

London Borough of Tower Hamlets (LBTH)

Relationships and Sex Education (RSE)

Framework and Policy Advice for Schools

Introduction

These guidelines are designed to support schools in the London Borough of Tower Hamlets (LBTH) to plan and deliver statutory Relationships and Sex Education (RSE) and Health Education in primary and secondary, alongside the National Science Curriculum.

The Context for RSE

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 4

Children and young people need to know how to be safe and healthy. In the new statutory Department for Education (DfE) Relationships and Sex Education (RSE) Guidance, the Government has made age appropriate Relationships and Health Education compulsory in all primary schools. In Secondary schools, Relationships and Sex Education will be compulsory.

Health Education will also be compulsory in all state funded schools. National Curriculum Science remains statutory.

Legislation and guidance for RSE

Parliament has passed legislation and schools are accountable to the Government to ensure they are following the law. The changes made in legislation introduced the new requirements and make relationships education statutory (which means there is no right of parental withdrawal). The government has also issued additional statutory guidance which assists schools in understanding their roles and responsibilities in relation to meeting the requirements of the law.

Key points from the DfE RSE Guidance for Primary and Secondary Schools:

- All schools providing primary education must deliver statutory Relationships Education.
- All schools providing secondary education must deliver statutory Sex and Relationships Education.
- All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units must deliver statutory Health Education.
- All schools must have in place a written policy for Relationships Education and RSE. Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. The policy should also reflect the views of teachers and pupils.
- Schools are required to comply with the relevant requirements of the Equality Act 2010. This states that schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership¹¹, or sexual orientation (collectively known as the protected characteristics).
- Relationships Education, RSE and Health Education must be accessible to all pupils.

Statutory and Non-Statutory Curriculum

Please see separate documents for Primary and Secondary RSE mapping.

RSE School Policy Templates

Please see separate documents for Primary and Secondary policy templates.

Further information

Advice and support for all areas of RSE from policy development, implementation, work with staff, parents and governors, is available from Tower Hamlets Healthy Lives Team on 020 7364 6020.

Planning and Teaching Relationships and Sex Education (RSE) in Your School

RSE is not just about giving information to young people. Effective RSE will engage pupils and build their confidence in looking after their physical and emotional health. Given the sensitivity of much of the subject matter, effective teaching strategies can make both staff and pupils feel more comfortable. Creating a safe learning environment is vital. Below are some practical suggestions, many of which have become standard practice in teaching RSE in schools.

Top Ten Tips

- **Set ground rules**

Setting ground rules (or class agreements) for RSE with pupils helps to establish clear boundaries for discussion and fosters an atmosphere of respect. Key RSE ground rules are: no personal questions, no comments about others in the group or friends in school, no one should be forced to take part in discussions, there should be respect for others' views, no laughing at others, and scientific words for body parts should be used.

- **Confidentiality**

Pupils need to feel that their comments will not be repeated outside the session or discussed around the school. Teachers must explain that confidentiality can be assured, unless they think a child may be at serious risk. Where this is the case, or where a disclosure is made by a pupil, confidentiality cannot be guaranteed. Teachers must follow the school's safeguarding procedures.

- **Depersonalisation**

Sometimes teachers, parents and pupils believe that RSE is a 'personal' subject, and that 'personal issues' will be discussed. This is untrue, and use of the third person, 'someone' or 'people', when talking about sensitive subjects reinforces a depersonalized approach. For example, using phrases like: 'when someone has a relationship' rather than 'when you have a relationship', takes the emphasis away from pupils. Teachers should never be tempted to illustrate the lesson with anecdotes/experiences from their own lives.

- **Language**

A common language should be established using the correct scientific vocabulary, many of which will need to be explained. Pupils need to understand that pejorative terms are not acceptable.

- **Active learning methods**

Engage pupils in the process of learning and exploring attitudes and values, building confidence as well as delivering key curriculum information. Use quizzes, card sorts, continuums, draw and write, circle time discussions, pair and group work.

- **Distancing techniques**

Enable pupils to discuss sensitive issues objectively by using case studies, problem scenarios, storytelling and role-play. Problem solving can also be empowering for pupils.

- **Anonymous questions box**

This is important for confidentiality and for pupils who are reluctant to ask questions in front of the whole class. It also gives teachers a chance to think about the questions before they are answered.

- **Respond positively to questions**

Whilst retaining the right not to answer inappropriate questions, for example, responding to a pupil "what a great question and you will learn more about that in secondary school / Year 6" etc. Pupils should be encouraged to ask questions and feel it is safe to do so. This does not mean, however, that teachers should feel under pressure to answer all questions, and they should only do so if it is considered to be age appropriate.

- **Challenge prejudice consistently**

Take an inclusive approach, referring to different relationships, families and so on, so that all pupils feel safe and pupils don't feel marginalised.

- **Take a matter of fact, non-sensational approach**

Planning RSE

When planning RSE teachers should:

- Familiarise themselves with the school's RSE policy. This is the foundation on which to deliver the programme. All RSE should be delivered in line with the school's safeguarding policy

- Familiarise themselves with the statutory and non-statutory requirements for RSE, which will inform the scheme of work for each year group
- The Headteacher and the school governing body will need to decide which teaching resources to use. Teaching resources can be adapted to suit the ethos of the school. Schools may choose to use diagrams and drawings rather than DVDs and video clips
- Consider class dynamics and whether single sex or mixed groups might work best. Identify any pupils who may need particular support in the class or who may find the whole class of RSE work difficult or challenging. Consider alternatives, such as separate RSE support where appropriate
- Develop RSE relevant to the needs of pupils. Consultation with pupils prior to delivery gives valuable information about existing knowledge and attitudes, so the lesson can be appropriately pitched
- Incorporate assessment and evaluation into RSE programmes. Assessment enables judgments to be made about an individual's learning, while evaluation considers the effectiveness of teaching and learning methods, approaches, activities and materials
- Schools can choose to deliver RSE or Health Education as part of an established PSHE programme

The Curriculum (from the DfE Guidance)

By the end of primary school:

Families and people who care for me	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
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	<ul style="list-style-type: none"> • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face

	<p>relationships, including the importance of respect for others online including when we are anonymous.</p> <ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are

	<p>worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

By the end of secondary school:

Families	<p>Pupils should know</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful	<p>Pupils should know</p>

relationships, including friendships	<ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation,

	<p>abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <ul style="list-style-type: none"> • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety	<p>Pupils should know</p>

and harms	<ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination.

	<ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

Working with Parents

Working in Partnership with Parents

The DfE RSE Guidance states:

“40. The role of parents in the development of their children’s understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

41. All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

42. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school’s approach help increase confidence in the curriculum.

43. Many schools build a good relationship with parents on these subjects over time – for example by inviting parents into school to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. It is important through such processes to reach out to all parents, recognising that a range of approaches may be needed for doing so.

44. Many schools will have existing mechanisms in place to engage parents and should continue to draw on these as they respond to the new legal framework.”

Parents RSE Meetings

Parents should be invited to a meeting prior to RSE delivery. The meeting should discuss the RSE lesson content, parents should be shown resources and be given time and space to discuss any issue and concerns they may have. Holding small meetings in year groups ensures manageable sized meetings for both parents and staff. Smaller meetings, preferably in a familiar space like a

classroom, can give parents a comfortable environment in which to voice their views. In year group meetings, parents can also focus on the issues relevant to their child and their age group and view the lesson plans and resources which will be used. This way the content discussed is more age appropriate.

Resources

The DfE Guidance states:

“There are many excellent resources available, free of charge, which schools can draw on when delivering these subjects. Schools should assess each resource that they propose to use carefully to ensure it is appropriate for the age and maturity of pupils and sensitive to their needs, where relevant, schools should use resources that are medically accurate. Schools should also consider drawing on the expertise of the main subject associations who often quality assure third party resources. We also recognise that schools use resources from representative bodies (e.g. many Catholic and other schools draw on the model curricula provided by the Catholic Education Service.)

Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use, as this can be reassuring for parents, and enables them to continue the conversations started in class at home.”

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Mixed Gender/Single Sex Classes

Parents may have strong views about whether pupils are taught in mixed gender or single sex groups. Schools can take this feedback on board and make decisions about the teaching groups. Where possible and appropriate schools are advised to teach classes in single sex groups.

The Right to Withdraw from RSE

There is no right to withdraw from Relationships Education as the Department of Education has said these topics are compulsory. There is also no right to withdraw from Health Education or National Curriculum Science, which covers lessons on puberty and menstruation. However, parents can withdraw from some topics taught outside of these areas and which are purely to do with sex education, for example how a baby is conceived and born.

Parents wishing to withdraw their child from the non-statutory elements of Sex Education should be given the opportunity to meet the Headteacher or RSE Lead to discuss the issues. Entering into a

dialogue is really important at this stage. Schools may be able to reassure parents about the nature and purpose of RSE and the content of the curriculum.

The DfE RSE Guidance states:

“45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

46. 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 (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

47. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents’ request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

48. This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil’s specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school’s policy on RSE.

49. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

50. If a pupil is excused from sex education, it is the school’s responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.”

Faith Perspectives

LBTH schools should follow the DfE RSE Statutory Guidance. In line with the DfE Guidance, LBTH wants to ensure that every child is valued, treated equally, equipped with an age appropriate understanding of the world and the knowledge and skills to keep themselves safe. The Equality Act 2010 states that both religion and sexuality are protected characteristics.

Incorporating Faith Perspectives in RSE

The DfE Guidance states:

“The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – pg14.

Teachers can preface all RSE sessions with the acknowledgement that pupils may have particular beliefs about the content of a lesson, (for example a lesson on contraception), while stressing that the purpose of the lesson is to give information. Pupils can be invited to share and express their opinions; at the same time they can be given the option not to discuss their views if that is their preference. For some pupils it may be forbidden to discuss sex and the human body, which may be seen as a private matter. It is worth mentioning here that one of the ground rules for RSE is that ‘you don’t have to say anything if you don’t want to’.

Teachers of RSE should not promote any particular values or beliefs, or favour one set of views over another, but rather create an environment, as in all RSE sessions, where key information can be given and different values can be respected. Within faith schools, while a particular ethos may underpin the teaching of RSE in the school, it is still recommended that difference and diversity is addressed.

Whatever the make-up of pupils in a class, schools are obliged to give young people information which enables them to lead healthy lives, make informed choices and understand their rights and responsibilities. A rights-based and entitlement approach, informed by equality legislation and educational legislation and guidance, can be useful when dealing with conflicting views about RSE.

Teachers may want to consider the following when delivering RSE in a multi faith setting:

- Single sex groups may be more acceptable to some parents and pupils
- For some young people, looking at images of the human body, particularly of the opposite gender, may be a sensitive issue. Careful consideration may need to be given to the resources used when teaching puberty, conception, contraception, transmission of STIs and so on. Schools are advised to use diagrams rather than photos or videos.
- Modesty may characterise young people's interactions with the opposite sex and social relationships in general
- Pupils may believe that sex should only take place within marriage
- There may be strong views about contraception and abortion
- There may be cultural traditions, celebrations or particular practices within different faiths. This may impact on topics such as puberty, menstruation, hygiene, and relationships

Inclusive Education and Safeguarding

Under the provisions of the Equality Act, schools must not unlawfully discriminate against people because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation, which are all considered to be Protective Characteristics. To undermine the rights of one of these Protective Characteristics is to undermine the rights of everyone. Relationships Education nurtures tolerance, encouraging children to grow up to be respectful of others.

LGBT

Relationships Education prepares children for the world they are growing up in and it is important to teach respect for all other people. This includes respecting people from other religions, ethnic backgrounds or sexual orientations. LBTH is committed to protecting children and families against discrimination, whether knowing or unintentional. This includes discrimination against people's religion, culture or sexuality, to name just a few of the Protected Characteristics in the Equality Act. The statutory guidance strongly encourages and enables schools to teach LGBT content, in the context of different types of families.

The LBTH position with regards to LGBT content, in the context of different types of families, has been very carefully considered. With due regard to all relevant evidence, LBTH is recommending that all Tower Hamlets primary schools place LGBT content, in the context of different types of families, into the statutory part of the curriculum in Key Stage 1 (by the end of Year 2).

On the Gov.uk website it states:

"...Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families."

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Public Health England have stated the following:

"We know that LGBT people are at higher risk of suicidal behaviour, mental disorder and substance misuse and dependence than heterosexual people. This gap is even greater for ethnic minority LGBT people and those with disabilities. The most reliable indicators of suicide risk are self-harm, suicidal thoughts and prior suicide attempts. Self-harm remains one of the leading causes of acute medical admissions in the UK, with some of the highest in Europe. Among LGBT

youth in the UK, one in two reported self-harming at some point in their life and 44% reported having thought about suicide. These are all young people at risk. LGBT young people are at greater risk for depressive symptoms and suicidal ideation compared with young people in general. 'Ideation' can range from having fleeting thoughts to serious obsession, role playing or actual suicide attempts. This is often because of homophobia at home or in school. A British survey in 2012 found 99% of the LGBT youth surveyed had heard the term 'gay' being used in a derogatory way or heard other homophobic language. Within the same survey, 55% reported homophobic bullying. Of those who had been bullied, 44% reported deliberately missing school as a consequence."

<https://www.gov.uk/government/publications/preventing-suicide-lesbian-gay-and-bisexual-young-people>

The statement from Tower Hamlets Legal Services reads as follows:

"If schools exclude LGBT content from the statutory part of their curriculum, they risk failing to meet their statutory duties under the Equality Act and could therefore be in breach of the Act, notwithstanding the above statutory guidance in respect of LGBT content in Relationships Education, Relationships and Sex Education (RSE)."

Gender Stereotypes

Boys and girls are taught about gender stereotypes in school and all pupils are encouraged to take part in all activities, whatever their gender. Some young children may play dressing up games or role-play different jobs as part of imaginative play.

As a separate issue, if a child strongly identifies as the opposite gender and it causes them or their parents' distress, then parents are encouraged to discuss this further with the school, who can support them via a professional referral. Schools have a legal duty to ensure that all pupils are respected, kept safe and thrive at school as part of the Equality Act.

The DfE Guidance states:

"31. Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils."

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – pg14.

Naming of the Scientific Sexual Body Parts

The LBTH position with regards to naming of the scientific body parts has been very carefully considered. With due regard to all relevant evidence, the Local Authority is recommending that all Tower Hamlets primary schools place the naming of the sexual body parts into the statutory part of the curriculum in Key Stage 1.

This is so pupils can report abuse if it happens or so that they can accurately report medical symptoms if they are unwell. The following words are recommended to be taught in Key Stage 1:

- Penis
- Vulva
- Breast / nipples
- Anus / bottom
- Testicles
- Vagina

Pupils will also be taught about stable, caring, healthy family life and friendships and how to recognise if or when relationships are making them unhappy or unsafe. Lessons will cover staying safe both online and offline, how to identify risks online, harmful online content and contact and how to report it. Pupils will also learn how to seek help and advice from others.

With regards to teaching the scientific names of the sexual body parts, LBTH Legal Services stated:

“The DfE sets the national curriculum and it is not in the power of schools to change content. As such, an understanding of internal and external body parts, for which the naming of body parts is required, is part of health education in primary schools and therefore considered to be compulsory.”

The DfE Guidance states:

“66. The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as 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. It will be for primary schools to determine whether they need to cover any additional content on sex education

to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Pg. 23

106. “At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Pg. 39

Resources

The Healthy Lives Team

Advice and support for all areas of RSE from policy development, implementation, work with staff, parents and governors, is available from Tower Hamlets Healthy Lives Team on 020 7364 6433 or email kate.smith@towerhamlets.gov.uk.

DfE RSE Guidance

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019).

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

DfE FAQ's web link

Information from the Department for Education about the introduction of compulsory relationships education and RSE from September 2020.

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

The Equality Act 2010 and schools

The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

DfE working with parents' guide

The DfE have produced guides for parents of primary and secondary age pupils that schools can use to communicate with them about teaching relationships and health education.

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

DfE Guidance – Primary school disruption over LGBT teaching / relationships education

The DfE have produced this guide for schools on activities that can be undertaken.

LBTH RSE and Health Education Teaching Resources

Correct as of March 2020. Prices may vary, see websites below for up to date prices.

Company/ Organisation	Title and Description	Age range	Cost	Link
Jigsaw	<p>Jigsaw 3-11/12</p> <p>The 2nd Edition Jigsaw PSHE / Health & Well-being teaching resources for England, Scotland and Wales. Available as a whole school set or by individual age group sets.</p>	Nursery and Reception and KS1-KS2	<p>Whole School set from £1925.</p> <p>Key Stages, Nursery/ Reception sets can be purchased separately.</p>	https://www.jigsawpsh e.com/online-store/
Medway Public Health	<p>Medway Public Health Directorate Relationships and Sex Education schemes of work for Key Stages 1-3</p> <p>Produced alongside the PSHE Association.</p> <p>A detailed teacher guidance document accompanies each year group's lesson pack. This includes a more detailed outline of each scheme of work and further resource recommendations to supplement materials included in the pack.</p>	KS1-KS3	<p>Free for PSHE Association members</p> <p>Membership for schools is £125</p>	https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and
Medway Public Health	<p>Medway Public Health Directorate: Managing Healthy and Unhealthy Relationship Behaviours</p> <p>Produced alongside the PSHE Association.</p> <p>The resource contains teacher guidance and three lesson plans.</p>	KS4	<p>Free for PSHE Association members</p> <p>Membership for schools is £125</p>	https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-managing-healthy
The Christopher Winter	<p>Teaching RSE with Confidence in Primary Schools</p> <p>This 5th edition of Teaching RSE with Confidence in Primary</p>	Reception to Year 6	£240 including VAT	https://cwpresources.co.uk/resources/rse_pri/

Project	Schools reflects recent developments in PSHE and the Statutory Guidance for Relationships Education, RSE and Health Education. The Christopher Winter Project have devised new lessons, increased our focus on families, relationships, safeguarding/keeping children safe and added Additional units on Respect and Equality and FGM.			
The Christopher Winter Project	<p>Teaching SRE with confidence in Secondary Schools</p> <p>The CD provides a spiral curriculum for SRE each scheme of work has a set of 3 interconnected lesson plans together with hyperlinked resources and suggestions for additional activities. This resource covers the statutory and non-statutory aspects of SRE in a way that engages young people and adults.</p>	Years 7-11	£240 including VAT	https://cwpresources.co.uk/resources/sre_section/
NSPCC Learning	<p>Making sense of relationships</p> <p>Produced alongside the PSHE Association</p> <p>Lesson plans for children aged 10-16 (key stages 2-4) on personal safety and healthy relationships.</p>	KS2-4 (Children aged 10-16)	Free	https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/
NSPCC Learning	<p>PANTS resources for schools and teachers</p> <p>Resources include lesson plan, slide presentation, curriculum links, classroom activities and more.</p>	EYFS-KS2	Free	https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/
NSPCC Learning	<p>Love Life: resources for young people with learning disabilities</p> <p>The films and supporting resources are aimed at young people aged 11 to 25 to help them learn strategies for staying safe as they grow up and gain independence. This includes the PANTS campaign.</p>	11-25	Free	https://learning.nspcc.org.uk/research-resources/schools/love-life/
Catholic Education Service	<p>Resources for Catholic RSE</p> <p>The Bishops on the CES management committee have approved the following Catholic RSE resources for use in Catholic schools. These resources have been developed</p>	Primary and Secondary	Free	http://catholiceducation.org.uk/schools/relationship-sex-education

	using expertise of teachers who deliver RSE and PSHE in a Catholic context.			
Church of England	Faith sensitive and inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)		FREE	https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education
Sex Education Forum	SEND RSE resource List		Free for members Annual membership £49	https://www.sexeducationforum.org.uk/resources/teaching-resources/rse-resources-list-send
Public Health England	Rise Above for Schools Helping you teach PSHE curriculum topics to Upper KS2, KS3 and KS4 pupils, with flexible lesson plans and ready-to-use PowerPoints co-created with teachers, and video content developed with 10 to 16-year-olds.	10-16 year olds	Free	https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview
Department for Education (DfE)	Relationships, sex and health education: guides for parents Guides for parents of primary and secondary age pupils that schools can use to communicate with them about teaching relationships and health education.	KS1 - 4	Free	https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools
Department for Education (DfE)	Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers	KS1 - 4	Free	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.p

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Department for Education (DfE)	DfE, Parental engagement on relationships education Produced with NAHT, NGA, ASCL		FREE	https://www.gov.uk/government/publications/engaging-parents-with-relationships-education-policy
PSHE Association	Preparing for Statutory Relationships Education and RSE: PSHE Lead's Packs These packs - one for primary and one for secondary - have been designed to support you as a PSHE education lead to implement the statutory changes effectively within your PSHE curriculum.	KS1 - 4	Free for PSHE Association members Membership for schools is £125	https://www.pshe-association.org.uk/curriculum-and-resources/resources/preparing-statutory-rse-and-relationships
PSHE Association	Mental Health and Emotional Wellbeing lesson plans These lesson plans will enable schools to cover relevant content from the government's statutory Health Education, Relationships Education and RSE guidance. PowerPoint versions are also available exclusively to Association members.	KS1-KS4	Free PowerPoint versions are also available exclusively to Association members. Membership for schools is £125	https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans
PSHE Association	Programme of Study for PSHE Education (Key stages 1–5) This edition of the Programme of Study (updated January 2020) provides a comprehensive programme that integrates, but is not limited to, this statutory content.	KS1-KS5	Free	https://www.pshe-association.org.uk/news/updated-programme-study-launched-2020
PSHE Association	PSHE Education planning framework for pupils with SEND The PSHE Association has created a brand new PSHE education planning framework to address the needs of	KS1-KS4	Free for PSHE Association members Membership	https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-

	pupils with special educational needs and disability (SEND) in both special school and mainstream settings.		for schools is £125	planning-framework-pupils-send
PSHE Association	Disrespect NoBody teaching resources on preventing teenage relationship abuse Discussion guides and session plans to support the Government's Disrespect NoBody campaign aimed at preventing abuse in teenage relationships, developed by the PSHE Association with the Home Office and Government Equalities Office.	KS2 - 5	Free	https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing