

BCPS Relationships and Sex Education policy

This policy applies to: BCPS, including EYFS.

Policy owner:	Deputy Head Pastoral
Frequency of review:	Annual
Dates of previous review:	August 2024
Date of current live version:	June 2025
Date of next formal review:	Prior to September 2026 when new statutory guidance comes into force
ISI reference code (where applicable):	2f
Linked policies/documents:	BCPS: PSHEE Policy, Anti-Bullying Policy Whole School: Safeguarding Policy, Complaints Procedure, Pupil Equal Opportunities Policy
Key changes to previous version:	RSE Topics updated following last term's PSHEE/RSE review.

	Name (role):	Signature:	Date:
Policy owner:	Julia Tooke (DH Pastoral)	Julia Tooke	6 th June 2025
SMT owner (if different):			

Legal Counsel:	M Burgess	M Burgess	July 2025
Ratified (Governor)	Christina Maude	C Maude	28 August 2025

BCPS Relationships and Sex Education Policy 2025-2026

1. Basic Information

Policy Aims: To outline the way Relationships and Sex Education (hereafter to be referred to as RSE) is taught at Brighton College Prep School (BCPS). This policy clearly outlines our approach to all staff, parents, visitors, and pupils.

To have regard to DfE's statutory guidance on '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)' (2025/26 version – new version in force for teaching from September 2026.)

2. Aims of Relationships and Sex Education (RSE)

Brighton College Prep School believes that RSE is an educational entitlement of all pupils and is part of lifelong learning about the emotional, social, and physical aspects of growing up whilst promoting the forming and maintaining of safe relationships. Taught within the personal, social, health and economic education (hereafter to be referred to as PSHEE) curriculum, our programme aims to give children and young people essential skills for building positive, enjoyable, respectful, and non-exploitive relationships and the skills to stay safe both online and offline.

BCPS places the utmost importance on sharing equal and joint responsibility with parents/guardians for their children's education in this area. Through PSHEE, in conjunction with and alongside other lessons, pupils at BCPS are given the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become informed, active, and responsible citizens.

The policy was created following the current DfE statutory guidance relating to RSE and aligned with the Independent School Standards. Provision has been developed in consultation with staff and, where appropriate, with pupils and parents/guardians.

BCPS aims, in partnership with parents/guardians, to:

- Offer a well-structured and coherent curriculum that includes Teaching, Learning and Assessment, underpinned by wellbeing.
- Provide a framework in which sensitive discussions can take place.
- Encourage personal responsibility in all forms of behaviour.
- Help pupils develop feelings of self-respect, confidence, and empathy.
- Provide support and information for young people and their parents/guardians/families.
- Deliver an effective RSE curriculum to make an essential and significant contribution to safeguarding children during and beyond their school-age years.
- Enable children to understand their physical and emotional development and to take increasing responsibility for their own health and wellbeing, and that of others.
- Teach pupils the correct vocabulary to describe themselves, their emotions, and their bodies.
- Prepare pupils for puberty and give them an understanding of sexual development at an age-appropriate level, including the importance of health and hygiene.
- Help pupils understand that healthy relationships are an essential part of wellbeing.
- Ensure that our pupils understand how to seek help if they feel at risk or are being harmed.
- Embed in our pupils the values, skills, and knowledge to understand and deal appropriately with social and cultural pressures (including in social media).
- Promote the spiritual, moral, cultural, mental, and physical development of pupils.
- Prepare pupils for the opportunities, responsibilities, and experiences of later life.

- Help pupils develop their own moral values, which may include reflecting on a variety of different issues, beliefs, and viewpoints.

BCPS recognises that it can play an important role in preventative education concerning safeguarding against sexual violence and sexual harassment. BCPS's RSE provision is part of a whole school approach to safeguarding. It is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

3.Principles underpinning RSE.

RSE can be defined as the emotional, social, and cultural development of pupils and involves learning about relationships, healthy lifestyles, diversity, and personal identity. At BCPS, we firmly believe that RSE is key in helping children develop the skills to live confident, healthy, and independent lives. It involves sharing information and exploring issues and values, with children acquiring knowledge, developing skills, and forming positive beliefs, values, and attitudes.

Coverage for Relationship Education follows the current statutory guidance from the DfE. This stipulates what pupils should know by the end of primary school.

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.

It is also recommended that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils. As such, our curriculum has been developed by considering the age, needs, and feelings of pupils.

The following points are guiding principles in the development of our RSE curriculum:

3.1 It is factually accurate and evidence-based

Teachers clearly distinguish between factual information and people's views and beliefs. Only the correct biological names for body parts are used.

3.2 It is age-appropriate

Tailored to the age and the physical and emotional maturity of the pupils.

3.3 It is sensitive to all faith and cultural perspectives

BCPS recognises that all faiths and cultural beliefs have an important role in shaping our children's views about sex and relationships. It is right, therefore, that in helping children to make positive and informed choices, faith and cultural perspectives are considered alongside the law and medical facts. Therefore, our teaching includes the views of a range of different religions as part of the context for discussions about sex and relationships.

At the same time, however, RSE is about preparing children for the responsibilities and challenges of adult life, so all children are provided with regular and sustained opportunities to develop the knowledge, skills and values they will need in the future to make safe, healthy, responsible and caring choices.

3.4 It promotes equality, inclusion & an acceptance of diversity

BCPS recognises that our RSE programme takes account of and responds to the diverse faith, cultural and family backgrounds of our children alongside aspects of their and their families' abilities, gender, and sexual orientation.

Moreover, our RSE programme promotes awareness, respect and understanding of the wide range of practices and beliefs relating to sex and relationships within our society.

3.5 It promotes solid and stable relationships.

Our programme has been designed to provide sufficient focus on personal and social relationships, which includes helping children understand the importance of stable and loving relationships for family life. BCPS actively helps our children to build the resilience they need to cope with change and loss when there is disruption in family structures, for example, due to bereavement or separation.

3.6 It increases awareness of rights and responsibilities.

Our RSE programme provides our children with a clear sense of rights and responsibilities in relation to sex and relationships. This includes an explanation of the law as it applies to relevant issues. This includes, in an age-appropriate manner:

- Informing the children about their right to say no, what consent really means, and the nature of abuse and exploitation.
- Teaching them about the responsibility of not putting others under pressure to engage in sexual activity.
- Clarifying to the children their rights relating to equality and explaining the responsibility not to discriminate or cause others distress based on their sexual orientation, beliefs or personal choices regarding sex and relationships.
- Support children with the skills needed to fulfil their rights and responsibilities, including assertiveness, negotiation and accessing help and advice.

4.Content and definitions.

At BCPS, RSE is a core part of our PSHEE curriculum, intended to provide what our pupils need to know about how to be safe and healthy and manage their academic, personal and social lives positively. It comprises learning about the nature of marriage and civil partnership and their importance for family life and raising children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing.

This curriculum has been carefully designed following an extensive review to ensure that our pupils receive the highest quality education, one that meets their needs and aligns with our ever-changing world. Through a spiralled curriculum, key concepts are revisited at an age-appropriate level, and expanded upon with increasing complexity over time, helping pupils build a solid and deep understanding of each of these key themes during their time with us at BCPS. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents/guardians, whilst aiming to provide pupils with the knowledge they need of the law.

Our RSE programme:

- i.) Considers the ages, aptitudes and needs of all pupils, including those pupils with SEND and/or an EHC plan.
- ii.) Does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- iii.) Ensures that discriminatory, extremist opinions or behaviours are challenged as routine.

Elements of the programme are, at times, supported through the bringing in of additional expertise, such as outside speakers, trained health professionals (including the BC Health Centre nursing team), or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also embedded throughout the formal curriculum (e.g. social issues through the teaching of English Literature, Health through Biology and PE, Citizenship through History & RE). There are also centrally organised sessions that supplement in-house delivery.

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, LGBTQ+ 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).

Sex Education, as part of RSE, includes teaching about intimate and sexual relationships. This includes preparing boys and girls in the Michaelmas term of Year 6 for the changes that adolescence brings and how a baby is conceived and born. It also includes what the law says about sex, relationships, and young people, as well as broader safeguarding issues and the use of technology.

a) Knowledge and information – Topics related to RSE are listed below

RSE Topics 2025-26	
Recep	<p>Michaelmas: My family; different kinds of families; friendships; falling out and problem solving; trusted adults; asking for help.</p> <p>Trinity: Naming body parts; My body belongs to me (NSPCC); Safe adults; growing from babies to adults.</p>
Y1	<p>Michaelmas: Appreciating my family; same and different families; making friends; being my own best friend. Being the same/different to my friend, bullying, kindness; trusted adults; what to do if I spot unkind behaviour (upstanding).</p> <p>Hilary: Respecting others; managing conflict; how I like to say hello (consent).</p> <p>Trinity: Naming body parts; My body belongs to me (NSPCC); The human life cycle; changes from young to old.</p>
Y2	<p>Michaelmas: Families; marriage; appreciating different types of families; showing love and care to family members, living near and far; friends; resolving conflict. Bullying, how being bullied makes us feel; what to do if we witness unkindness (upstanding); safe and unsafe touch; safe secrets.</p> <p>Hilary: Boys and girls; stereotypes; bullying; standing up for myself and others.</p> <p>Trinity: Naming body parts; My body belongs to me (NSPCC); recognising some parts of the body are private/assertiveness; Growing older.</p>
Y3	<p>Michaelmas: Families, resolving conflict; friendship; celebrating difference; restorative conversations. Bullying; witnessing bullying, standing up to bullying; words that help and words that harm.</p>

	<p>Hilary: belonging to a community; helping others to belong.</p> <p>Trinity: Personal hygiene; naming body parts; giving and seeking permission (consent); changes as we grow from babies to adults; where does a baby grow; body changes.</p>
Y4	<p>Michaelmas: Picture book – ‘Voices in The Park’, stereotypes Celebrating difference Features of family life, family relationships, different family structures, value and celebrate that all families are unique, how changes make you feel, ways to resolve conflict or worries Responding to bullying and hurtful behaviour, value and challenges of friendships, understanding what consent is</p> <p>Hilary: Belonging to community: ‘Beegu’, Environment agency: caring for the environment; Cyber sprinters: creating and managing passwords, Cyber detectives; NCA CEOP: play, like, share</p> <p>Trinity: Y4-5 Medway growing and changing: a time to change, personal hygiene; NSPCC Talk pants: building confidence</p>
Y5	<p>Michaelmas: Personal identity, belonging & community, Stereotypes, Showing respect through Fairtrade Family relationships, Committed relationships, civil partnerships and family life The impact of bullying and how to seek support, giving and seeking consent, personal boundaries</p> <p>Hilary: Coram Life Education: The Belonging Toolkit</p> <p>Trinity: Y4-5 Medway growing and changing; menstruation and wet dreams; emotions and feelings; NSPCC Talk pants: how the PANTS rules help us</p>
Y6	<p>Michaelmas: Stereotypes Different types of families, family changes – separation, children’s rights after separation and support available The impact of bullying and how to seek support, positive / negative friendships, sharing images</p> <p>Hilary: Coram Life Education: The Belonging Toolkit,</p> <p>Trinity: Y6 Medway growing and changing; puberty recap, change and becoming independent, positive and healthy relationships, how a baby is made</p>

b) Values and beliefs (linked to Fundamental British Values)

- recognising difference.
- freedom of choice (*related to FBV – individual liberty*).
- respecting equality and diversity in relationships (*link to FBV tolerance for other cultures and beliefs*).
- freedom of expression (*related to FBV freedom of speech*).
- individual liberty.
- respecting the rule of law.
- respect for others.

c) Skills and abilities

Pupils will be encouraged to develop the following skills:

- honest communication, including managing relationships.
- assertiveness.
- informed decision making.
- recognising and using opportunities to build a safe and healthy lifestyle.
- how to ask for help and support.
- how to empathise with others.
- how to identify safe and unsafe relationships.

5.Organisation

a) Relationships and Sex Education is jointly coordinated by the Deputy Head Pastoral (Nursery to Year 4) and the Head of PSHEE, along with the relevant Heads of Department.

When evaluating the use and impact of this policy, our school leaders will determine the extent to which there is evidence of a curriculum which:

2. Fulfils the aims of the school.
 3. Embeds aspiration, attributes, and the expectation to achieve high standards and high rates of progress; and
 4. Provides engagement and excitement for learning.
- Ensures that RSE is matched to the needs of our pupils by collating pupil voice through questionnaires and scheduled time slots for pupils to submit anonymous questions, which will then be covered in whole class teaching.
 - From Nursery to Year 6, RSE is taught in dedicated, timetabled lessons as part of their weekly PSHEE sessions. There may also be additional one-off sessions delivered throughout the year.
 - Active learning methods will include analysing scenario-based learning, conscience corridors, picture books, debates, paired discussions, group discussions and, where appropriate, outside visitors and agencies.
 - Lessons will be differentiated by various teaching strategies, such as questioning to ensure pupils with SEND are catered to, supported, and included.
 - High-quality resources will support our RSE provision and will be regularly reviewed. Resources will include a mixture of content developed by teachers and taken from the PSHE Association, including those from Medway Public Health Directorate, and other researched sources.
 - Pupils from Nursery to Year 3 will take part in pupil conferences facilitated by the Deputy Head Pastoral (Nursery to Year 4).
 - Pupils in Years 4 to 6 will be encouraged to reflect on their own learning and progress by completing an end-of-unit reflections sheet and sharing their learning with peers.
 - BCPS will also be delivering parent webinars in which BCPS will discuss and detail the content of each year group's learning about RSE.

- There may be occasions within a lesson when aspects of RSE are raised by pupils voluntarily. If any discussion takes place within the context of the subject, it will not be deemed to be part of the Sex Education programmes and, therefore, not subject to the parental right to withdrawal.

b) Teaching approaches

- Various approaches are used to give pupils relevant information, to enable moral issues to be explored through discussion, and to acquire appropriate skills.
- BCPS will ensure a safe learning environment by establishing clear ground rules. These will be generated as a class at the start of each lesson by pupils and facilitated by the class teacher. These ground rules will build on key values, such as respecting the opinions of others, listening respectfully, and recognising equality in the classroom.
- From Years 4 to 6, pupils will be able to raise questions by submitting an online questionnaire or by manually submitting a written version to an 'ask it basket / questions box' located inside each child's Form Room. These can then be addressed by Form Tutors on an as-and-when basis.
- All staff teaching RSE will be supported by training sessions, if and where appropriate. This includes inviting visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. The programme of training will continue to be supported and developed by the Head of PSHEE , to ensure it meets the needs of staff.

c) Pupil groupings

Pupils are taught in mixed ability and gender groups where appropriate (usually form groups). When there is a specific need (for example, groups of pupils of a different faith), arrangements may be made to teach pupils in appropriate groupings.

d) Resources

Materials – A wide range of teaching resources are available to teachers and for inspection by parents/guardians through the Head of PSHEE .

Staff – With regard to Sex Education, it is essential that staff feel comfortable with the subject matter. Only appropriately trained staff will be involved. Support will be offered through ongoing training organised and coordinated by the Deputy Head Pastoral, and the Head of PSHEE. All staff are required to teach according to BCPS's Code of Conduct.

Assessment and evaluation

In Nursery to Year 3, PSHEE is teacher-assessed. Pupils record their reflections and responses in their PSHEE journal. These are not marked but are assessed weekly by the PSHEE teacher and any misconceptions addressed accordingly. Each form also has a floor book to record collective thoughts and understanding of each topic. Pupil's development in this area is reported as part of the form teacher's comment in the Trinity Term.

In Years 4 to 6, PSHEE is teacher-assessed and pupils' development is reported in the Trinity Term as part of the form teacher's report comment. Pupils use individual thought books/journals to record their reflections and document their progress.

Teachers will use Assessment for Learning strategies before RSE sessions (e.g. questionnaires, group discussions or mind-maps) to gather an idea of what pupils know and what needs to be addressed. As well as testing existing knowledge, this acts as an opportunity for pupils to highlight any areas they believe need to be covered to allow sessions to be tailored to the cohort's needs, as well as covering essential basics.

Following the RSE sessions, pupils may complete a brief assessment of their knowledge of the content delivered to demonstrate progress and understanding. This also offers pupils the opportunity to provide feedback on the sessions delivered and highlight any areas that they felt were missing.

a) Time available

RSE forms some part of the curriculum in every year group delivered as part of timetabled weekly PSHE lessons. There may also be workshops throughout the year to provide additional content.

6. Specific Issues

The following issues may occur as part of education. Staff, parents/guardians, and pupils need to understand BCPS's procedures.

a) Confidentiality and advice

Pupils will be made aware that some information cannot be held confidentially and made to understand that if certain disclosures are made, specific actions will ensue (for example, if a pupil is at risk or in danger). The member of staff will consult with the DSL or DDSL before any decision is made and the pupil concerned will be informed, with reasons, that information about them needs to be shared to keep them safe. At the same time, pupils will be offered sensitive and appropriate support.

The following procedures will be adhered to by all adults.

i) Disclosure of suspicion of possible abuse

BCPS's child protection procedures will be invoked. (See Safeguarding policy).

b) Family Life

The value of family life is an important aspect, which will be reinforced through a consideration of the qualities and relationships between people, with an emphasis on stability, respect, caring and support.

c) Healthy relationships

An understanding for all pupils of healthy relationships, acceptable behaviour, and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults. The school is alive to and addresses issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and takes positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled.

d) Parental partnership and right to withdraw

Parents/guardians can find more information on RSE for primary-aged children [here](#).

As a school, BCPS will notify parents/guardians when Sex Education will be taught via written communication, which will be disseminated by the Head of PSHE before the sessions.

Upon request, BCPS will offer parents/guardians the opportunity to view any Sex Education materials before the lessons. Parents/guardians will be contacted by the Head of PSHE in this instance.

BCPS works closely with parents/guardians to ensure that they are fully aware of what is being taught, offering a parent information session, either in person or online, and providing additional resources and support through parent questionnaires and follow-up webinars, if and where required in these sessions which, BCPS will explain RSE content and clarify the 'right to withdraw' guidelines, enabling parents/guardians to make informed decisions.

Parents/guardians do not have the right to withdraw their children from Relationships Education or Health Education. However, they do have the right to withdraw their children from the non-statutory components of Sex Education within RSE in Year 6; if this is the case, the parents/guardians are invited into school to review the materials to be used and the programme to be followed.

If a parent wishes to withdraw a child, BCPS asks that they discuss it with the Deputy Head Pastoral and/or Head of PSHEE in the first instance. Withdrawal requests should then be by email using the form found in Appendix 2 of this policy and addressed to the Head Teacher. In keeping with RSE guidance, the Head Teacher will then automatically grant a request to withdraw a pupil from any sex education delivered at BCPS, other than as part of the science curriculum.

If a pupil is excused from sex education, BCPS recognises its responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. A copy of withdrawal requests will be placed in the pupil's CPOMS record, and the school will record all requests and steps taken to meet the parents'/guardians' request.

e) Use of Visitors

There are various people who can provide resources and support the school in the delivery of the RSE programme. These include parents/guardians, the Health Centre Team, the Chaplain and the school nutritionist. Visitors will be expected to work within the terms of this policy.

7. Monitoring and Review

- a)** RSE will be monitored by the, the Deputy Head Pastoral (N to Year 4) and the Head of PSHEE.
- b)** A nominated governor will have a link role between the school and the governing body.
- c)** The policy is reviewed annually each Summer.
- d)** In line with the DfE standards, this policy has been adopted after engagement with the parent body, and the school will continue to afford opportunities for comment and engagement, especially if significant changes to this policy are under consideration.
- e)** Teachers will critically reflect on their work in delivering RSE through moderation with other members of the staff body, through reflecting on outcomes and through dialogue with members of the SMT.
- f)** Pupils will have opportunities to review and reflect on their learning during lessons.
- g)** Pupil voice will influence adapting and amending planned learning activities. BCPS will gather Pupil Voice using questionnaires and discussion following RSE input to understand how valuable and relevant pupils have found this input to be.
- h)** Parent input will be collated throughout the academic year through surveys. These will provide vital input on the efficacy of the RSE provision in school, as parents/guardians will understand how embedded their child's understanding of RSE is, outside of the school environment.

8. Other related policies

- Pupil Equal opportunities
- Complaints
- BCPS Anti-Bullying
- Safeguarding
- BCPS PSHE

9. Complaints procedure

Any complaints about the curriculum should be made to the Headmaster via prephead@brightoncollege.net who will consider the appropriate means of handling the complaint, according to the Complaints Policy

Appendix 1 – Statutory guidance curriculum coverage

	Relationships	R	Y1	Y2	Y3	Y4	Y5	Y6
Fa mil ies	That families are important for children growing up because they can give love, security and stability.	x	x	x	x	x	x	x

	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.	x	x	x	x	x	x	x
	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.	x	x	x	x	x	x	x
	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.	x	x	x	x	x	x	x
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.			x			x	x
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	x				x	x	x
Caring relationships	How important friendships are in making us feel happy and secure, and how people choose and make friends.	x	x	x	x	x	x	x
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	x	x	x	x	x	x	x
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	x	x	x	x	x	x	x
	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.	x	x	x	x	x	x	x
	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.	x	x	x	x	x	x	x
Respectful relationships	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.	x	x	x	x	x	x	x
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.		x	x	x	x	x	x
	The conventions of courtesy and manners.	x	x	x	x	x	x	x
	The importance of self-respect and how this links to their own happiness.	x	x	x	x	x	x	x

	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.	x	x	x	x	x	x	x
	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.	x	x	x	x	x	x	x
	What a stereotype is, and how stereotypes can be unfair, negative or destructive.			x	x	x	x	x
	The importance of permission-seeking and giving in relationships with friends, peers and adults.	x	x	x	x	x	x	x
Online Relationships	That people sometimes behave differently online, including by pretending to be someone they are not.				x		x	x
	That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when BCPS are anonymous.			x	x	x	x	x
	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.		x	x	x	x	x	x
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.			x	x	x	x	x
	How information and data is shared and used online.					x	x	x
Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	x	x	x	x	x	x	x
	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.	x	x	x	x	x	x	x
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	x	x	x	x	x	x	x
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	x	x	x	x	x	x	x
	How to recognise and report feelings of being unsafe or feeling bad about any adult.	x	x	x	x	x	x	x
	How to ask for advice or help for themselves or others, and to keep trying until they are heard.	x	x	x	x	x	x	x
	How to report concerns or abuse, and the vocabulary and confidence needed to do so.	x	x	x	x	x	x	x
	Where to get advice e.g. family, school and/or other sources.	x	x	x	x	x	x	x

	Physical Health and Wellbeing	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
Mental Wellbeing	That mental wellbeing is a normal part of daily life, in the same way as physical health.	x	x	x	x	x	x	x	x	x
	That there is a normal range of emotions (e.g. Happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	x	x	x	x	x	x	x	x	x
	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	x	x	x	x	x	x	x	x	x
	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.			x	x	x	x	x	x	x
	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	x	x	x	x	x	x	x	x	x
	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.		x	x	x	x	x	x	x	x
	Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.			x	x	x	x	x	x	x
	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	x	x	x	x	x	x	x	x	x
	Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	x	x	x	x	x	x	x	x	x
	It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.				x		x		x	x
Internet safety and harms	That for most people the internet is an integral part of life and has many benefits.		x	x	x	x	x	x	x	x
	About the benefits of rationing time spent online, the risks of excessive time	x			x					x

	spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.								
	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.		x	x	x	x	x	x	x
	Why social media, some computer games and online gaming, for example, are age restricted.				x	x	x	x	x
	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.				x	x	x	x	x
	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			x	x			x	
	Where and how to report concerns and get support with issues online.	x	x	x	x	x	x	x	x
Physical Health and Fitness	The characteristics and mental and physical benefits of an active lifestyle.	x	x	x	x	x	x	x	x
	The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		x	x	x	x	x	x	x
	The risks associated with an inactive lifestyle (including obesity).			x	x	x	x	x	x
	How and when to seek support including which adults to speak to in school if they are worried about their health.	x	x	x	x	x	x	x	x
Healthy Eating	What constitutes a healthy diet (including understanding calories and other nutritional content).	x	x	x	x	x	x	x	x
	The principles of planning and preparing a range of healthy meals.	x			x	x	x	x	x
	The characteristics of a poor diet and risks associated with unhealthy Eating (including, for example, obesity and tooth decay) and other Behaviours (e.g. The impact of alcohol on diet or health).			x	x	x	x	x	x

Drugs, Alcohol And Tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.				x	x	x	x	x	x
Health and Prevention	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.							x		
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		x	x						
	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	x		x				x		
	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	x		x					x	
	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.		x	x			x			
	The facts and science relating to allergies, immunisation and vaccination.				x		x		x	
Basic First Aid	How to make a clear and efficient call to emergency services if necessary.	x	x	x	x	x	x	x	x	x
	Concepts of basic first aid, for example dealing with common injuries, including head injuries.						x	x	x	x
Changing adolescent bodies	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.					x	x	x		
	About menstrual wellbeing including the key facts about the menstrual cycle.						x			

Appendix 2: Withdrawal from Sex Education within RSE

To be emailed to Mr Falkus via prephead@brightoncollege.net			
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 know relating to this request:			

A copy of this form will be securely stored on CPOMS, BCPS's pastoral recording system.