

Relationships, Sex and Health Education (RSHE) Policy

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Definition

- 1 The Department for Education (DfE) set out to introduce compulsory Relationships and Sex Education (RSE) for secondary students from September 2020. From September 2020, it was also compulsory for all schools to teach Health Education.
- 2 The Relationships, Sex and Health Education (RSHE) curriculum at President Kennedy School has been designed and continues to be developed in response to the DfE's changes and covers the core content of both Relationships and Sex Education (RSE) and Health Education. As well as to respond to the changing world in which we live in and the needs and wishes of our local community.
- 3 RSHE at President Kennedy School is about supporting the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4 RSHE involves a combination of sharing information and exploring issues and values through discussion.
- 5 RSHE is not about the promotion of sexual activity.
- 6 As written in section 76 of the Department for Education's (DfE) statutory guidance for RSE: "It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens."

Aims

- 7 The aims of Relationships, Sex and Health Education (RSHE) at President Kennedy School are to:
 - Help students to grow up healthy, happy, safe, and feeling confident in their ability to manage future challenges and opportunities.
 - To equip students with the knowledge to make informed decisions about their wellbeing, health and relationships, preparing them for a successful adult life.
 - Help students develop feelings of self-respect, confidence and empathy.
 - Help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
 - Encourage children to take an active and responsible role in their learning.
 - Students should understand the society in which they are growing up from a factual point of view, including the protected characteristics as outlined in the [Equality Act 2010](#).
- 8 The aims above are underpinned by PRIDE – President Kennedy Schools core set of values and behavioural expectations that we promote to all students. Through PRIDE, we encourage students to be:
 - Pride

- Respect
 - Involvement
 - Determination
 - Excellence.
- 9 Through the school's three strands of Living in the Wider World, Student Leadership and Service and specifically through Keeping Safe and Healthy.
- 10 Keeping Safe and Healthy has four main areas of focus:
- a Forming and sustaining positive, respectful; relationships
 - b Maintaining healthy lifestyles
 - c Sustaining positive mental and emotional wellbeing
 - d Managing risk and personal development.
- 11 Through PRIDE and our RSHE curriculum we aim for students to foster respect for others and for difference and educate students about healthy relationships. RSHE should meet the needs of all students, whatever their background – this should include age-appropriate teaching about different types of relationships in the context of the law.

Statutory Requirements

- 12 As a secondary academy school we must provide RSHE to all students as per section 34 of the [Children and Social work act 2017](#).
- 13 In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).
- 14 At President Kennedy School we teach RSHE as set out in this policy.

Policy Development

- 15 This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:
- a) Review – RSHE leads pulled together all relevant information including relevant national and local guidance.
 - b) Staff consultation – a staff working group made up of colleagues from each Hub was given the opportunity to look at the policy and make recommendations
 - c) Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
 - d) Student consultation – we investigated what students want from their RSHE through survey data in addition to student voice.

- e) Ratification – once amendments were made; the policy was shared with governors and ratified

Curriculum

- 16 The overview of our RSHE curriculum overview will need to be adapted as and when necessary, in accordance with student needs, local and global issues etc. The curriculum has been designed to meet the end points outlined in the [guidance](#) issued by the Secretary of State on 25 June 2019.
- 17 Our curriculum through the Personal Development staff team is continually being developed in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

Delivery of RSHE

- 18 RSHE is taught within the school's whole curriculum and within President Kennedy's Pastoral Personal Development Curriculum including extended tutor time.
- 19 As such, content is delivered through the tutorial programme, 'stand-alone lessons', enrichment week and through the academic curriculum by both College and Subject teams.
- 20 Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in Religious Education (RE) and English.

*In accordance with our curriculum plan, students will receive stand-alone RSHE sessions on certain topics and these will be delivered during the school day during lesson time. These sessions may be facilitated by President Kennedy School staff or by trained external professionals or specialists, eg, a dentist may provide a session related to oral hygiene.

- 21 The topics covered within our RSHE curriculum focus on:
- a) Giving young people the information, they need to help them develop healthy, nurturing relationships of all kinds including:
- Families
 - Respectful relationships, including friendships
 - Online and media
 - Being safe
 - Intimate and sexual relationships, including sexual health.
- b) Giving young people the information, they need to enable them to make well-informed, positive choices for themselves about:
- Mental wellbeing

- Internet safety and harms
 - Physical health and fitness
 - Healthy Eating
 - Drugs Alcohol and Tobacco
 - Health and prevention
 - Basic First Aid
 - Changing adolescent body.
- 22 These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).
- 23 Coventry Local Authority have given their support to all Coventry schools to include learning about LGBT+ appropriately as part of the statutory curriculum, in accordance with the Equality Act 2010, and protect their right and duty to do so. For more information, please see their full statement at **Appendix 2**.

RHSE curriculum for students with SEND and vulnerable students.

- 24 All content will be differentiated for student with special educational needs and where possible all students will remain with their class for RHSE lesson. Some students will receive extra support during RHSE lessons. For some topics students' arrangements will be made to complete their RHSE lessons in smaller groups. The College and the SENCO team will regularly discuss the needs and support SEND and vulnerable students require and how best that provision may be provided for the student.

Roles and responsibilities

The Governing Board

- 25 The Governing Board will approve the RSHE policy and hold the Headteacher to account for its implementation.

The Headteacher

- 26 The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of Sex Education (see section Parents' Right to Withdraw).

Staff

- 27 Staff are responsible for:
- Delivering RSHE in a sensitive way

- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of Sex Education.
- Encouraging students to speak respectfully and listen to viewpoints they may not agree with.

28 Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the RSHE working group or the Headteacher.

Students

29 Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Parents' Right to Withdraw

30 New legislation brought in through the Children and Social Work Act 2017 brought changes in relation to parental rights to withdraw children from school sex education.

31 Parents do not have the right to withdraw their child from the elements of our RSHE Curriculum that also feature in the National Science Curriculum. This is the biological aspects of human growth and reproduction.

32 Parents do have the right to withdraw their child from the non-science components of Sex Education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

33 Requests for withdrawal should be put in writing using the form found in **Appendix 4** of this policy and addressed to the Headteacher.

34 A copy of withdrawal requests will be placed in the student's educational record. The head teacher will discuss the request with parents and take appropriate action.

35 Alternative work will be given to students who are withdrawn from sex education.

Training

36 Staff are continually being trained and are asked to add to the development of the Tutor and Subject Curriculums enhancing the delivery of RSHE and it is included in our continuing professional development calendar.

37 Specialist visitors from outside the school, such as school nurses or sexual health professionals, will be invited to provide additional support and training to staff teaching RSHE when required.

Monitoring Arrangements

- 38 The delivery of RSHE through College and Subject teams will be monitored by the Assistant Headteacher responsible through:
- Review of College, Hub and Subject area plans and learning journeys
 - Meetings with the Personal Development Team, College Directors and Subject area staff responsible for developing and delivering RSHE
 - RSHE, Tutor time Learning walks and drop-in sessions.
 - Gaining student feedback through Student Voice
 - Ongoing monitoring and feedback by class teachers as part of internal assessment systems
 - parental feedback through planned focus groups eg, Parent Partnership.

This policy will be reviewed by the Assistant Headteacher responsible annually. At every review, the policy will be approved by the Headteacher and Governors.

Appendix 1: Statutory Guidance: By the end of secondary school students should know

Relationships and Sex Education Topics

TOPIC	STUDENTS SHOULD KNOW
Families	<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 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

TOPIC	STUDENTS SHOULD KNOW
Online and media	<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	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • 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)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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 • 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

Health Education Topics

RSE TOPIC	STUDENTS SHOULD KNOW
Mental wellbeing	<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

RSE TOPIC	STUDENTS SHOULD KNOW
Internet safety 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	<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. The science relating to blood, organ and stem cell donation
Healthy eating	<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	<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	<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 immunization and vaccination 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	<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

RSE TOPIC	STUDENTS SHOULD KNOW
Changing adolescent body	<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

Appendix 2: LA Supporting guidance for LGBT+ in Coventry schools

Guidance Statement LGBT+

Coventry is an increasingly diverse and vibrant city with a global reputation for peace and reconciliation, which we celebrate. It is within this context that we are supporting Coventry schools to ensure that the emotional health and educational needs of all students and their families are appropriately met.

As a Local Authority, in partnership with local unions and other key stakeholders, we support Coventry schools in delivering inclusive Relationships and Sex Education to teach all members of the school community about mutual respect and tolerance for each other.

Therefore, we support all Coventry schools to include learning about LGBT+ appropriately as part of the statutory curriculum, in accordance with the Equality Act 2010, and protect their right and duty to do so.

School leaders should have:

- Consultation with governors
- Consulted with faith leaders
- Parent workshops
- Open communications
- Training for staff
- Support for staff and students with protected characteristics eg LGBT+

Clear policies tackling discrimination, bullying, and behaviour, and adhere to the Teachers' Standards.

Sources:

The Department for Education has published statutory guidance (June 2019) regarding the implementation of Relationship Education, Relations and Sex Education (RSE) and Health Education in all schools across England by 2020. Schools are encouraged to implement the curriculum from 2019.

“Students should be able to understand the world in which they are growing up which means understanding that some people are LGBT, that they should be respected in British society, and that the law affords them and their relationship recognition and protection (DfE 2019).

The **Equality Act 2010** states that it is against the law to discriminate against anyone because of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The **Public Sector Equality Act** (April 2011) states that all public bodies have to consider all individuals when carrying out their day-to-day work. It also requires that public bodies:

- Have due regard to the need to eliminate discrimination
- Advance equality of opportunity
- Develop good relations between different people

Department for Education RSE Guidance (Draft, Feb 2019, June 2019) Page 15:

36. In teaching Relationships Education and RSE, schools should ensure that the needs of all students are appropriately met, and that all students 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.

37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their students about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all students to have been taught LGBT content at a timely point as part of this area of the curriculum.

NEU statement April 2019 Extract:

“Schools need to be confident that they're right to make sure their Relationships and Sex Education (RSE) education is inclusive of all families and relationships, including LGBT+ people, in an age-appropriate way. RSE is just one area of the school curriculum in which the experiences of LGBT+ students need to be appropriately included if we want to break the cycles of discrimination.

Damien Hinds to Schools Week, March 2019

“I’ve always been clear that I support headteachers to make decisions and we believe in school autonomy, that school leaders are best-placed to make decisions.

“Of course, it’s also right to consult with parents. That is just good practice anyway, and in the new guidance that’s quite clear about the need to consult with parents, but yes I do back headteachers.”

Suggested Resources:

The Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance#public-sector-equality-duty>

Department for Education RSE Guidance (Draft, Feb 2019)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf

Stonewall <https://www.stonewall.org.uk/supporting-schools>

PSHE Organisation <https://www.pshe-association.org.uk/news/key-questions-mandatory-pshe-requirements-health>

No outsiders <http://www.equalitiesprimary.com/home.html>

The Anne Frank Trust UK | UK anti-prejudice education charity [https://annefrank.org.uk/Roadmap to statutory RSE | PSHE Association](https://annefrank.org.uk/Roadmap%20to%20statutory%20RSE%20|%20PSHE%20Association) <https://www.pshe-association.org.uk/curriculum-and-resources/resources/roadmap-statutory-rse>

Valuing ALL God’s Children (C of E resource)

file:///C:/Users/cvjul669/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/XXHFDHFK/Valuing%20All%20God's%20Children's%20Report_0.pdf

Appendix 3: Parent form: withdrawal from non-statutory sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Tutor	
Name of parent		Date	
Reason for withdrawing from sex education within RSHE			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken.</i>
Staff member name and signature	Date:

Appendix 4: FAQs answered by the Department for Education

Below, the DfE have explained some of the common misconceptions around the subjects.

Will my child's school have to consult with me before teaching these subjects?

Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. Effective consultation gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to parent's views, and then make a reasonable decision as to how they wish to proceed. What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content.

A school's policies for these subjects must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use, for example the books they will use in lessons.

Will my child be taught sex education at primary? This is too young.

We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Some primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and in those instances we recommend you discuss this with the school to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these lessons.

Does the new Relationships Education and RSE curriculum take account of my faith?

The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

In all schools, when teaching these subjects, the religious background of students must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.

Do I have a right to withdraw my child from Relationships and Sex Education?

Parents will have a right to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Has the government listened to the views of my community in introducing these subjects?

A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance as well as the regulations that have been laid in Parliament.

Will these subjects promote LGBT relationships?

No, these subjects don't 'promote' anything, they educate.

Students should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate students about healthy relationships. RSE should meet the needs of all students, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Students should receive teaching on LGBT relationships during their school years - we expect secondary schools to include LGBT content. Primary schools are enabled and encouraged to cover LGBT content if they consider it age appropriate to do so, but there is no specific requirement for this. This would be delivered, for example, through teaching about different types of family, including those with same sex parents.

Will teachers receive training before delivering these subjects?

The department is committed to supporting schools to deliver these subjects to a high standard. We know that training is a priority for teachers and we will be consulting with

teachers, trade unions and other key stakeholders over the coming months on how we structure the training.

In addition, we are encouraging schools to act as early adopters for this curriculum and to start teaching the subjects from September 2019. To help early adopter schools, we will provide further advice on how they can improve their practice. Lessons learned from the early adopters and best practice from schools will be shared with all schools from September 2020.