrate differences in a judgement-free environment.
- We will encourage respect and discourage abuse and exploitation.

In relation to those with special educational needs or disability, we will review our curriculum to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour and self-esteem.
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

All parents have the opportunity to view materials before sessions are delivered to work with the school to best support their child.

Use of Resources: Teaching uses a range of appropriate strategies, including discussion, reflection and structured activities.

We will select resources which:

- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- are up-to-date in factual content

- are produced by a reputable organisation (in KCA's case, Jigsaw Education)
- do not show unfair bias
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for Relationships Education

Assessment and Review: Learning is assessed in line with whole-school practice through written work, discussion, quizzes and teacher observation. Assessment focuses on knowledge and understanding rather than personal beliefs. The curriculum may be adapted to respond to pupils' needs and context, and parents and carers will be informed of any significant changes.

Legal Context: Pupils are taught about relevant legal frameworks to support understanding of rights, responsibilities and boundaries. This includes marriage and civil partnerships, consent and the age of consent.

Sensitive Issues

Puberty: We will teach about puberty from Year 4, in accordance with our Curriculum for Relationships and Sex Education within PSHE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of pupils separately to ensure they receive appropriate information at these age groups. We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly, in a helpful way without embarrassment.

9. Use of External Organisations

Where external organisations or third-party materials are used to support RSHE, the school will ensure that all content is accurate, age-appropriate, developmentally suitable, balanced and compliant with our legal duties, including political impartiality.

Appropriate due diligence will be undertaken before engagement. This includes reviewing materials in advance, confirming that content aligns with this policy, the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998 and the Education Act 1996, and ensuring the organisation's approach is educationally appropriate and safeguarding-compliant. The school will clarify the content to be delivered, understand the organisation's position on relevant issues, confirm the identity of speakers and follow normal safeguarding procedures, including reasonable background checks where appropriate.

A member of school staff will be present at all times during sessions and retains the right to intervene or stop a session if necessary. External organisations must agree that materials can be shared with the school and with parents and carers on request and must comply with data protection and photography protocols.

The school will not work with organisations that promote extreme political positions or refuse to share materials for review.

10. Roles and Responsibilities

The Governing Board: The governing board is responsible for approving this policy and holding the headteacher to account for its implementation. Where delegated, approval rests with the headteacher, with the governing board retaining oversight of compliance and impact.

The Headteacher: The headteacher is responsible for ensuring that RSHE is delivered consistently and in line with statutory requirements, that appropriate resources are in place, and that parents and carers have access to curriculum materials on request. The headteacher is also responsible for managing requests to withdraw pupils from non-statutory components of RSE, in accordance with the law and this policy.

Staff: Staff are responsible for delivering RSHE in a professional, sensitive and age-appropriate manner; modelling respectful attitudes and behaviour; responding to the needs of individual pupils; and monitoring progress. Staff must challenge harmful language and stereotypes, including sexism, misogyny and homophobia, and promote equality and respect at all times. Any safeguarding concerns or disclosures arising from RSHE must be reported immediately to the Designated Safeguarding Lead (DSL) in line with school procedures. Staff do not have the right to opt out of teaching RSHE. Any concerns about delivering the curriculum should be discussed with the headteacher.

Pupils: Pupils are expected to engage fully in RSHE and to contribute to discussions with respect, maturity and sensitivity towards others.

11. Engaging and Involving Parents/Carers

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up.

We recognise that many children turn to their parents and carers to receive information and ask questions about relationships. We therefore seek to work in partnership with parents and carers when planning and delivering the relationships education curriculum.

We will encourage this partnership by:

- Informing parents and carers of the curriculum on the annual Curriculum Information Sheet.
- Gathering parents' views on this policy and taking these into account when it is being reviewed.
- Informing parents and carers about the Relationships and Sex Education programme as their child joins the school through the school prospectus/handbook.

- Providing supportive information about parents' role in Relationships and Sex Education.
- Inviting parents to discuss their views and concerns about Relationships and Sex Education on an informal basis.
- Finding appropriate ways to engage parents and taking them through/sharing the PSHE curriculum.

12. Parents/Carers and the Right to Withdraw

Parents and carers have the right to request that their child be withdrawn from the non-statutory components of sex education. This constitutes two lessons - each taking place in the second half of the Summer term in Years 5 and 6 respectively (detailed below). They do not have the right to withdraw their child from Relationships Education, Health Education, nor from statutory science content, including teaching about puberty and reproduction. Requests for withdrawal must be made in writing. The headteacher will meet with parents/carers to explain the curriculum and discuss the implications of withdrawal, before responding in writing. A record of the request will be kept on the pupil's file. Alternative supervised work will be provided for the child to do in another class. Parents may seek resources from the PSHE Coordinator to discuss these topics at home.

	Lesson Overview	Key Vocabulary	PSHE Outcomes	Social & Emotional Outcomes
Year 5	<i>This sex education lesson teaches children how babies are conceived through sexual intercourse whilst acknowledging alternative routes to parenthood. Children explore different types of relationships and use diamond ranking to prioritise considerations before having a baby, discussing factors like financial stability, loving relationships and readiness for responsibility. The lesson explains conception as the fertilisation of an egg by sperm during sexual intercourse, emphasising this occurs between consenting adults in loving relationships, with the age of consent being 16 in England. Children learn that contraception exists as a way to prevent pregnancy and that there are fertility treatments for those who need medical assistance to conceive. Through card sorting activities, children consolidate understanding of pregnancy development over nine months, learning about the embryo's growth in the womb connected via umbilical cord. The lesson ensures all children feel valued regardless of how they were conceived.</i>	<i>Relationships Conception Making love Sexual intercourse Fallopian tube Fertilisation Pregnancy Embryo Contraception Fertility treatment</i>	<i>I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.</i>	<i>I appreciate how amazing it is that human bodies can reproduce in these ways.</i>

Year 6	<i>This sex education lesson teaches children about conception through to birth, and if possible it is recommended as a two-hour session or split across two lessons. Children discover facts about foetal capabilities including hearing, responding to light and recognising voices as part of the nine-month pregnancy journey as babies develop from embryo to foetus, connected to the mother through the placenta and umbilical cord. Children learn about labour, contractions and birth through the vagina, and that some babies are born by Caesarean sections. Activities include sequencing conception to birth cards and discussing the mixed emotions parents experience, from joy and pride to exhaustion and anxiety, helping children appreciate the miraculous yet commonplace nature of human reproduction.</i>	<i>Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife</i>	<i>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</i>	<i>I can recognise how I feel when I reflect on the development and birth of a baby.</i>
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13. Training

The school recognises that RSE must be delivered by staff who are knowledgeable, skilled and confident. Training in the delivery of Relationships, Sex and Health Education (RSHE) forms part of staff induction and is included within the school's continuing professional development programme.

Professional development is provided through a range of opportunities, including school-based INSET, team teaching, classroom observation, peer coaching and external training delivered by accredited providers.

Where appropriate, external professionals may provide additional training or support to staff to ensure high-quality and up-to-date delivery of the curriculum.

14. Monitoring Arrangements

The delivery and quality of RSE are monitored by the PSHE Coordinator through curriculum planning reviews, lesson observations, learning walks, pupil voice and work scrutiny, as appropriate. Safeguarding and behaviour data may also inform evaluation of impact. Pupils' progress is monitored by teachers in line with the school's assessment systems. This policy will be reviewed by the headteacher every two years. At each review, it will be approved by the governing board.

15. Dissemination of the Policy

This policy is published on the school website and is available to parents and carers on

request. It is also included in the Staff Handbook and Governor Handbook. A summary is provided in the school prospectus and shared through parent communications.

Appendix 1: Curriculum Map - [Jigsaw Education](#)

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <i>Conception (including IVF)</i> Growing responsibility Coping with change Preparing for transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings <i>Conception to birth</i> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 2: By the end of primary, pupils should know - Relationships Education, Relationships and Sex Education (RSE) and Health Education - [Statutory Guidance](#)

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 3: Parent/Carer form requesting their child's withdrawal from sex education within RSHE - KCA

At King's Cross Academy, we believe that high-quality Relationships, Sex and Health Education (RSHE) helps pupils develop the knowledge, understanding and confidence they need to grow up safely and form healthy, respectful relationships.

Parents and carers may request that their child is withdrawn from some or all of the non-statutory elements of sex education taught as part of RSHE.

There is no right to withdraw a child from statutory Relationships Education, Health Education or relevant content within the National Curriculum for Science. Where a child is withdrawn from a specific element of non-statutory sex education, they will continue to participate in all other RSHE lessons and curriculum content.

We encourage parents and carers considering withdrawal to speak with the school before making a final decision. This provides an opportunity to discuss the curriculum content, understand exactly what will be taught and consider any questions or concerns.

Parent/Carer Request

Pupil's name: _____

Class / Year group: _____

Parent/Carer's name: _____

Relationship to pupil: _____

Date: _____

Requested withdrawal

I am requesting that my child is withdrawn from the following specific non-statutory element(s) of sex education:

I understand that:

- this request applies only to the specific non-statutory element(s) of sex education identified above;
- my child will continue to participate in all other RSHE curriculum content;
- my child cannot be withdrawn from statutory Relationships Education or Health Education;
- my child cannot be withdrawn from relevant content taught through the statutory

National Curriculum for Science;

- the school will discuss the request with me before arrangements are confirmed; and
- where withdrawal is agreed, appropriate alternative learning will be provided during the specific lesson or part of a lesson from which my child is withdrawn.

Parent/Carer signature: _____

Date: _____

For School Use

Date request received: _____

Date discussed with parent/carers: _____

Member of staff: _____

Added to Arbor: _____

Outcome:

- ☐ Withdrawal from identified non-statutory element(s) agreed
- ☐ Withdrawal from some of the identified elements agreed
- ☐ Identified content is statutory and therefore not subject to withdrawal
- ☐ Other: _____

Agreed element(s) from which the pupil will be withdrawn:

Alternative learning arrangements:

Headteacher / authorised member of staff: _____

Signature: _____

Date: _____