

St John's Highbury Vale CE Primary School



'I can do all things through Christ who strengthens me'
Philippians 4:13

Relationship Sex Education Policy

Review Date: 2026

A Rights Respecting School (UN Convention on the Rights of the Child)



Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



All Saints Partnership

Excellence and Enjoyment for All

An Introduction to All Saints Partnership

All Saints' Partnership Statement of Intent:

The All Saints' Partnership, comprising St Mary Magdalene & St Stephen's in Westminster, St John's Highbury Vale in Islington, and St Paul's in Hammersmith & Fulham, is committed to providing a nurturing and inspiring environment where every child is empowered to reach their full potential. Grounded in our Christian ethos and guided by our values, we strive to create a vibrant and dynamic educational experience that prepares our pupils to lead fulfilling lives and contribute positively to society.

Through our Partnership vision of 'Excellence and Enjoyment for All', we aim to provide a holistic education that fosters spiritual growth, academic excellence, and personal development. Each school is dedicated to being anti-racist institutions by promoting equity & equality, challenging discrimination and celebrating diversity in all its forms.

We believe that Collaboration is the heart of educational excellence. Combining our strengths and resources to provide innovative opportunities and an overall better quality of education for all our pupils. Together, we are stronger!

Contents

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

- Purpose of the RSE policy
 - Legislation
 - Policy development
 - Definition and purpose of RSE
 - RSE curriculum
 - RSE and safeguarding children
 - Teaching and learning of RSE as part of PSHE
 - Establishing a safe and supportive environment
 - Good practice in teaching and learning
 - Answering pupils' questions to Visiting speakers
 - Inclusion
 - Working with parents and carers
-
- Appendix 1: RSE curriculum in the primary school
 - Appendix 2: Science National Curriculum, Assessment, monitoring and evaluation

Introduction

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.

What is 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.

Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At St John's Highbury Vale, our ethos is built on fostering a safe, inclusive, and nurturing environment where every child is valued, respected, and empowered to thrive. Our **Relationships and Sex Education curriculum** is a key part of this commitment, ensuring that pupils develop the knowledge, skills, and values needed to form positive, healthy relationships and make informed decisions as they grow.

We believe that teaching children about relationships, diversity, and personal well-being equips them with the confidence and understanding to navigate the world around them. Our approach is age-appropriate, sensitive, and designed to promote self-respect, empathy, and an appreciation for others.

By embedding RSE within our broader personal, social, and health education curriculum, we ensure that pupils are taught in a way that aligns with their emotional and cognitive development, reinforcing our commitment to safeguarding and the well-being of every child. Our school values the role of parents and carers in this learning journey and works in partnership with families to provide an RSE programme that supports both home and school learning.

Through this approach, we aim to equip pupils with the knowledge, attitudes, and values that will help them build positive relationships, stay safe, and develop into confident, respectful individuals who contribute positively to society.

Statutory Requirements

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

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

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At St John's Highbury Vale, we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

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

Definition of RSE

Relationships and Sex Education (RSE) involves learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health. As part of **PSHE education**, RSE aims to equip children and young people with essential skills for building positive, respectful, and healthy relationships, both online and offline.

It also enables pupils to explore their own and others' attitudes and values while fostering self-esteem and confidence. The curriculum is designed to promote understanding, responsibility, and safety in an age-appropriate and inclusive manner.

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.

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

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

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

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

Inclusivity

We will teach about these topics in a manner that:

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

We will also:

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

Use of Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils

- o Are evidence-based and contain robust facts and statistics
- o Fit into our curriculum plan
- o Are from credible sources
- o Are compatible with effective teaching approaches
- o Are sensitive to pupils' experiences and won't provoke distress

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.

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - o What they're going to say
 - o Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles and Responsibilities

- **The governing board**

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

- **The Head of School**

The Head of School is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see **Parents' Right to Withdraw**, below).

- **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

- **Pupils**

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

Parents' Right to Withdraw

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

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing to the Head of School.

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

Working with Parents and Carers

Parents are the primary educators of their children regarding relationships and sex, particularly in shaping their views and values. Our school's **Relationships and Sex Education** programme is designed to complement this role, fostering a strong partnership between home and school. We believe that collaboration with parents and carers is essential to delivering effective RSE.

To support this, the school actively consults with parents and carers whenever possible to determine curriculum content, the precise terminology used in sex education lessons, and the appropriate stages at which specific topics are introduced. Through this consultation, we aim to establish a shared understanding and agreement regarding RSE provision.

The school engages and informs parents in the following ways:

- **Special parents' workshops** where the RSE programme is discussed.

- **Pre-lesson communication:** Before RSE lessons, a letter is sent to parents and carers outlining the topics their children will cover, enabling them to prepare for discussions at home.
- **Workshops for parents** on how to confidently talk to their children about relationships and sex.
- **Regular updates** through newsletters and the school website.

At St John's Highbury Vale CE Primary School, RSE is delivered as part of our planned PSHE education programme. The curriculum details are outlined in Appendix 1, and RSE is taught in Years Two, Four, and Six, with some elements integrated into the science curriculum.

Our RSE curriculum is carefully planned in accordance with statutory guidance, taking into account the age and developmental stage of pupils, as well as feedback from pupils, parents, and staff. It also aligns with learning in science, citizenship, RE, and computing. On occasion, RSE may be supplemented by drop-down days, assemblies, theatre productions, visiting speakers, and discussions in tutor time or circle time.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

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).

Jigsaw 3 - 11/12 Knowledge Content: Snapshot Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	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	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	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	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	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	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
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	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	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	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	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	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	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 behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	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 SMARRT internet safety rules	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
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

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:

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

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

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

Monitoring and evaluation

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

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

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

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

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 to 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

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).