



# Relationships and Sex Education Policy

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Statutory

## Hanover Primary School Relationships and Sex Education (RSE) policy

This policy is based upon Islington's model RSE policy.

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## Section 1:

# The RSE policy

### Purpose of the RSE policy

The purpose of this policy is to act as a central reference point to inform school staff, parent/carers, health professionals and visiting speakers of the school's approach to RSE within PSHE.

### Definition of RSE

Sex and relationships education is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and skills to stay safe both on and offline. It enables pupils to explore their own and others attitudes and values and aims to help build their self esteem and confidence to positively view their own sexuality.

### Roles and responsibilities in school

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is **Stephen Morgan**.

The governing body committee that has oversight of RSE is **Curriculum Committee**

### Staff continuing professional development

*Staff receive ongoing professional development through staff meetings, policy updates and the subject leader's monitoring of the subject across the school.*

### RSE and safeguarding children

At Hanover Primary School we believe that our pupils should be kept safe from harm through safeguarding procedures and educating every pupil about how to care for their bodies and protect themselves from physical and emotional harm.

We have lessons in sex and relationships education as part of our PSHE programme. This 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

The curriculum can include a range of potential issues such as:

- bullying, including cyber bullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- racist, disability, and homophobic and transphobic abuse
- radicalisation and extremist behaviour
- child sexual exploitation
- sexting
- Understanding what consent means, to help children form respectful and healthy relationships both online and offline.
- substance misuse
- issues that may be specific to local area or population, for example, gang activity and youth violence
- particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation (FGM) and forced marriages.

We have a duty to report concerns about pupils who we feel are at risk of harm or when we suspect that FGM has already been performed.

### Confidentiality

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to the school's Designated Safeguarding if what is disclosed indicates that a pupil is at risk of harm. Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information has to be passed on. Activities use 'distancing techniques' to enable pupils to explore issues without talking about personal experiences, for example, by using case studies and scenarios.

In one to one situations a member of staff will remind the pupil that they may not be able to keep some information confidential (for example, if they thought that the pupil was at risk of harm or abuse.)

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.

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. If a child under the age of 13 discloses penetrative sex or other intimate sexual activity, the member of staff should always talk to the designated child protection lead.

The legal age for sexual consent is 16. Staff may believe that under 16 is too early but the law does not wish to criminalise young people who are in a mutual sexual relationship. If a young person discloses that they are in an underage sexual relationship it may be appropriate although not a legal requirement, to assess whether there are any serious consequences. Any cases of concern should be discussed with the child protection lead of the school.

### Working with parents and carers

Hanover Primary School recognises the fact that Relationships and Sex education is a sensitive area of the curriculum. The school is committed to collaborating with parents and carers and ensuring they have the information they need to understand what is taught and how it is taught. Parents have been involved in the consultation process in the development of this policy and the school informs and works with parents in the following ways:

- Before RSE lessons in years 1-6 a letter to parent/carers is sent out describing the RSE their children will cover. In this way, parent/carers can be prepared to answer questions at home.
- Information in newsletters and on the school website.

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction and the spread of viruses.) This is outlined in the letter sent to parents before an RSE lesson is taught.

If parents approach the school to withdraw their child from RSE they will be shown the RSE policy and informed what the National Curriculum content is and what curriculum content their child can be withdrawn from. (See appendix 3: Science national curriculum sex and relationships education)

If the parents still decide to withdraw their child then other arrangements will be agreed and made for them during this time.

## Section two

### Sex and relationships education within PSHE

RSE within PSHE is developmental and appropriate to the age and needs of every pupil. It is part of a well planned programme, delivered in a 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

- Boundaries for discussion and issues of confidentiality are discussed before RSE lessons begin.
- Each class/group works together to establish its own ground rules about how they would like everyone to behave in order to learn.
- Distancing techniques such as role play, third person case studies and an anonymous question box are employed when teaching sensitive issues.

#### Good practice in teaching and learning

- 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 encourages interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time; visiting speakers.

#### 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. Respect for themselves and each other is central to all teaching. 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 of RSE agree to work within the school's framework for RSE as described in this policy. Their personal beliefs, values and attitudes will not affect their teaching of RSE.

Things to consider:

- Staff approach RSE sensitively, knowing that their pupils are all different and have different family groupings.
- Staff encourage boys and girls to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes.
- RSE caters for all pupils and the teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves.

#### The RSE curriculum

At Hanover, we use the Islington agreed PSHE syllabus *You Me, PSHE*, which includes RSE planning. See Appendix 2 for learning intentions.

#### Visiting Speakers

RSE is best taught by confident teachers as part of an ongoing PSHE curriculum. Visiting speakers can offer a different perspective 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.

#### Assessment

Lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have. They may do this in the following ways:

- brainstorm 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

Assessment is the process where an individual pupil's learning and achievement are measured against the lesson objectives. This may be carried out in the following ways:

- 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 is to ensure teaching is in line with school policy and that pupils are taught what is planned for different year groups. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning.

The PSHE coordinator is responsible for the monitoring and evaluation of RSE. A range of methods are used including:

- lesson observations
- what individual teachers added to or deleted from the lesson content
- pupils completing end of topic evaluations
- teachers completing end of topic evaluations
- annual PSHE review

### **Resources**

- A whole primary school curriculum for sex and relationship education – contained within You, Me, PHSE
- Islington resources, including from the Health Schools team.

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

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
RSE, Boys and girls and families	Other Areas of PSHE	RSE, Growing up and changing	Other Areas of PSHE	RSE, Healthy relationships How a baby is made	Other Areas of PSHE
<ul style="list-style-type: none"> <li>understand and respect the differences and similarities between people</li> <li>about the biological differences between male and female animals and their role in the life cycle</li> <li>the biological differences between male and female children</li> <li>about growing from old to young and that they are growing and changing</li> <li>that everybody needs to be cared for and ways in which they care for others</li> <li>about different types of family and how their home-life is special</li> </ul>	<p><b>Drug, alcohol and tobacco education</b></p> <ul style="list-style-type: none"> <li>about what goes onto our bodies and how it can make people feel</li> </ul> <p><b>Mental health and emotional well-being</b></p> <ul style="list-style-type: none"> <li>about being co-operative with others</li> </ul> <p><b>Keeping safe and managing behaviour and risk</b></p> <ul style="list-style-type: none"> <li>about personal safety and who they can talk to</li> </ul> <p><b>Identity, society and equality</b></p> <ul style="list-style-type: none"> <li>about people that are special to them and what they do</li> </ul>	<ul style="list-style-type: none"> <li>about the way we grow and change throughout the human lifecycle</li> <li>about the impact of puberty in physical hygiene and strategies for managing this</li> <li>about the physical changes associated with puberty</li> <li>about menstruation and wet dreams</li> <li>how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</li> <li>strategies to deal with feelings in the context of relationships</li> <li>to answer each other's questions about puberty with confidence, to seek support and advice when they need it</li> </ul>	<p><b>Mental health and emotional well being</b></p> <ul style="list-style-type: none"> <li>about similarities and differences between themselves and others</li> <li>about what makes a good friend</li> <li>about dealing with issues that might arise in friendship</li> <li>about different emotions and how to manage these</li> </ul>	<ul style="list-style-type: none"> <li>about the changes that occur during puberty</li> <li>consider different attitudes and values around gender, stereotyping and sexuality; their origin and impact</li> <li>what values are important to them in relationships and to appreciate the importance of friendship in intimate friendships</li> <li>about human reproduction in the context of the human life cycle</li> <li>how a baby is made and grows (conception and pregnancy)</li> <li>about roles and responsibilities of carers and parents</li> <li>to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</li> </ul> <p><b>Year 6, HIV and contraception</b></p> <ul style="list-style-type: none"> <li>some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted</li> </ul>	<p><b>Mental health and emotional well being</b></p> <ul style="list-style-type: none"> <li>about stereotyping including gender stereotyping</li> <li>about prejudice and discrimination (in relation to homophobia) and how this can make people feel</li> </ul>

				<ul style="list-style-type: none"><li>• about how the risk of HIV can be reduced</li><li>• that contraception can be used to stop a baby from being conceived</li></ul>	
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**Key Stage 1**

**YEAR ONE**

**Animals, including humans**

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

**YEAR TWO**

**Animals, including humans**

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

**Upper Key Stage 2**

**YEAR FIVE**

**Living things and their habitats**

- Describe the life process of reproduction in some plants and animals (Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)
- 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.)

*See appendix 4 Joint briefing by the Association of Science Education and PSHE Education*

**Continuing at secondary school... 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 maternal lifestyle of the foetus through the placenta.)

**Continuing at secondary school... 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

**Joint briefing by the Association of Science Education and the PSHE Association**

This briefing is focused on the content of the Science National Curriculum for maintained schools although we hope that it will be of value to all schools which teach science. The briefing provides guidance to schools about their statutory duties to ensure that all children learn about puberty.

Teaching about puberty before children experience it is essential to ensure that pupils' physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe. Teaching about puberty is also considered a key safeguarding issue by OFSTED. As Janet Palmer HMI (OFSTED's PSHE lead) has said:

*"If pupils are kept ignorant of their human, physical and sexual rights... they are not being adequately safeguarded. When inspecting schools ... inspectors are guided to check that the sex education in national curriculum science at Key Stages 1-3 is being adequately taught; and that primary schools have regard to the Department for Education statutory guidance on teaching pupils about puberty before they experience the onset of physical changes."*

*"Inspectors leading Section 5 inspections have been guided to grade behaviour and safety separately and to take whichever is the lowest grade as the overall grade for the Behaviour and Safety strand of the Section 5 inspection framework; and if Behaviour and Safety are judged to require improvement this is likely to affect the grade for overall effectiveness."*

In order to keep pupils safe, it is vital that they learn about puberty before it happens. NHS advice states that puberty can begin as early as 8 for girls and 9 for boys. Year 5 is therefore the latest time in the school curriculum when this should be addressed. Schools that choose to teach about puberty earlier, for example in Year 4, have the flexibility to do so, as the National Curriculum clearly states that subjects can be taught earlier than the recommended school years set out in the framework.

The dividing line between teaching about the growth and development of humans as part of the National Curriculum for Science, and Sex and Relationships Education (RSE) as part of a PSHE programme, is sometimes misinterpreted. For clarity, teaching about the changes experienced during puberty is part of the National Science Curriculum and all pupils in maintained schools must therefore be able to access this learning; this learning can then be built upon in RSE. Section 405 of the Education Act 1996 sets out the right of parents to withdraw their children from RSE but explicitly states that this right only applies to those topics which fall outside the National Curriculum.

The 2014 National Curriculum is clear that teaching about puberty is an integral part of the Programmes of Study for Science at Key Stage 2, with the Year 5 Programme of Study stipulating that it is a statutory requirement that:

*"Pupils should be taught to describe the changes as humans develop to old age"*

This must include teaching about puberty, which is a principle change for humans as they develop and grow older. This is supported by the statutory guidance referred to by Janet Palmer and the non-statutory National Curriculum guidance for the Year 5 Programme of Study for Science which states:

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

It is clear, therefore, that schools should teach about puberty in either Year 4 or Year 5 depending on the needs of their pupils. A high-quality science curriculum including learning about puberty will ensure that pupils get the learning they need. Parental right to withdraw children from this part of the school curriculum does not fall within this remit.

**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

“Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.”

Department for Education: Keeping Children Safe in Education April 2014

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 sex and relationships 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](mailto:help@nspcc.org.uk)

**Appendix 5 – Islington letter to parents about RSE**

# Health education, relationships and sex education: information and frequently asked questions

## for PRIMARY parents

### Statutory requirements in PRIMARY SCHOOLS

The government is introducing new compulsory subjects from September 2020:

- All primary schools will have to teach relationships education
- All secondary schools will have to teach relationships and sex education
- All schools will have to teach health education

The government has issued new [statutory guidance](#) which will be mandatory from September 2020.

The guidance sets out the detail about what pupils should know by the end of primary school:

Relationships Education	Health Education
<ul style="list-style-type: none"><li>• Families and people who care for me</li><li>• Caring friendships</li><li>• Respectful relationships</li><li>• Online relationships</li><li>• Being safe</li></ul>	<ul style="list-style-type: none"><li>• Mental wellbeing</li><li>• Internet safety and harms</li><li>• Physical health and fitness</li><li>• Healthy eating</li><li>• Drugs and alcohol and tobacco</li><li>• Health and prevention</li><li>• Basic first aid</li><li>• Changing adolescent body</li></ul>

'The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults' (guidance, p19). For example, very young children will be taught about taking turns, being kind and respectful. As they get older, this will include online safety and appropriate online behaviour.

### Parents' Frequently Asked Questions

#### *I thought schools already did this! What is new?*

The content of the 'new' subjects is covered by existing Islington guidance on primary and secondary PSHE (personal, social, health and economic) education. If your school teaches a planned programme of PSHE education following Islington guidance (You, Me, PSHE) they are well prepared for teaching the proposed new curriculum content.

### *How will schools decide what to teach in each year?*

The guidance states teaching should be age appropriate, it includes what schools should teach by the end of primary school – content is not divided into years.

Schools will develop their own teaching programme to meet the needs of the pupils, taking into account what the government guidance says about what pupils should know by the end of primary school, as well as comply with the Equality Act 2010, as they do now. Schools will need to take account of the age and maturity of pupils when deciding what to teach in each year and consider how to link this with related subjects such as science, computing and PE. This flexibility enables schools to respond to local public health and community issues and ensure that the curriculum meets the needs of all their pupils.

Schools should develop the curriculum in consultation with parents. This could involve, for instance, electronic or written questionnaires/surveys, parents' meetings/coffee mornings, discussions at parents' events, eg stalls at parents' evenings.

Schools are free to determine how they deliver the content of the new subjects. The guidance acknowledges that effective teaching will be within a planned programme or lessons, with the same high expectations of the quality of pupils' work as for other curriculum areas. Many schools will choose to deliver the new requirements within their established PSHE programmes.

### *Does the new Relationships and Sex Education take account of my faith?*

The government has introduced the subjects to help children from all backgrounds build positive, healthy and safe relationships, develop tolerance and understanding of all aspects of diversity and to thrive in modern Britain. Schools must take account of the religious background of pupils when planning and teaching the subjects

### *Will parents be able to withdraw their child from the Relationships part of RSE?*

No. Relationships Education will be compulsory for all children in primary and secondary school.

### *Will primary schools have to teach sex education?*

The government is not making sex education compulsory in primary schools. There are biological aspects of sex education covered in the national curriculum for science, which is compulsory for all pupils. This includes '...the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals' (paragraph 66). From September 2020 all primary schools will have to teach about puberty as part of statutory health education.

It will be up to schools to decide whether they need to teach any additional content on sex education, in addition to the biological aspects in science. Although this is not compulsory the government guidance recommends that all primary schools should have a sex education programme 'tailored to the age and the physical and emotional maturity of the pupils' (paragraph 67).

In Islington we strongly encourage schools to teach age appropriate sex education as part of PSHE. We know this supports children to be safe, understand bodily changes and know the difference between safe and unsafe contact and behaviour (physical, sexual and emotional).

### *Will parents be able to withdraw their child from Sex Education lessons in primary?*

Yes – ‘in primary schools, head teachers must comply with a parent’s wish to withdraw their child from sex education beyond the national curriculum for science’ (paragraph 68), as is the case now. Parents will not be able to withdraw from puberty in health education. If parents have questions, ideas or concerns about the curriculum including sex and relationships education they should discuss this with the school. Where parents wish to withdraw it is good practice for the headteacher to discuss with the parent

### *Will schools consult with parents about what they teach?*

Schools will be required to consult with parents when developing their Relationships Education policy (paragraph 68). The school’s policy will be published on the school’s website and freely available to parents on request.

The guidance says, ‘Parents are the first teachers of their children’ (paragraph 40) and ‘All schools should work closely with parents when planning and delivering these subjects’ (paragraph 41). Some schools might hold parent coffee mornings, curriculum information sessions, send out questionnaires and written information.

Schools who choose to teach additional content on sex education, should consult with parents on what is to be covered and then let parents know what will be taught and when, and the resources that will be used.

Parents should be consulted before Year 6 about what will be taught. Schools should offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

The school’s policy on sex and relationships should set out their definition of sex education and a parent’s right to request to withdraw their child

Schools will balance the views of parents with their legal duty to teach the statutory elements of the curriculum, take into account the Equalities Act and safeguard the children in the school.

### *What will primary schools teach about different families?*

The government guidance states that pupils should be taught about the society in which they are growing up. The new subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

By the end of primary school, pupils should know, that other's families, either in school or in the wider world sometimes look different from their family, but that they should respect those differences'. (paragraph 62).

### **What does the government guidance say about lesbian, gay, bisexual and transgender (LGBT) identities and relationships?**

The guidance states, 'families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures)' (paragraph 59).

'In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics' (paragraph 36).

'At the point at which schools feel it is appropriate to teach their pupils about LGBT, they should ensure that the content is fully integrated into their programmes of study ...rather than delivered as stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to be taught LGBT content at a timely point as part of this area of the curriculum' (paragraph 37)

By the end of primary school, pupils should know that there are different families and they should respect those differences. Children will know about a wide range of families, including same sex parents.

When teaching about marriage, this will cover both opposite sex and same sex couples.

### **If a child has a different point of view about an issue (e.g. homosexuality) because of their culture or religious faith, how will the teacher handle that?**

The guidance says that, 'In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religious belief are amongst the protected characteristics' (paragraph 20)

'All schools may teach about faith perspectives.... For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships or sex' (paragraph 21)

'In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make' (paragraph 22)

### **How will children's questions be answered in PSHE? (For example, if a child asks a question that doesn't seem appropriate to answer in front of the whole class).**

Teachers will have had training and be prepared for the lessons – teachers will always do their best to handle such discussions, the main aim being to ensure that discussions are appropriate and respectful.

Each school will clarify their position in relation to answering questions, which will be in their

policy. Schools have various systems so that children can ask questions anonymously or privately, directly after or sometime after the lesson.

**I am worried about my child being exposed to information that is too advanced in topics such as drugs, mental health and online safety.**

Teaching PSHE in primary schools starts at a simple and basic level. For instance, learning about mental health begins with learning the words for different feelings; early drug education involves learning which household substances and medicines are safe or harmful; online safety could start with knowing who to tell if they see something they feel uncomfortable with online.

'Online relationships' is a topic within relationships education; it contains learning about online behaviour and that the principles are the same as in off-line relationships, recognising risks, harmful content and contact and how to report them, how to critically consider online friendships and information, how information is shared and used online.

Teachers are advised to teach what is appropriate for the developmental stage of the children. In Islington, we have written a PSHE curriculum, You, Me, PSHE, for schools throughout the borough.