



Arts & Media School
ISLINGTON

Relationships and Sex Education (RSE) Policy

Date: 25th June 2021

Date to be reviewed: 25th June 2023

Approved by: School Governing Body



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Purpose of 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 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 our school website; copies are available from the school office.

Legislation

All 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). Under this legislation, all secondary schools are required to teach relationships and sex 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:

Pupils: draw and write activity; focus groups; school council; confidential questionnaire; classroom discussion

Parents and carers: survey; meetings; focus groups; letter home; PTA discussion

Staff and governors: training; discussion at meetings; LEA audit of present RSE policy

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 secondary schools. This includes teaching in science about reproduction in humans including the male and female reproductive systems, menstrual cycle,

gametes, fertilisation, gestation, birth and HIV/AIDS. Health education requires pupils to learn about the main changes that take place in adolescence, and implications for emotional and physical health. Relationships education includes teaching about intimate and sexual relationships, including sexual health. Appendix 1 shows when we teach the different aspects of this curriculum

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. Parents can choose to withdraw their children from these elements of our RSE programme (the sex education element). The DfE guidance does not distinguish sex education from relationships education, via consultation with the Islington health and wellbeing team we have identified the following two learning outcomes from the guidance as sex education with the rest forming part of relationships education.

- Pupils learn the range of available sexual health and relationship services, what they offer and how to access them
- Pregnancy choices including abortion

RSE curriculum

At Arts and Media School Islington, 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 all year groups. 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. Furthermore, analysis of the most pressing needs that young people have in Islington with regard to RSE has been considered to inform our programme to ensure that we have a suitably weighted scheme of work.

The RSE curriculum links to, and has been planned to complement, learning in science, 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 Arts and Media School Islington 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 Janina Morgan 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.

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.

We regularly have input into RSE lessons from Camden and Islington sexual health network (CAMISH). Practising sexual health workers from CAMISH deliver sessions about sexual health topics with the aim of raising awareness of and breaking down the barriers to accessing local services.

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.

Staff approach RSE sensitively, knowing that their pupils are all different and have different family groupings. The following quotes from the statutory guidance are particularly important:

- *“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.”

- *Arts and Media School has paid particular attention to the DfE’s advice, [Sexual violence and sexual harassment between children in schools and colleges](#) with all staff have completing courses on both these areas. 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.”*

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.

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

- Before RSE lessons in years 7 to 10 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
- 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 request that their child be withdrawn from some or all of the sex education elements of the RSE programme (not those elements that fall within health or relationship education or other National Curriculum subjects, e.g. Science). It is advised that parents and carers meet with relevant staff member to discuss potential withdrawal of their child from lessons and once this discussion has taken place, except in exceptional circumstances, the school should respect to parent’s request to withdraw up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements for this during one of those terms.

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 7.

Parents will be asked to discuss the decision with the PSHE lead. 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 Richard Robinson (PSHE teacher).

RSE is taught by PSHE trained staff.

The governor or committee with oversight of RSE is Flora Goldhill.

Any concerns regarding pupils that may emerge from the delivery of RSE will be referred to the Designated Safeguarding Lead within school who is Janina Morgan.

The PSHE lead considers 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 in the teachers' handbook. 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.

- **Appendices**

- 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
- Appendix 3: Assessment, monitoring and evaluation
- Appendix 4: Parent form: withdrawal from sex education within RSE
- Appendix 5: Female Genital Mutilation (FGM)
- Appendix 6: LGBT+ inclusive relationship education
- Appendix 7: What children want to learn at each developmental stage – extract from the Sex Education Forum's design tool.

Appendix 1b: RSE curriculum in the secondary school

Schools should include their RSE programme within their policy, showing what is taught when and which elements parents can choose to withdraw their children from.

The learning intentions from the suggested programme in Islington's 'SRE covered' resource are shown below, the highlighted text is sex education. Schools will need to modify this according to their own teaching programme, taking into consideration elements of RSE taught within other topics in their PSHE programme.

Key Stage 3	Key Stage 4
Sex and relationship topics from the Islington resource 'SRE Covered'	Sex and relationship topics from the Islington resource 'SRE Covered'
<p>Puberty</p> <ul style="list-style-type: none"> ● Pupils learn about the male and female parts of the body and recognise that everybody is unique (including understanding about FGM) ● Pupils learn about how male and female bodies change at puberty and that the changes happen gradually and at different times ● Pupils learn about menstruation ● Pupils learn about the emotional and social changes that occur during puberty, and how to manage these ● Pupils learn about the changing need for personal hygiene ● Pupils learn how to use hygiene products <p>Healthy relationships</p> <ul style="list-style-type: none"> ● Pupils learn about the reasons for having relationships ● Pupils learn about the range of different relationships ● Pupils learn to identify what they want and value from relationships ● Pupils learn how to identify what is acceptable and unacceptable in a relationship ● Pupils learn about what domestic violence is ● Pupils learn about how to get support and help 	<p>Exploring relationships</p> <ul style="list-style-type: none"> ● Pupils learn about the different influences on sex and relationships including parents, media, gender, peers, culture, religion ● Pupils are made aware of different experiences relating to sex and relationship and have an understanding of sexuality ● Pupils learn how pornography and sexualised media can influence expectations of behaviour in sex and relationships ● Pupils are able to identify what they want, enjoy and value within sex and relationships and have an understanding of sexuality ● Pupils learn how to identify appropriate sources of help, and recognise the value of getting support <p>Safe sex and relationships</p> <ul style="list-style-type: none"> ● Pupils explore how to conduct healthy sexual relationships ● Pupils learn what consent means in the context of sex and relationships ● Pupils learn to understand that pleasure, respect and responsibility are essential parts of a safe and healthy relationship ● Pupils learn to identify exploitation and coercion in relationships ● Pupils learn how to access and what to expect from sexual health and relationship services

Appendix 1b: RSE curriculum in the secondary school

- Pupils learn how to identify influences on behaviour such as gender, parents, media (including pornography), peers, culture and religion
- Pupils learn to identify stereotyping and bullying (gender, sexual and homophobia) and understand where it comes from and how it is perpetuated

Sex and contraception

- Pupils explore decision-making about sex
- Pupils learn what consent means
- Pupils will understand the law and their rights
- Pupils can demonstrate some negotiations and assertiveness skills relating to sex and contraception
- Pupils will learn about conception and fertility
- Pupils will learn about the main types of contraception and how they work
- Pupils learn that contraception is free, easily available and where and how to get it

Sexual health

- Pupils learn that sexual health is both physical and emotional, and that respect and responsibility are central to it
- Pupils learn the range of available sexual health and relationship services, what they offer and how to access them
- Pupils learn about some common STIs: what they are, how they are transmitted, their symptoms, that they can be treated and how to prevent them
- Pupils learn about HIV and AIDS

- Pupils learn about contraception – what it is, how it is used, how to get it – and negotiating skills using it
- Pupils learn about STIs
- Pupils learn about the effects of alcohol and drugs on behaviour

Pregnancy choices and decision-making

- Pupils explore the different circumstances in which unwanted or unplanned pregnancy can occur, including non-consensual sex
- Pupils learn about the symptoms of pregnancy
- Pupils will understand how pregnancy tests work, and when emergency contraception can be taken
- Pupils will explore pregnancy options and decision-making
- Pupils learn about the basic facts around abortion
- Pupils learn about where they can get professional support and confidential services

Parenting

- Pupils learn about the impact of pregnancy and parenthood – physically, socially and financially
- Pupils will understand the demands and challenges of parenthood and the impact that parenting can have on relationships, lifestyle and opportunities
- Pupils consider when might be the right time to become a parent
- Pupils will understand what skills and qualities are necessary for parenting, and what practical circumstances make parenting easier

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

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:

- brainstorming 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 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 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.

Carmel Littleton, Corporate Director – People and Councillor Kaya Comer Schwartz, Lead Member for Children, Young People And Families, state:

"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 through secondary education and beyond. The programme can then be summarised for the policy and web-site.

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.

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 (Maddowall, 2013). It is therefore very important that RSE continues post-16.