

St John's Highbury Vale CE Primary School



Relationship Sex Education Policy

St John's Highbury Vale C of E Primary School
Vision for Education:

*“I can do all things through
Christ who strengthens me.”*

Philippians 4:13

This can be lived out through our school motto,
‘every child, every opportunity, every day.’

At the heart of our school vision is a desire for an authentic and life-giving relationship with one another and with God. We believe that through Christ, who gives us the strength, all can achieve within a learning environment where every child is valued as a unique individual created in the image of God, and where teaching and learning is of a consistently high standard.

Date approved by Curriculum and Achievement	21.09.22
Date adopted by the Full Governing Body	
Date for next review	Autumn 2023

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This is the relationships and sex education (RSE) policy for **St John's Highbury Vale CE Primary School**. The purpose of this policy is to act as a central reference document to inform school 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, with the school'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 school website.

The RSE policy will be monitored and reviewed on **an annual** basis initially.

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-exploitative 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 member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is **Hasina Khan (Head of School)**.

The governor with oversight of RSE is **Nicola Duncan**.

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 school 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 the school 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.

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

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).

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.

For primary schools:

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 develops from birth to old age (science). Health education includes teaching about 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.

As well as the requirement to teach science, health and relationships education, the DfE encourages primary schools to 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

In Year 4, pupils learn the biological differences between male and female children, pupils:

- understand the changes which occur to the male and female body during puberty
- 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 about 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 **St John's Highbury Vale CE Primary School**, 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 **Years Two, Four and Six**. 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.

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 **St John's Highbury Vale CE 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.

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 (**Petra Slater**) or a deputy (Hasina Khan or Arielle Slack), 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.

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.

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 school informs and works with parents in the following ways:

- Special parents' workshops where the RSE programme is discussed
- Before RSE lessons 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
- Workshops for parents on how to confidently talk to their children about sex and relationships
- 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).)

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). The Head of School 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'

If parents would like to request that their child does not attend sex education lessons, they should notify the school in writing.

Parents will be asked to discuss the decision with **the Head of School**. 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.

Appendix 1: 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).



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	<p>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p> <p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p> <p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success</p> <p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p> <p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<p>Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p> <p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p> <p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p> <p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p> <p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p>I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p> <p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> <p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p> <p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>
Ages 7-8	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p> <p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p>	<p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting</p> <p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p> <p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p> <p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behavior</p> <p>I can explain why being tolerant to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions</p> <p>I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and falling Out Girlfriends and boyfriends Showing appreciation to people and Animals</p> <p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p> <p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>
Ages 9-10	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating</p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p> <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unfair. I can express how I feel about discriminatory behaviour.</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behavior</p> <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules</p> <p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p> <p>I can explain how boys and girls change during puberty and why looking after myself physically and mentally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10- 11	<p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children's universal rights</p> <p>Feeling welcome and valued</p> <p>Choices, consequences, and rewards</p> <p>Group dynamics</p> <p>Democracy, having a voice</p> <p>Anti-social behavior</p> <p>Role-modeling</p> <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathize with others in my community and globally and explain how this can influence the choices I make.</p>	<p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, difference as celebration</p> <p>Empathy</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements</p> <p>Compliments</p> <p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p> <p>I can explain when substances, including alcohol, are being used with safety or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p> <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflection about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexing</p> <p>Transition</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>

Appendix 2 – Relevant Science Curriculum, Assessment and Monitoring

Primary curriculum - Science

Key Stage 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

Animals, including humans

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

Key Stage 2

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 – Relevant Science Curriculum, Assessment and Monitoring

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.

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 ageappropriate 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 :

5 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.

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