RSE Policy

Moreland and St Luke's Primary Schools

St. Luke's and Moreland Primary Schools Relationships and sex education (RSE) policy summary (including relationship education for primary schools)

This is a summary of St. Luke's and Moreland Primary Schools **("the Federation")** relationships and sex education (RSE) policy. For further details, please see the full policy and appendices. The purpose of this policy is to act as a central reference point to inform Federation staff, parents and carers, health professionals and visiting speakers of the school's approach to RSE within PSHE (personal, social, health and economic) education.

This summary, along with the Federation's RSE curriculum (Appendix 1), will be circulated to all staff and given to visiting speakers. Senior staff and staff teaching PSHE education should read the whole document. The RSE policy is made available to staff, parents and carers on the individual school's website and hard-copies are also available from the school office.

The RSE policy will be monitored by Catherine Lawrence in Moreland and Tom O' Donnell in St Luke's; they will be reviewed on an annual basis.

Definition of RSE

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE within PSHE education 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 off and online. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence.

Roles and responsibilities in school

The members of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is Lara Sophroniou at Moreland and Lisa Harrington at St. Luke's.

The governor or committee with oversight of RSE **Ruth Grant.**

Confidentiality and safeguarding

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to inform pupils of this and to pass information on to the school's designated safeguarding lead if what is disclosed indicates a pupil is at risk of harm.

If pupils disclose to visiting speakers then the visitor should report this to school staff to follow up.

Parents' and carers' rights and partnership with school

The Federation works in partnership with parents and carers to educate children and young people about relationships and sex, consulting them regularly on the content of the RSE programme.

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 set out parents' right to withdraw their children from sex education other than that which is part of relationships education, health education or other National Curriculum subjects (such as biological aspects of human growth and reproduction within National Curriculum science).

It is recommended that parents and carers arrange to meet with the relevant member of school staff to discuss this.

The RSE curriculum within PSHE education

See Appendix 1 for the summary of what is in our RSE curriculum.

Visiting speakers

Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness; ground rules of the class; the context and purpose of the visit, what pupils know and what they need to know. Visiting speakers are given a summary of the school RSE policy, together with the RSE curriculum, which they are expected to follow.

Relationships and sex education (RSE) policy (including relationship education for primary schools)

Moreland Primary and St Luke's Primary ("the Federation")

Date: 4th February 2025
Date to be reviewed: Annually
Approved by: the Federation's governing body
Person(s) Responsible for Reviewing Policy: Lara Sophroniou /Lisa Harrington

Purpose of the RSE policy

This policy sets out the Federation's approach to relationships and sex education and acts as the school's central reference point to inform school staff, parents and carers, health professionals and visiting speakers of the school's approach to RSE within personal, social, health and economic (PSHE) education.

It is available on both school's school websites; copies are also available from both school offices.

Legislation

Primary and secondary schools are legally required to have a written policy for Relationships Education and RSE, in line with statutory guidance Relationships education, relationships and sex education (RSE) and health education (effective from September 2020).

DfE guidance encourages primary schools to teach age-appropriate sex education, however, it is not a statutory requirement. Under this legislation, all primary schools are required to teach relationships education and all schools are required to teach health education (which includes some aspects of RSE).

Policy development

We have developed our RSE policy involving staff, governors, pupils, parents and carers in the following ways:

Parents and carers: letter home; policy workshop

Staff and governors: training; discussion at meetings

Definition and purpose of RSE

We define relationships and sex education as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Through RSE within PSHE education we aim to give children and young people essential information and skills for building positive, enjoyable and respectful relationships and staying safe both off and online. It enables pupils to explore their own and others' attitudes and values, and aims to help build their self- esteem and confidence.

The government guidance on relationship and health education, and the science National Curriculum details what must be taught in primary schools. This includes teaching about changes to the human body as it grows from birth to old age (science). Health education includes teaching feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries as well as the emotional and physical changes that take place during puberty. Appendix 1 shows when we teach the different aspects of this curriculum.

Relationships and sex education (RSE) policy (including relationship education for primary schools)

As well as the requirement to teach science, health and relationships education, the DfE encourages primary schools to also teach age-appropriate sex education. We believe that sex education is best taught as part of an integrated programme of relationships and sex education (RSE) within PSHE education, in which sex is discussed in the context of respectful, healthy, adult relationships.

Sex education in primary school is content that is not included in relationships and health education or in science.

We have consulted with our parents and carers and have agreed that the following sex education (in addition to relationship and health education) will be taught within our PSHE programme. Parents can choose to withdraw their child from these elements of our curriculum.

In Year 2, pupils learn the biological differences between male and female children, pupils:

- identify and name biological terms for male and female sex parts
- label the male and female sex parts with confidence
- understand that the male and female sex parts are related to reproduction

In Year 6

Pupils learn about human reproduction in the context of the human lifecycle:

- know that sexual intercourse may be one part of a sexual relationship
- can describe how babies are made and explain how sexual intercourse is related to conception

Pupils learn how a baby is made and grows (conception and pregnancy):

- can define conception and understand the importance of implantation in the womb
- know what pregnancy is, where it occurs and how long it takes

and additionally:

Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted

- know that HIV can affect anyone, not a specific group or type of person
- can identify how HIV can and cannot be passed on
- know that the risk of HIV being passed on through sexual intercourse can be reduced if a condom is used

Pupils learn that contraception can be used to stop a baby from being conceived:

- know that a condom stops sperm from meeting an egg and therefore stops fertilisation
- know that women can take a pill to stop an egg being released, preventing conception
- understand contraception is both partners' responsibility

RSE curriculum

At both Moreland and St Luke's, we teach RSE as part of our planned PSHE education programme. Our RSE curriculum is set out in Appendix 1 and RSE is taught in every year**.** Some elements are also included within the science curriculum.

The RSE curriculum has been planned with regard to the statutory guidance and the age and stage of pupils, and feedback from pupils, parents and staff.

Relationships and sex education (RSE) policy (including relationship education for primary schools)

The RSE curriculum links to, and has been planned to complement, learning in science, citizenship, RE and computing. On occasions, it may be supplemented by drop-down days, assemblies, theatre productions, visiting speakers and/or discussions in tutor time/circle time.

RSE and safeguarding children

At both Moreland and St. Luke's, we believe that alongside our safeguarding procedures, educating every pupil about how to care for their bodies and protect themselves from physical and emotional harm is an important element of our work to keep pupils safe from harm.

RSE within PSHE education enables pupils to:

- know their rights to be protected and kept safe
- understand potential dangers they could face
- be encouraged to adopt safe and responsible practices and deal sensibly with risk
- develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm
- know when and who to ask for help when needed.

Effective RSE, in bringing an understanding of what is and is not appropriate in a relationship, and providing a safe space, can occasionally lead to disclosure of a child protection issue. All staff have a duty to report concerns about pupils who we feel are at risk of harm or have suffered harm (including when we suspect that FGM has already been performed), to the DSL or a deputy, as described in our safeguarding policy.

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present or directly to the school's DSL.

In addition, teachers have a mandatory duty to report known cases of FGM **to the police**. They should ring the non-emergency 101 number within 48 hours, make a note of their actions and record the police reference number as evidence that they have complied with the duty. It does not apply if the teacher knows that another professional has already reported the same act of FGM.

Teaching and learning in RSE as part of PSHE

RSE within our PSHE education is developmental and appropriate to the age and needs of every pupil. It is part of a well-planned programme, delivered in a safe and supportive atmosphere, where we aim for all pupils to feel comfortable to engage in open discussion and feel confident to ask for help if necessary.

Establishing a safe and supportive environment

Teachers will use a number of strategies and techniques to ensure that a safe and supportive environment is maintained at all times during PSHE (and RSE). These may include:

- Establishing boundaries for discussion and ensuring that issues of confidentiality are discussed before RSE lessons begin. These may be identified as class 'ground rules'.
- Each class/group works together to establish its own ground rules about how they would like everyone to behave in order to learn.
- Ensuring ground rules include not asking (or answering) personal questions.
- Distancing techniques such as role-play, third person case studies and an anonymous question box are used when teaching sensitive issues.

Good practice in teaching and learning

Teachers will ensure that lessons are inclusive, varied and suitably reflective of the society children live in:

- Using the correct terminology makes clear that everybody understands and avoids prejudiced or offensive language.
- Lessons contain a variety of teaching methods and strategies that encourage interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising activities; quizzes; research; case studies; games; circle time; visiting speakers.
- Resources are chosen to reflect a suitable range of cultures, identities and genders.
- Inclusive and non-heteronormative language e.g. referring to someone's 'partner' rather than 'boyfriend' or 'girlfriend' helps all children and young people to feel included and reduces assumptions about sexual orientation.
- Assessment supports effective teaching and learning, ensuring lessons meet the needs of pupils and enables pupil progress.
- **Answering pupils' questions**

Teachers should have regard to the age and stage of the pupil(s) in answering their questions, both within PSHE lessons and the broader context of the curriculum plan for PSHE across the school. As far as possible, the principle is to answer appropriate questions openly and factually to address any misconceptions.

If unsure how to answer, or whether a question is appropriate or relevant to the whole class, a teacher can:

- speak to a pupil individually
- suggest that the pupil asks their parent/carer
- offer to find out the best way to answer the question and use the opportunity to discuss with a colleague and respond to the pupil at a later point.

Visiting speakers

RSE is best taught by confident teachers as part of an ongoing PSHE curriculum. Visiting speakers can offer a different perspective and particular knowledge or expertise and reinforce the teaching within the classroom.

Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness; ground rules of the class; the context/purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a summary of the school RSE policy, together with the RSE curriculum which they are expected to follow.

Inclusion

All children and young people, whatever their experience, background or identity, are entitled to good quality RSE that help them build a positive sense of self. The RSE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life experience. RSE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships.

Teachers agree to work within the school's framework for RSE as described in this policy. Their personal beliefs, values and attitudes should not affect their teaching of RSE.

Relationships and sex education (RSE) policy (including relationship education for primary schools)

Staff approach RSE sensitively, knowing that their pupils are all different and have different family groupings.

Working with parents and carers

Parents are the primary educators of their children about relationships and sex, particularly with regard to their views and values. We intend that our school's RSE should complement parents' and carers' role in RSE and we view this as a very important partnership. To this end, the school will consult with parents and carers wherever possible to decide on curriculum content, the exact terminology used in sex education lessons and at which stages during their child's education particular content is introduced. It is hoped that by this consultation there will be clear agreement regarding RSE provision.

The Federation:

As well as being involved in the policy consultation process, the Federation informs and works with parents in the following ways:

- Before RSE lessons in years 2 and year 6, a letter is sent to parents and carers describing the RSE their children will cover. In this way, parents and carers can be prepared to have conversations at home.
- Organising parents' meetings for different year groups to discuss programme content, where appropriate.
- Information in newsletters and on the school website.

Parents' right to withdraw

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, set out the rights of parents and carers to withdraw pupils from sex education (but not relationships or health education). *(See appendix 7)*

Parents have the right to withdraw their child from some or all of sex education, which does not fall within relationships education, health education or other National Curriculum subjects (e.g. science). Head teachers will automatically grant a request to withdraw a pupil from any sex education in primary schools, other than as part of the science curriculum.

The details of the school's planned programme of RSE *(appendix 1)* shows which aspects of the RSE programme are within statutory relationships or health education, and which are 'sex education' and are therefore aspects from which parents have the right to withdraw their child.

If parents would like to request that their child do not attend sex education lessons, they should notify the school in writing by completing the form in appendix 4.

Parents will be asked to discuss the decision with the Headteacher. They will be informed what the National Curriculum content is and what curriculum content their child can be withdrawn from. *(See appendix 1: the school's planned programme of RSE* and *appendix 4 science National Curriculum: relationships and sex education).* Parents will be made aware that there may be impromptu or incidental discussion of relationships and sex education topics in the classroom / in other subjects at times, from which it is not possible to withdraw pupils.

"Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social, and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher" Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance.

If the parents still decide to withdraw their child, then other arrangements will be agreed and made for them during this time. Parents will be encouraged to deliver sex education with their child at home instead.

Roles and responsibilities in school, including continuing professional development (CPD)

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is **Lara Sophroniou at Moreland and Lisa Harrington in St. Luke's.**

RSE is taught by all class teachers.

The governor or committee with oversight of RSE **Ruth Grant.**

Any concerns regarding pupils that may emerge from the delivery of RSE will be referred to the Designated Safeguarding Lead within school who is **Dominic Ebassi** at Moreland and **Monica Dickman** at St. Luke's.

The Headteacher in discussion with the PSHE lead and class teachers, consider the RSE training needs of staff. RSE training may be provided as whole staff briefing or training, training for selected staff, in-class support, and discussion with the PSHE lead as appropriate.

The policy is on the website and hard copies are available from the office. All staff should familiarise themselves with the policy and refer to it as necessary.

The PSHE lead will provide any visiting speakers with a copy of the policy in advance.

Appendix 1a: RSE curriculum in the primary school

Schools should include their RSE programme, showing what is taught when and which elements are sex education (where parents can choose to withdraw their children).

The relationship and health education (RHE) strand from Islington's You, Me PSHE resource is shown below, the highlighted text is sex education.

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
RHE, Boys and girls and families	**Other Areas of PSHE**	**RHE, Growing up and changing**	**Other Areas of PSHE**	**RHE, Healthy relationships**	**Other Areas of PSHE**
• Pupils understand and respect the differences and similarities between people • Pupils learn about the biological differences between male and female animals and their role in the life cycle • Pupils learn the biological differences between male and female children • Pupils learn about growing from old to young and that they are growing and changing • Pupils learn that everybody needs to be cared for and	**Drug, alcohol and tobacco education** • about what goes onto our bodies and how it can make people feel **Mental health and emotional well-being** • about being co-operative with others **Keeping safe and managing risk** • about personal safety and who they can talk to **Identity, society and equality** • about people that are special to them and what they do	• Pupils learn about the way we grow and change throughout the human lifecycle • Pupils learn about the impact of puberty in physical hygiene and strategies for managing this • Pupils learn about the physical changes associated with puberty • Pupils learn about menstruation and wet dreams • Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes	**Mental health and emotional well being** • about similarities and differences between themselves and others • about what makes a good friend • about dealing with issues that might arise in friendship • about different emotions and how to manage these	• Pupils learn about the changes that occur during puberty • Pupils learn to consider different attitudes and values around gender, stereotyping and sexuality; their origin and impact • Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate friendships • Pupils learn about human reproduction in the context of the human life cycle • Pupils learn how a baby is made and	**Mental health and emotional well being** • about stereotyping including gender stereotyping • about prejudice and discrimination (in relation to homophobia) and how this can make people feel

Appendix 1a: RSE curriculum in the primary school

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
RHE, Boys and girls and families	**Other Areas of PSHE**	**RHE, Growing up and changing**	**Other Areas of PSHE**	**RHE, Healthy relationships**	**Other Areas of PSHE**
ways in which they care for others • Pupils learn about different types of family and how their home-life is special		associated with puberty • Pupils learn strategies to deal with feelings in the context of relationships		grows (conception and pregnancy) • Pupils learn about roles and responsibilities of carers and parents **Year 6, HIV and contraception** • Pupils learn about some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted • Pupils learn that contraception can be used to stop a baby from being conceived	

Appendix 1b: RSE curriculum in the secondary school

Appendix 2: Science National Curriculum (Introduced 2014 with Key Stage 4 Science updated 2016/17) and RSE

Primary curriculum

Key Stage 1

Year 1

Animals, including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults.

Upper Key Stage 2

Year 5

Living things and their habitats

- Describe the life process of reproduction in some plants and animals

  (Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)

Animals, including humans

- Describe the changes as humans develop to old age

  (Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)

Secondary curriculum

Key Stage 3

Biology, Reproduction

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.)

Key Stage 4

Biology, Health, disease and the development of medicines

- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDS)
- Reducing and preventing the spread of infectious diseases in animals and plants

Biology, Co-ordination and control

- Principles of hormonal coordination and control in humans
- Hormones in human reproduction, hormonal and non-hormonal methods of contraception

Appendix 3: Assessment, monitoring and evaluation

Assessment

Assessment is the process where an individual pupil's learning and achievement are measured against the lesson objectives.

Lessons should be planned starting with establishing what pupils already know - in this way, teachers can address any misconceptions that pupils may have, strategies include:

- brainstorms and discussions
- draw and write activities to find out what pupils already know
- continuums/diamond nine and other activities to find out what pupils feel is important to them

Pre and post-topic assessment may also provide some indication of progress made by pupils in their understanding/articulation of RSE issues, this could be carried out through:

- pupil reflective assessment sheets at the end of each topic
- written or oral assignments
- quizzes
- pupil self-evaluation
- reflective logbooks
- one to one discussion

Monitoring and evaluation

Monitoring ensures that teaching is in line with school policy and that pupils are taught what is intended. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning.

A range of methods can be used for monitoring and evaluation, which should be led by the PSHE subject lead or a senior leader. Methods include:

- lesson observations
- teachers' additions/amendments to the planned lesson content
- pupils completing end of topic evaluations
- teachers completing end of topic evaluations
- annual PSHE review
- reports to parents
- data collected from initial need assessment is compared to same assessment at end of topic.

Appendix 4: Parent form: withdrawal from sex education within RSE

Please complete the form below to request a meeting with the school about withdrawing your child from sex education within RSE

To be completed by parents			
Name of child		**Class**	
Name of parent		**Date**	
Reason for wishing to withdraw from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	

Appendix 5: Female Genital Mutilation (FGM)

Definition of FGM

"Female Genital mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or therapeutic reasons."
World Health Organisation 1997

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers*. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.
Department for Education: Keeping Children Safe in Education, April 2019

*12 Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. It is a violation of the child's right to life and their bodily integrity as well as their right to health. It is illegal in the UK to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place can be punished by fines or up to 14 years in prison.

Female Genital Mutilation occurs mainly in Africa and to a lesser extent in the Middle East and Asia. It is not a religious requirement and there are no health benefits. It is a cultural practice. Communities particularly affected in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Egypt, Nigeria, Eritrea, Yemen, Pakistan, Indonesia and Afghanistan; particularly first generation immigrants, refugees and asylum seekers.

This procedure often takes place in the summer, using the school holidays to recover (recovery takes 6 – 9 weeks.) It is important to be alert when a girl from a high risk group is absent from school for a long period or when a family request an 'authorised absence' just before a school holiday.
Children might also be talking about a special ceremony or a special holiday abroad.
Signs that FGM may have taken place include:

- difficulty walking, standing or sitting
- spending much longer times in the toilets
- usual behaviour after a long absence
- not wanting to participate in PE or other physical play/activities
- acutely painful menstrual cycles
- asking for help or being anxious but not able to be explicit due to embarrassment or fear

All schools should keep their pupils safe from harm through safeguarding procedures and educating every pupil about their responsibility to care for their bodies and protect themselves from physical and emotional harm. They have a duty to report concerns about girls at risk from FGM or when they know that FGM might already have been performed.

Lessons in PSHE and relationships and sex education can give pupils information, learn personal and life skills and explore attitudes and values around protecting themselves and others from abuse, including FGM.
NSPCC FGM helpline: 0800 028 3550
help@nspcc.org.uk

Appendix 6: LGBT+ inclusive relationship education

Islington council welcomes the government's new compulsory subjects of health education, relationships education and relationships and sex education (RSE), which came into effect in September 2020. This makes the majority of personal, social, health and economic (PSHE) education compulsory and will help ensure that pupils in every school are equipped with the knowledge and skills to keep safe and healthy and respectfully discuss and develop their attitudes and values. It helps to ensure that children are taught, in an age-appropriate way, about families, friendships and respectful relationships, the law, basic first aid, mental and physical wellbeing including changes to their bodies as they grow up, internet safety and harms

Below is a letter from former Council Leader Watts and current Council Leader Comer-Schwartz that was sent in 2019 outlining the Council's commitment along with the Islington Council statement on the health, relationships and sex education curriculum:

18 September 2019

Re: LGBT+ inclusive relationship education

As you will be aware, from September 2020, it will be compulsory for all primary schools to deliver Relationship Education and for secondary schools to deliver Relationships and Sex Education (RSE).

We strongly welcome that this new curriculum will be LGBT+ inclusive, helping to teach children and young people across Islington about different families, and in secondary schools, sexual orientation and gender identity.

Teaching about LGBT+ families and identities will help to address anti-LGBT+ bullying and ensures that pupils who are from LGBT+ families, or who may have an LGBT+ identity themselves, are reflected in the relationship education they receive. This will support schools to safeguard and protect pupils by ensuring they are given accurate information to increase their resilience. This consistent education will enable pupils to cope with and prepare for their lives in the modern world, now and in the future. It also reflects schools' duty to promote equality, taking into account 'protected characteristics' including disability, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

We are immensely proud that Islington is a diverse and welcoming borough, where inclusivity is championed and prejudice confronted.

As you are undoubtedly aware, there have sadly been some incidents in other areas where the teaching of LGBT+ inclusive relationship education has been protested against or challenged. We would like to assure you that all schools in the borough have Islington Council's full support to deliver an inclusive curriculum.

Many of you will already be using our local primary school Scheme of Work – "You, Me, PSHE" and teaching both primary and secondary pupils from our 'Out with Homophobia' PSHE teaching resource, or been involved in our review of RSE where we have been talking to LGBT+ students and allies about what makes effective teaching and learning in RSE.

We will stand shoulder to shoulder with all local schools in implementing the new curriculum, which will build on the positive work that we know many local schools are already doing in offering LGBT+ inclusive education.

If you ever have any concerns or issues relating the delivery of this important part of the curriculum, please do not hesitate to contact the Council and you will receive our full support.

Thank you for everything that you are doing to support children and young people in Islington to grow up in a tolerant, informed and welcoming borough.

Yours sincerely,

Cllr Richard Watts Cllr Kaya Comer-Schwartz

Leader of Islington Council Executive Member

Appendix 6: LGBT+ inclusive relationship education

Islington council statement about the new health, relationships and sex education curriculum

Islington council welcomes the government's new compulsory subjects of health education, relationships education and relationships and sex education (RSE), which come into effect in September 2020. This will make the majority of personal, social, health and economic (PSHE) education compulsory and will help ensure that pupils in every school are equipped with the knowledge and skills to keep safe and healthy and respectfully discuss and develop their attitudes and values. It will help to ensure that children are taught, in an age appropriate way, about families, friendships and respectful relationships, the law, basic first aid, mental and physical wellbeing including changes to their bodies as they grow up, internet safety and harms.

This guidance will support schools to safeguard and protect pupils by ensuring they are given accurate information to increase their resilience. This consistent education will enable pupils to cope with and prepare for their lives in the modern world, now and in the future. The guidance also reflects schools' duty to promote equality, taking into account 'protected characteristics' including disability, marriage and civil partnership, race, religion or belief, sex and sexual orientation. Schools' work to foster an inclusive environment, supports every Islington child to thrive – we have a diverse population and aim to meet the needs of every child in our schools.

Councillor Kaya Comer Schwartz, Leader of Islington Council states:

"We are delighted that the Government have overwhelmingly supported the new curriculum, which answers a call to action from young people through Islington's Fair Futures Commission that they 'make learning about money, healthy relationships, the political system, physical and emotional health, cultural awareness and personal safety statutory'. Islington Council supports our schools to fulfil their duty under the Equalities Act, promote the values of mutual respect and tolerance and respond to the questions and concerns of pupils relevant to their lived experiences. We work alongside schools to celebrate diversity and challenge and report discrimination and prejudice, so that our schools are welcoming and inclusive learning communities."

Through high quality PSHE teaching and learning, **many schools in Islington are already covering the majority of the 'new' curriculum content.** We will support our schools to use the guidance to review and update their existing curriculum and policy. We also encourage interested schools to register as 'early adopter' schools, to deliver the 'new' curriculum early and inform the Department for Education's national support programme (to be offered to all schools from 2020).

Respectful partnerships with parents are already part of schools' current good practice; we know that they will continue to work to ensure that their parents are 'given every opportunity to understand the purpose and content of Relationships Education and RSE' and are consulted as schools develop and review their policy. We will support schools to both consult and inform parents about the content of their health, relationships and sex education curriculum and policy. We intend to work with schools and the wider community to ensure that parents' views are heard and taken into consideration that parents are aware of the topics covered, their right to withdraw their child/ren from aspects of sex education and how they can work with the school to ensure their child receives the best educational experience possible. We will work with faith and community organisations to develop a shared understanding of the importance of the Government's 2020 requirements, ensuring we are able to work together to support parents and schools to keep children safe, enable them to embrace their different, individual identities, ask for help when needed and form diverse, healthy and positive relationship

Appendix 7: What children want to learn at each developmental stage – extract from the Sex Education Forum's design tool.

The information below is an extract from the Sex Education Forum curriculum design tool, which is a web-based tool providing detailed sets of questions to explore with pupils in RSE at each age and stage. The tool can be used to help review and develop the school RSE programme to ensure content is developmental from early primary through secondary education and beyond. The programme can then be summarised for the policy and web-site.

Primary

RSE needs to start early in primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens. It is good to have some RSE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

Age 3–6

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

Age 7–8

At this age children are interested in the emotional and physical changes of growing up, similarities and differences between each other and between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Age 9–10

At this age children are interested in knowing about love and the different kinds of families and will be more aware of different types of partnerships and relationships. Gender stereotypes and homophobia can be explained and challenged. They will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies.

They will also be interested in knowing about how people can get diseases, including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about growing up and personal safety including online.

Secondary

Teaching in secondary school should build on the learning at primary school. It is very helpful if primary schools work together to establish a benchmark for RSE provision and liaise with the local secondary schools to ensure that this learning will be built on developmentally.

Age 11–13

Most young people will be going through puberty and will be interested in hormones, how they will be affected by them, the menstrual cycle, wet dreams, erections, fertility, pregnancy – how it can be avoided, and safer sex. They may also be wondering if their physical development is 'normal'.

Young teens also want to know about the difference between sexual attraction and love and whether it is usual to be attracted or in love with someone of the same sex. Young people will be asking questions about relationships, when is the right time to have sex, how to avoid pressure, and where they can get more information if they need it, including the best websites. Identifying how prejudice operates and being able to play a part in stopping prejudice based on gender identity and sexual orientation is also important.

Appendix 7: What children want to learn at each developmental stage – extract from the Sex Education Forum's design tool.

Age 14–16

At this age young people want to know about different types of relationships. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex. They will be interested to know what they should expect of a partner and how to talk to them. They will need more information on contraception, sexual health and how to access services.
They may ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult. Most young people will not have sexual intercourse until they are at least 16 but statistics show that about a quarter of young people will have had sexual intercourse by the time they are 16. The transition from Yr 11 at school to sixth form or further education can be a very significant time in terms of young people's personal development and relationships. Most young people first have sex aged 16 or above, and experiences of non-volitional sex (sex against someone's will) are particularly prevalent in the 16–18 age-group (Macdowall, 2013). It is therefore very important that RSE continues post–16.

Age 16+

At this age young people are at the legal age of consent and many, but not all, will be in intimate relationships and will be interested to know about the challenges of long-term commitments and the qualities needed for successful loving relationships. They will be interested in what issues can be difficult to talk about in intimate relationships, for example sexual pleasure and contraception and how this can be addressed. They will be interested to know more about being gay, lesbian, bisexual or transgender. Young people at this age will need more information on sexual risk, pregnancy, sexual health, fertility and infertility. They will be keen to discuss gender stereotyping, violence, exploitation, the law, and discrimination. Learning about the relationship between self-esteem and body image and how to challenge negative messages from peers, the media and society is also important.

(See the Sex Education Forum **curriculum design tool** for detailed sets of questions to explore with pupils in RSE at each age and stage).