



## RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

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### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Align with the school's vision and values

### 2. Statutory requirements

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

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must 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

At Saltaire Primary School, we teach RSE as set out in this policy.

### 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:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

## 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, and other aspects are included in religious education (RE). The children will be involved in whole class, small groups and some individual sessions (if needed). We follow SCARF and use their materials, videos and resources.

SCARF follows a progressive curriculum which will build upon knowledge from previous years. There are 6 main topics with SCARF that spiral through the years. RSE is fitted within this curriculum and links to age appropriate discussions, knowledge and preparation for life skills. It makes sure children and young people get the relationships, health and sex education they need to support their mental health and wellbeing, and prepare them for the changes they will experience as they grow up. This will help the children to make healthy choices, recognise and manage feelings, and better enable them to be safe from harm, both online and offline.

Children with SEND may not have the cognitive ability to access some of the SCARF lesson content, but it's also important to recognise that children's bodies will still be developing in line with their age. They need information to help keep them safe and also help them to understand how and why their bodies will develop. This means that the statutory requirements should be taught to *all* children by the end of Y6 in an age-appropriate, accessible way. There are adapted resources to support the SCARF lessons with further visual resources. There are also recommended organisations which have resources aimed at children with SEND.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships

- Online safety and awareness
- Being safe

#### Physical health and Mental wellbeing

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs/alcohol and tobacco
- Basic first aid
- Health and prevention
- Changing adolescent body

The [guidance](#) recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth in the science curriculum, but it is not compulsory. It recommends that all primary schools should have a sex education programme. It should ensure that both boys and girls are prepared for the changes adolescence brings and how a baby is conceived and born. In SCARF, Sex Education is defined in the primary phase as explaining sexual activity that leads to conception, known as sexual intercourse. It should be noted that there are two lessons in SCARF that include non-statutory Sex Education, to support schools to meet pupil need, in line with the new guiding principles laid out in the revised RSHE statutory guidance; Making Babies (y6) and Online Sexual Content (y6).

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

RSE and PSHE are assessed through teacher judgements: through discussions, activities and how they are as a pupil using the skills learnt. There are pre and post assessments that can be used for each topic of learning so that progression can be seen. There is also 'I can statement' to support teachers to make their judgments at the end of the year.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

## **6.1 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## **6.2 Use of resources**

We will consider whether any resources we plan to use:

- o Are aligned with the teaching requirements set out in the statutory RSE guidance
- o Would support pupils in applying their knowledge in different contexts and settings
- o Are age-appropriate, given the age and maturity of the pupils
- o Are evidence-based and contain robust facts and statistics
- o Fit into our curriculum plan
- o Are from credible sources
- o Are compatible with effective teaching approaches
- o Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

## 7. Use of external organisations and materials

We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - o Are age-appropriate
  - o Are in line with pupils' developmental stage
  - o Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - o What they're going to say
  - o Their position on the issues to be discussed

- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

## 8. Roles and responsibilities

### 8.1 The governing board

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

### 8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Chris Evans.
- 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.
- Lead Teacher for PSHE- Mrs Helen Kent

## 8.4 Pupils

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

## 9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the components of sex education within RSE. **Sex Education is defined in the primary phase as explaining sexual activity that leads to conception, known as sexual intercourse. It should be noted that there are two lessons in SCARF that include non-statutory Sex Education, to support schools to meet pupil need, in line with the new guiding principles laid out in the revised RSHE statutory guidance; Making Babies (y6) and Online Sexual Content (y6).**

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

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

## 10. 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.

## 11. Monitoring arrangements

The delivery of RSE is monitored by Helen Kent - PSHE through: monitoring arrangements, such as planning scrutinies, learning walks, Staff training, regular contact with SCARF for updates and training.

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

This policy will be reviewed by Chris Evans (Headteacher) annually. At every review, the policy will be approved by the governing board.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Autumn 1	Me and my Relationships: Talk about the important people in their lives; Understand that we have different special people; Name key people outside of families that care for them.	SCARF Materials
	Spring 2	Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe. Name the different stages in childhood and growing up. Understand that marriage and civil partnerships are a lifelong promise made by two grown-ups; Understand that some children are adopted. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body;	
	Summer 2	Know how to keep themselves safe.	



Year 2	Autumn 1	<p>Me and my relationships</p> <p>Understand that bullying can happen online, as well as in person, and to know what to do if this happens. Understand that they should not share images of themselves or others without permission.</p>	
	Spring 1	<p>Keeping safe:</p> <p>Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them. Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p>	
	Spring 2	<p>Rights and respect:</p> <p>Understand the money risks related to online gaming.</p>	
	Summer 1	<p>Being my best</p> <p>Explore how screen use can make us feel and learn how to make healthy and sensible choices.</p>	
	Summer 2	<p>Growing and Changing</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>Identify which parts of our body are private. Explain that our genitals help us make babies when we are older. Understand that we mostly have the same body parts but how they look is different from person to person.</p> <p>Explain what privacy means. Know that you are not allowed to touch someone's private belongings without their permission. Give examples of different types of private information.</p> <p>Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises. Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p>	

Year 3	Autumn 1	<p>Me and my relationships:</p> <p>Explain what a dare is. Understand that no-one has the right to force them to do a dare. Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p>	
	Spring 1	<p>Keeping safe</p> <p>Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe. Suggest strategies for keeping safe. Define the words danger and risk and explain the difference between the two. Identify some key risks from and effects of cigarettes and alcohol. To think about screen usage and understand that online gaming can be addictive.</p>	
	Summer 1	<p>Being my best</p> <p>Explain how some infectious illnesses are spread from one person to another. Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses.</p> <p>Growing and Changing:</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>Understand that people online may not always be who they say they are, and to learn how to stay safe by checking with a trusted adult before communicating with others; Understand that they should not share images of others without their permission; Think carefully before sharing any information about themselves; Understand that once something is posted online it is very hard to remove or delete it.</p> <p>Recognise that babies come from the joining of an egg and sperm.            Explain what happens when an egg doesn't meet a sperm.            Understand that for girls, periods are a normal part of puberty.</p>	

Year 4	Autumn 1	<p>Me and my relationships:</p> <p>To understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult.</p>	
	Spring 1	<p>Keeping safe:</p> <p>Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. Exercise caution when sharing information about themselves. Understand the importance of privacy and location settings to protect information online.</p>	
	Spring 2	<p>Rights and Respect:</p> <p>Understand the risks relating to online gaming and that gaming can become addictive.</p>	
	Summer 1	<p>Being my best: Understand the importance of a healthy relationship with food. Understand the importance of good quality sleep and take practical steps for improving sleep.</p>	
	Summer 2	<p>Growing and Changing:</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia. Understand and explain why puberty happens. Recognise that babies come from the joining of an egg and sperm. Explain what happens when an egg doesn't meet a sperm. Understand that periods are a normal part of puberty for girls. Identify some of the ways they can cope better with periods.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn 1	<p>Me and my relationships:</p> <p>Identify what things make a relationship unhealthy. Identify who they could talk to if they needed help.</p>	
	Autumn 2	<p>Valuing differences:</p> <p>Understand what online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.</p>	
	Spring 1	<p>Keeping safe:</p> <p>Describe some of the health risks caused by vaping. Understand that there are potential health risks of vaping that are not yet fully known. Use critical thinking skills when reading information/media. Understand that companies selling vaping products do so to make money.</p> <p>Describe some of the possible outcomes of taking a risk. Think about making healthy choices. Understand what our bodies need to grow and develop.</p>	
	Summer 2	<p>Growing and changing:</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		Identify some products that they may need during puberty. Know what menstruation is and why it happens.	

Year 6	Autumn 1	<p>Me and my relationships:</p> <p>Recognise some of the challenges that arise from friendships. Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. Recognise that some types of physical contact can produce strong negative feelings. Know that some inappropriate touch is also illegal.</p>	
	Spring 1	<p>Keeping safe:</p> <p>Understand that once something is posted online it is very hard to remove. Understand that sometimes people spread fake information, misinformation and disinformation. Explain how drugs can be categorised into different groups depending on their medical and legal context. Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these.</p>	
	Summer 1	<p>Being my best:</p> <p>Develop a holistic approach to healthy eating. Know where to go for advice and support when they feel worried or concerned about something online.</p>	
	Summer 2	<p>Growing and changing:</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>Understand the importance of avoiding putting pressure on others to share information and images online. Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it. Understand what FGM is and that it is an illegal practice in this country,</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur. Know a variety of ways in which the sperm can fertilise the egg to create a baby. Know the legal age of consent and what it means. (Making babies session)</p>	

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<ul style="list-style-type: none"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● 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</li> <li>● That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care</li> <li>● That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up</li> <li>● That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties</li> <li>● That healthy, caring and kind 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</li> <li>● 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</li> <li>● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened</li> <li>● About managing conflict with kindness and respect, and that violence is never right</li> <li>● How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ul style="list-style-type: none"> <li>● The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated</li> <li>● The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults</li> <li>● How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration</li> <li>● That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs</li> <li>● The practical steps they can take in a range of different contexts to improve or support their relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity</li> <li>● Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs.</li> <li>● 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</li> <li>● How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"><li>● That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child</li><li>● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li><li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li><li>● That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults</li><li>● That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online</li><li>● How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met</li><li>● How information and data is shared and used online, including where pictures or words might be circulated</li><li>● 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</li><li>● 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</li></ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example</li><li>● About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe</li><li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know</li><li>● How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust</li><li>● How to report concerns or abuse, 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</li><li>● Where to get advice, for example from their family, school and/or other sources</li></ul>

R

TO BE COMPLETED BY THE SCHOOL

Agreed  
actions from  
discussion with  
parents/carers

Agreed actions from discussion with parents/carers	