



Policy

Personal Development and Relationships, Health and Sex Education (RHSE)

This policy has been written with regard to the guidance 'Working together to safeguard children', 'Keeping children safe in education' and the 'Special Education Needs Code of Practice', which places Special Education Needs and Disabilities together and abbreviated to SEND. A copy can be seen in the Headteacher's Office.

The overall objective of the school's Equality Policy, in line with the Equality Act 2010, is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Title	Personal Development and Relationships, Health and Sex Education
Date of Issue	September 2023
Review Date	September 2024
Prepared by	Personal Development and RHSE Lead (Kate Hurst)
To be reviewed by	Headteacher and Governors
Appendices	Appendix 1: By the end of Primary School pupils should know Appendix 2: Parent Withdrawal Form Appendix 3: PSHE and Wellbeing Long-Term Plan Appendix 4: A Guide for Parents Appendix 5: DfE 'Get the Facts' - RSE FAQs for Parents
Supply/distribution	Available as a read-only document on the Fynamore school website and as a hardcopy in the school office.
Other relevant approved documents	None
Authorised by	Headteacher and Governors

1. Aims

The aims of Personal Development and Relationships, Health and Sex Education (RHSE) at our school are to:

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

2. Statutory Requirements

This policy responds to the Department for Education's statutory guidance: 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'. From September 2021, this requires that Relationships Education be taught to primary years and Relationships and Sex Education to secondary years. While we are for these purposes a primary school, we nevertheless deliver one lesson relating to sex education in Year 6. Parents have the right to withdraw their child from this lesson.

At Fynamore Primary School we teach Personal Development and RHSE as set out in this policy and follow a recommended scheme of work from Coram Life Education called SCARF (Safety, Caring, Achievement, Resilience and Friendship), delivering the new Department for Education (DfE) statutory requirements for Relationships and Health Education (see Appendix 3).

3. Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents were consulted via an online questionnaire to look at the policy and share views.
4. Ratification – once amendments were made, the policy was shared with Governors and ratified.

4. Definition

"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual activity – this would be inappropriate teaching." (Department for Education).

5. Curriculum

Our curriculum is set out in Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. We will offer parents the opportunity to discuss Relationships, Sex and Health Education with staff on an annual basis.

We believe it is important to teach RHSE because children and young people want to learn about issues such as body confidence, love and sexual attraction, how to respond to peer pressure, and how to behave in a relationship.

In Key Stage 1 (Years 1 and 2) it will be laying the foundations of understanding about growth and respect for one another.

In Key Stage 2 (Years 3 to 6) it prepares learners for the changes experienced during puberty.

Primary sex education will focus on:

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

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

6. Delivery of RHSE

RHSE is taught within the Personal Development (PSHE) education curriculum. Biological aspects of RHSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The oversight of this teaching will be led by the Personal Development coordinator with the assistance of the DSL and the Headteacher. Relevant content is also delivered through assemblies, science lessons, RE lessons. External visitors and special events are used to enhance our Personal Development provision.

There may be times when children ask school staff questions that they feel uncomfortable in answering. In these situations, the staff member should seek advice from the Personal Development coordinator or DSL if and how to answer them.

We use the resource SCARF (Coram Education) to support our Personal Development and Relationships, Sex and Health curriculum. Within weekly, discrete one hour lessons, children have discussions and watch short films about healthy eating, legal and illegal drugs and their effects, the body and how it works, and friendships and their influence. They begin to understand the impact of their choices and behaviours on every aspect of their health and wellbeing and learn the skills and information needed to make positive, informed health choices.

What will my child learn in SCARF lessons?

For each year group, there are six themed units which provide a complete Personal Development, RHSE and wellbeing curriculum.

They are:

Me and My Relationships

Explores feelings and emotions, develops skills to manage conflict, helps identify our special people and equips children to recognise the qualities of healthy friendships and how to manage them.

Valuing Difference

Includes a strong focus on British Values, supports children to develop respectful relationships with others, recognise bullying and know their responsibilities as a bystander.

Keeping Myself Safe

Covers a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch.

Rights and Respect

Explores broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older.

Being My Best

Includes a focus on keeping physically healthy, developing a growth mindset to facilitate resiliency, setting goals and ways to achieve them.

Growing and Changing

Has age-appropriate plans to cover the physical and emotional changes that happen to children as they grow older, including changes at puberty and how to approach this with confidence.

RSE-specific Lesson Content

RSE-specific lessons are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.

4-5 year-olds: being the same and different, our special people, different families, different homes, our feelings, being unique and special, being kind, caring and friendly, keeping safe, keeping healthy, resilience, life stages and growing from young to old.

5-6 year olds: explores themes around families and their special people, the importance of respecting others including those that are different from us, recognising that genitals are private and their correct names; develops understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep bad adult secrets; helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).

6-7 year-olds: looks at the process of growing from young to old and how people's needs change; explores the opportunities and responsibilities that increasing independence can bring, recognising that they share a responsibility for keeping themselves and others safe.

7-8 year-olds: introduces themes about change, including menstruation and bereavement, healthy and unhealthy relationships (friendships), how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings; the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help.

8-9 year-olds: builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty including: menstruation; conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people.

9-10 year-olds: builds on the themes covered previously and in greater depth, looking more closely at: body changes and feelings during puberty; how their changing feelings can affect those they live with; what makes relationships unhealthy; exploring risky behaviour in more detail; different types of bullying including homophobic and transphobic; how to keep their personal information private online (and why this is important), and how to use social media safely.

10-11 year-olds: builds on and reinforces all the themes of the previous years, with new content built into the lesson plans looking at: body image and the media; forced marriage; making babies and managing pressure online.

For more information about our RHSE curriculum, see Appendices 1 and 3.

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, and foster parents/carers, amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Further information about the delivery of RHSE can be found in Appendix 4 (A Guide for Parents) and Appendix 5 (Department for Education 'Get the Facts' - Relationships and Sex Education FAQs for Parents).

7. Roles and Responsibilities

7.1 The Governing Board

The Governing Board will approve the Personal Development and RHSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RHSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way within Personal Development lessons
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RHSE

All teaching staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the Personal Development Lead or Headteacher.

7.4 Pupils

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

7.5 Parents

Our school is conscious of the fact that parents play an important role in children's relationship, health and sex education. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

What can parents do to support learning at home?

There are a many things parents can do to support their child's understanding and encourage them to ask questions. Here are some:

1. If you feel it is time to talk to your child about growing up and the changes they are likely to experience, it's best to offer it in small chunks, rather than do it in one go, often known as 'The Talk'. This gives children time to digest the new information and ask you further questions as they develop more understanding.
2. If your child asks you questions try to stay calm and not worry if you don't know the answer. There are plenty of websites or books that you can use together to help you find the answers to their questions in a factual, honest, age appropriate way.
3. Use everyday opportunities to bring up the topic; things you see on TV or hear on the radio can be great conversation starters to talk about topics such as relationships, sex and body image. Reading books with your child is also a great way of introducing topics and helping children to understand themselves, their bodies and the world around them.

4. If you do have family names for genitals, ensure your child also knows their scientific names too. Nobody likes to think their child is at risk of abuse, but knowing the correct words for their genitals will help them report abuse if it did ever happen.

5. By showing your child that you are comfortable with them asking you questions now, you are helping to develop a relationship with them where they can seek your advice and support in their adolescent years.

8. Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within RHSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education taught in our year 6 curriculum.

As a part of the SCARF scheme, the statutory elements of RHSE education taught within our curriculum are detailed below:

Changing adolescent body

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	<ul style="list-style-type: none">Y1 Taking care of a babyY1 Then and nowY2 My body, your bodyY2 Haven't you grown!Y3 My changing bodyY4 Period positiveY4 All change!Y4 My feelings are all over the place!Y5 Growing up and changing bodiesY5 Changing bodies and feelingsY5 Help! I'm a teenager - get me out of here!Y6 Is this normal?Y6 Making babies
2. About menstrual wellbeing including the key facts about the menstrual cycle.	<ul style="list-style-type: none">Y3 My changing bodyY4 Period positiveY5 Growing up and changing bodiesY6 Making babiesY6 Is this normal?

Parents only have the right to withdraw their children from the video part of the 'Making babies' lesson taught in Year 6 (see Appendix 2 – parent withdrawal form), as this constitutes the non-science component of sex education within RHSE. Parents of Year 6 pupils will be contacted before the video is shown to the pupils and will be given the opportunity to view the video, should they wish to.

9. Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in our Continuing Professional Development calendar.

10. Monitoring and Review

The delivery of RHSE is monitored by Kate Hurst – Personal Development and RHSE Co-ordinator through:

Learning walks, monitoring of pupil's work, pupil voice.

Pupils' development in RHSE is monitored by class teachers as part of our internal assessment systems through pre-unit and post-unit assessments.

This policy is reviewed for the purpose of monitoring on an annual basis, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require. This policy will be reviewed again on the publication of the DfE review into the teaching of RHSE within primary schools.

Appendix 1: By the end of Primary School pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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 • 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	<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	<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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<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 relationships, including the importance of respect for others online including when we are anonymous • 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	<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

Appendix 2: Parent Withdrawal Form

Withdrawal from the Non-Science Components of Sex Education within RSE			
TO BE COMPLETED BY PARENT/CARER			
Name of child:		Class:	
Name of parent:		Date:	
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like the school to consider:			
Parent signature:			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 3: Personal Development and RHSE Long-Term Plan

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PSHE and wellbeing long-term plan - including DfE statutory requirements for Relationships Education and Health Education

Year/Term	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: My self My money My environment	Growth Mindset Keeping by body healthy	Getting help Becoming independent My body parts
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation	Growth Mindset Looking after my body	Life cycles Dealing with loss Being supportive
Y3	Cooperation Caring friendships (Includes respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Menstruation Keeping safe
Y4	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Appendix 5: Department for Education ‘Get the Facts’ Relationships and Sex Education FAQs for Parents

(www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs)

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education.

Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. Throughout our engagement process as we developed this curriculum, we have heard a number of wide ranging concerns.

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

Q: Will my child’s school have to engage with me before teaching these subjects?

A: 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 engagement 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 parents’ views, and then make a reasonable decision as to how they wish to proceed. When and how content is taught 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 engage parents, they provide examples of the resources they plan to use, for example the books they will use in lessons.

For more information download our advice for primary schools on engaging parents on Relationships Education.

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

A: 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.

Many primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and we recommend that they do so, tailored to the age, physical and emotional maturity of their pupils. 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 sex education lessons.

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

A: 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 pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core required 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.

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

A: Parents will continue to have a right to request 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.

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

A: 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.

Q: Will my child be taught about LGBT relationships?

A: Pupils 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 pupils about healthy relationships.

Pupils should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.

Secondary schools should cover LGBT content in their RSE teaching. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Q: What support will schools receive to deliver these subjects well?

A: We are investing in a central support package to help teachers introduce these subjects well and with confidence. This will include a new online service, featuring access to high quality resources, innovative training materials, case studies and an implementation guide, available from Spring 2020.

There will also be training available for teachers through existing regional networks, offering opportunities to improve subject knowledge and build confidence.

We're working with expert organisations, schools and teachers to develop this support.

Q: Where can I find out more information about what will be taught in my child's school?

A: If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school. We have also published parent guides, which explain what the subjects are, and parents' rights.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum.

Teaching at school will complement and reinforce the lessons you teach your child as they grow up. Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.