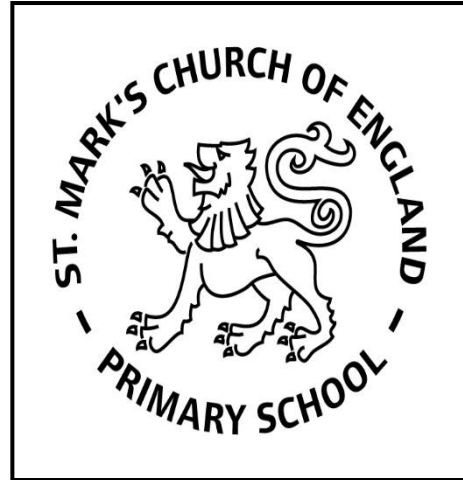
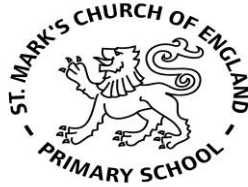


Relationships and Sex Education Policy



'Thy Word is a Lamp to my Feet
and a Light to my Path'
Psalm 119 v 105

"Every Child, Every Chance, Every Day"



Every Child, Every Chance, Every Day

St Marks CE Primary School

Policy for Relationships and Sex Education

Governors and staff are committed to delivering the very best for our children. Our Vision is fundamental to our role as a Church of England School with its roots coming from the original blessing and verse presented to our school on its official opening in 1955.

Thy word is a lamp to my feet and a light to my path.

Psalm 119 Vs 105

The following five components describe the desired outcomes we offer through it.

- *Together, we will prepare you for life and learning*
- *Together, we will teach you to live within the values of God's word*
- *Together, we will safely lead you on your journey*
- *Together, we will guide you to a fulfilling future*
- *Together, we will forever help you to grow in confidence*

Aims and Objectives of RSE

The aims of our Relationships and Sex Education include:

Attitudes and values

- To value and respect different types of relationships
Together, we will safely lead you on your journey
- To foster respect and responsibility for myself/my body and for others
Together, we will forever help you to grow in confidence

- To address stereotyping
- To consider social and moral dilemmas
Together, we will teach you to live within the values of God's word
- To consider relationships within a Christian context
Together, we will teach you to live within the values of God's word

Personal and social skills

- To acquire the knowledge and skills necessary to develop successful relationships
Together, we will guide you to a fulfilling future
- To promote understanding of appropriate behaviour in public and private
- To encourage self awareness
Together, we will forever help you to grow in confidence
- To develop decision making skills, including critical thinking, awareness of choices and how to act on decisions made
Together, we will prepare you for life and learning
- To develop communication skills with peers, parents and other adults

Knowledge and understanding

- To understand the physical and emotional changes associated with puberty
Together, we will forever help you to grow in confidence
- To know what help is available and how to access it
- To create opportunities to ask questions and clarify ideas in a safe environment
Together, we will forever help you to grow in confidence
Together, we will prepare you for life and learning
- To improve awareness and understanding of the opposite gender and of sexuality
- To be able to recognise, acknowledge and positively deal with emotions
Together, we will safely lead you on your journey
- To clarify myths and misconceptions

St Mark's CofE Primary School
Relationships and Sex Education (RSE) policy
(Including Relationships Education policy for primary schools)

Contents

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- Legislation
- Policy development, including consultation process
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- RSE curriculum, including
- Answering pupils' questions
- Roles and responsibilities in school, including CPD
- RSE and safeguarding children
- Working with parents and carers including
- Parents' right to withdraw

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1. RSE programme
2. RSE within PSHE education
3. Questions to help understand what children want to learn at each developmental stage – extract from the Sex Education Forum's curriculum design tool
4. Female genital mutilation – FGM
5. LGBT+ inclusive relationship education: Statement from Councillors Richard Watts and Kaya Comer-Schwartz
6. Form to request withdrawal from sex education within RSE

St Mark's CofE Primary School Relationships and Sex Education (RSE) Policy Summary

This is a summary of St Mark's CofE Primary School relationships, 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 school staff, parent/carers, health professionals and visiting speakers of the school's approach to RSE within PSHE education.

Our school's approach to Relationship and Sex Education (RSE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

"So God created humankind in his image, in the image of God he created them"

(Genesis 2:7)

"I have come in order that you might have life - life in all its fullness"

(John 10:10)

At St Mark's CofE Primary School, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

RSE in St Mark's CofE Primary School is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (sex education).

This summary, with the school's RSE curriculum (appendix 1), will be circulated to all staff and given to visiting speakers. The RSE policy is made available to staff and parent/carers on the school website.

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Relationships Education is learning about how to:

- be appreciative of existing relationships;
- form new healthy friendships; and
- enjoy strong positive, caring, relationships with good boundaries, online and in person.

- explore their own and other's attitudes and values and builds their self-esteem and confidence.

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is Miranda Godden - PSHE + C Lead

The governor or committee who have oversight of RSE is Flora Williamson

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 that a pupil is at risk of harm.

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

The school works in partnership with parents/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). See appendix 6 which provides a pro forma requesting a child be withdrawn from sex education lessons - it is recommended that parents/carers arrange to meet with the relevant member of school staff to discuss this.

The RSE policy

This policy sets out the school's approach to relationships and sex education and acts as the school's central reference point to inform school staff, parents/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 our school website; copies are available from the school office.

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).

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. There is clearly considerable overlap between Health, Relationship and Sex education when covering certain topics.

As well as the requirement to teach relationships education, the DfE encourages primary schools to also teach age-appropriate sex education.

We define 'sex education' as education about sexual anatomy, reproduction and sexual intercourse. In primary school this includes; learning the correct medical terms for sexual body parts, the biological differences between males and females, changes throughout the human life cycle (including during puberty), menstruation and wet dreams, understanding sexual intercourse and how babies are made and possibly a basic understanding about HIV and about contraception.

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.

At St Mark's CofE Primary school, we teach RSE as part of our planned PSHE education programme. 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.

The RSE curriculum links to, and has been planned to complement, learning in science, citizenship, RE and computing.

Teachers of RSE will have regard to the guidance on good practice in RSE teaching and learning included, especially about establishing a safe/supportive environment and distancing techniques including not asking (or answering) personal questions.

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.

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is Miranda Godden - PSHE + C Lead

RSE is taught by all class teachers.

The governor or committee who have oversight of RSE is Flora Williamson.

Any concerns regarding pupils that may emerge from the delivery of RSE may be referred to the DSL within school who is Matthew Jones.

At St Mark's CofE Primary school 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.

Our PSHE curriculum can also include a range of potential issues such as:

- bullying, including cyber bullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- racist, disability, and homophobic and transphobic abuse
- radicalisation and extremist behaviour
- child sexual exploitation
- sexting, sending of sexual images
- substance misuse
- issues that may be specific to local area or population, for example, gang activity and youth violence
- particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation (FGM) see appendix 5 and forced marriages.

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 Matt Jones 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.

Safeguarding young people who may be involved in underage sexual activity

Sexual activity is illegal for young people under the age of 16.

Under the Sexual Offences Act 2003, a child aged 12 or under is not capable of consenting to sexual activity and penetrative sex is classified as rape. Therefore, if a child under the age of 13 discloses penetrative sex or other intimate sexual activity, the member of staff should always treat this as a safeguarding concern and talk to the DSL.

We also know that some young people may be sexually active before 16. Guidance from the Crown Prosecution Service states that, as long as neither partner is under 13, 'pupils of the same or similar age are highly unlikely to be prosecuted for engaging in sexual activity, where the activity is mutually agreed and there is no abuse or exploitation'. It is therefore not a requirement to report knowledge of a young person's underage sexual activity. However, a member of staff should discuss any cases of concern with the DSL.

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.

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

- *“Provisions within allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This should be taken into consideration in designing and teaching these subjects. A school, could, for example, consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.”*
- *“Schools should consider the makeup of their own student body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between*

boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.”

- *“Schools should refer to the Department’s advice, [Sexual violence and sexual harassment between children in schools and colleges](#). The advice sets out what sexual violence and sexual harassment are, the current evidence on their preponderance in schools and colleges, how to minimise the risk of them occurring and what to do when they do occur or are alleged to have occurred.”*

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/carers to withdraw pupils from sex education (but not Relationships or Health Education)- see appendix 6.

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 i.e. 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 2) 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 be excused from RSE, they should notify the school in writing by completing the form in appendix 6.

Parents will be encouraged to discuss the decision. They will be informed what the National Curriculum content is and what curriculum content their child can be withdrawn from. (See appendix 2: the school’s planned programme of RSE 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.

Teachers of RSE will be mindful of a number of strategies and techniques to ensure that a safe and supportive environment is maintained at all times when delivering lessons – these may include:

- Establishing boundaries for discussion and 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.
- Distancing techniques such as role play, third person case studies and an anonymous question box are employed when teaching sensitive issues.
- Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to the school's designated safeguarding lead (DSL) Matt Jones if what is disclosed indicates that a pupil is at risk of harm. Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information has to be passed on. Activities use 'distancing techniques' to enable pupils to explore issues without talking about personal experiences, for example, by using case studies and scenarios.
- In one to one situations a member of staff will remind the pupil that they may not be able to keep some information confidential (for example, if they thought that the pupil was at risk of harm or abuse).

Monitoring and evaluation

Monitoring is to ensure 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.

This will follow the same monitoring and evaluation processes used throughout the school for other subjects i.e. pupil conferencing, work reviews, learning walks etc.

Appendix 1: RSE in the curriculum: Learning intentions in the Primary RSE scheme of work within PSHE

Learning outcomes are identified as H = health education, R = relationships education, S = sex education and Sci = National Curriculum Science. Health education and relationships education are statutory under the new guidance, and Science remains statutory.

Parents have the right to withdraw their children ONLY from the learning outcomes identified as S =sex education

Key Stage 1			Lower Key Stage 2			Upper Key Stage 2		
RSE, Boys and girls and families	H/R/S * Sci	Other Areas of PSHE	RSE, Growing up and changing	H/R/S * Sci	Other Areas of PSHE	RSE, Healthy relationships How a baby is made	H/R/S * Sci	Other Areas of PSHE
<ul style="list-style-type: none"> Pupils understand and respect the differences and similarities between people Pupils learn the biological differences between male and female children Pupils learn about growing from young to old and 	R S* S*	<p>Drug, alcohol and tobacco education</p> <ul style="list-style-type: none"> about what goes onto our bodies and how it can make people feel <p>Mental health and emotional well-being</p> <ul style="list-style-type: none"> about being co-operative with others <p>Keeping safe and managing behaviour and risk</p> <ul style="list-style-type: none"> about personal safety and who they can talk to 	<ul style="list-style-type: none"> Pupils learn about the way we grow and change throughout the human lifecycle Pupils learn about the biological differences between male and female animals and their role in the life cycle Pupils learn about the impact of puberty in physical hygiene and strategies for managing this Pupils learn about the physical changes 	H/Sci H/Sci H/Sci H	<p>Mental health and emotional well being</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	H/Sci R R	<p>Mental health and emotional well being</p> <ul style="list-style-type: none"> about stereotyping including gender stereotyping about prejudice and discrimination (in relation to homophobia) and how this can make people feel

Key Stage 1			Lower Key Stage 2			Upper Key Stage 2		
RSE, Boys and girls and families	H/R/S * Sci	Other Areas of PSHE	RSE, Growing up and changing	H/R/S * Sci	Other Areas of PSHE	RSE, Healthy relationships How a baby is made	H/R/S * Sci	Other Areas of PSHE
<p>that they are growing and changing</p> <ul style="list-style-type: none"> Pupils learn that everybody needs to be cared for and ways in which they care for others Pupils learn about different types of family and how their home-life is special 	<p>Sci</p> <p>R</p> <p>R</p>	<p>Identity, society and equality</p> <ul style="list-style-type: none"> about people that are special to them and what they do 	<p>associated with puberty</p> <ul style="list-style-type: none"> Pupils learn about menstruation and wet dreams Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty Pupils learn strategies to deal with feelings in the context of relationships 	<p>H</p> <p>H</p> <p>H/R</p>	<p>manage these</p>	<ul style="list-style-type: none"> Pupils learn about human reproduction in the context of the human life cycle Pupils learn how a baby is made and grows (conception and pregnancy) Pupils learn about roles and responsibilities of carers and parents <p>Year 6, HIV and contraception</p> <ul style="list-style-type: none"> Pupils learn about some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted Pupils learn about how the risk of HIV can be reduced Pupils learn that contraception can be used to stop a baby from being conceived 	<p>S*</p> <p>S*</p> <p>R</p> <p>S*</p> <p>S*</p> <p>S*</p>	

Science National Curriculum (Introduced 2014 updated 2016/17) and RSE

Key Stage 1

YEAR ONE

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 TWO

Animals, including humans

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

Upper Key Stage 2

YEAR FIVE

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.)

Appendix 2: Questions to help understand 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.

Appendix 3: 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 4: 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 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

Below are a letter from Councillors Watts and Comer-Schwartz along with the Islington Council statement on the new health, relationships and sex education curriculum:

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

Reviewed and ratified by Governing body	Spring Term 2023		
Next Revision	Annual	Biennial	Tri-annual
To be reviewed	Spring Term 2024		

Appendix 5: 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	