



## **Relationships and Sex Education Policy**

Statutory guidance requires schools to ensure that their policy “meets the needs of pupils and parents and reflects the community they serve”. As a school with a designated religious character we welcome the government’s confirmation that such schools “may teach the distinctive faith perspectives on relationships.”

### **Introduction:**

Relationships Education is compulsory in all Primary schools in England and Relationships and Sex Education is compulsory in all Secondary schools. Our curriculum is designed to present our Creator’s design for our bodies. In so doing, we aim to present a holistic and Biblical view of sex, sexuality and gender whilst acknowledging other views that exist in society and encouraging respect for all people.

### **Key objectives:**

In the teaching of RSE, we want our pupils to:

- Have a high degree of confidence in who they are.
- If they are Christians, to be confident in their own faith and understand what the bible teaches about relationships, sexuality and including the possibility of future marriage
- Develop godly attitudes and actions in their social interactions and relationships with others
- Develop biblical wisdom in the realm of all conduct in relationships
- Be well prepared for adult life, and the possibility of marriage and family planning
- Develop a godly understanding about consent in a sexual relationship and understand when consent is not present and its consequences on the perpetrator and victim
- Be non-judgemental, tolerant, respectful and loving towards others with different faiths and beliefs
- Be mindful regarding the requirements in law of the 2010 Equality Act and protected characteristics
- Challenge any expression of sexism/misogyny,
- Challenge any expression of intolerance, hatred, bullying or homophobia towards others.

### **Biblical Foundation:**

Immanuel Christian School is a school with a “religious character”. Our RSE curriculum is therefore taught from a biblical perspective and is designed to help pupils become resilient in the Christian faith. The RSE curriculum aims to lay the foundations for individual character and attitudes that will honour God and others. As such, our RSE teaching is based on our Christian faith where compassion, respect, tolerance and unconditional love of all people are foundational to what we believe. This can be summed up in Matthew 22:36-40:

*“Teacher, which is the greatest commandment in the Law?” And Jesus replied to him, “You shall love the Lord your God with all your heart, and with all your soul, and with all your mind. This is the first and greatest commandment. The second is like it, “You shall love your neighbour as yourself [that is, unselfishly seek the best or higher good for others].’The whole Law and the [writings of the] Prophets depend on these two commandments.”*

*“Do nothing from selfish ambition or conceit, but in humility count others more significant than yourselves. Let each of you look not only to his own interests, but also to the interests of others.”  
Philippians 2vs3-4*

*“A man of many companions may come to ruin, but there is a friend who sticks closer than a brother.”  
Proverbs 18vs24*

*“... God made man in his own image.” Genesis 9vs6*

*“Let marriage be held in honour among all.” Hebrews 13vs4*

The Bible verses quoted above are just a few of the many that speak about the issues contained in this policy. They tell us that life is something precious because all people, regardless of any differences between them, are of immense value and dignity and are made in the image of God.

As such, all of us are social beings. We were created for relationships – to contribute to them and to thrive in them.

The Bible tells us that the stable basis for forming any sort of relationship is to always think the best of other people and to put their interests before our own. But it also warns us to be wise in the relationships that we develop. It warns us to be discerning in the friendships that we enter into because having the wrong “friends” can lead to great harm and distress.

The Bible teaches that the most intimate of all human relationships – second only to the relationship between God and his people, of which this is a picture – is the lifelong marriage of a man to a woman. The Bible celebrates marriage as a great and wonderful relationship that is to be honoured, protected and promoted. Human relationships and sexuality should therefore be viewed as God’s gift and reflect His beauty and skill as the Creator.

These biblical truths are what form the basis of this policy and the school’s approach to relationship and sex education. Our RSE teaching is thus designed to enable our children to make wise and informed choices about relationships and potential future marriage, whilst encouraging them to be kind and respectful of others.

### **The Law**

The school welcomes the government’s recognition in its statutory advice on these matters that the primary responsibility for the education of children rests on the parents/legal guardians of those children. Neither the school or the state bears or can usurp this responsibility<sup>1</sup>.

### **Parental Consultation**

Accordingly, in drafting this Policy the school has consulted with the parents of pupils in the school. In particular the school has hosted meetings with the parents of secondary school age pupils and has invited their written input. This has all been gratefully received and we are thankful to the parents of pupils at the school for their advice and support in drafting this policy.

Parents of secondary school pupils will be consulted with by the school each academic year to ensure that the provisions of this policy accurately reflect the parent’s views<sup>2</sup>.

### **Primary Education**

The school welcomes the emphasis in the government advice on the importance of families, respect, wisdom and safety. In a society which is epitomised by broken and failed relationships it is important

that children know the characteristics and value of stable, committed relationships. This is crucial for their emotional development and mental stability.

### Relationships Education

Using the principles set out in the Bible, the school will teach the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and with adults.

### Secondary Education

#### Relationships and Sex Education

Using the principles set out in the Bible, the School will aim to give young people the information they need to help them develop healthy, nurturing relationships of all kinds. We will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. We aim to provide positive and wise sexual education which takes into account the age and development of the pupils and equips pupils to make considered and prudent choices.

During consultation with the parents of all senior pupils it was made clear to the school that whilst the vast majority of the statutory curriculum can be delivered in school, the parents believe that there are some elements of intimate and sexual relationships educations that they are far better qualified to judge when and in what manner to provide to their own children.

### Equalities Obligations

The governing body has wider responsibilities under the Equality Act 2010 and will ensure that the school provides the best for all pupils. RSE will be taught within the boundaries of the law and always from a non-judgemental attitude. If contentious issues arise they must be discussed with sensitivity. In so doing, children must be provided with a safe environment to discuss issues of relationships and sexuality and must never encounter discrimination or be made to feel judged. The emphasis should always be to ensure that a balanced and respectful discussion/debate can take place so that all children (including those with protected characteristics) can feel valued and confident.

### Curriculum and Teaching

Relationship Education includes any aspect of our teaching which deals with the interaction between the individual and others. It is very broad in its scope and is therefore integrated into many subjects, as well as being explicitly taught in PSHE or Citizenship lessons.

### Relationships in School between pupils

Immanuel Christian School is primarily a learning community with a strong family atmosphere. We encourage pupils to build a range of healthy and inclusive friendships across gender and year groups which mirrors the ideas of living in a Christian community.

Overt and exclusive romantic relationships or public displays of affection are not permitted in the school context in preparation for understanding appropriate behaviour in the workplace.

### The Teaching of RSE & Young people at Risk

Pupils will need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion could lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fear and worries go unnoticed. Where a teacher suspects that a child or young

person is a victim or is at risk of abuse, they are required to follow the School's safeguarding policy and immediately inform the DSL or deputy DSL.

**Confidentiality**

All governors, teachers, support staff, parents and pupils must be made aware of this policy and understand that issues of advice and confidentiality may arise as a result of RSE lessons.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teacher will always help pupils facing personal difficulties in line with the school's pastoral care system. However, teachers should never promise pupils unconditional confidentiality. Teachers should explain that in matters which are illegal or abusive, for example, they will have to inform others e.g. parents, head teacher.

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*Immanuel Christian School*

*Relationships and Sex Education Policy – version 1*

*Adopted by the Governors on 03/09/2020.*

*Relationships and Sex Education Policy – version 2*

*Adopted by the Governors on 05/05/2022.*

## Footnotes

<sup>1</sup> This situation is recognised in the great international conventions on human rights to which the United Kingdom subscribes.

### **UN Declaration on Human Rights**

Article 26 of the United Nations Universal Declaration on Human Rights states:

“(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

### **European Convention on Human Rights**

Article 2 of the Protocol to the Convention for the Protection of Human Rights and Fundamental Freedoms to the European Convention on Human Rights states:

“No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.”

Regarding the application of this Article 2 of the Protocol to the Convention for the Protection of Human Rights and Fundamental Freedoms to the European Convention on Human Rights, the Human Rights Act 1998 states in s.3 – “So far as it is possible to do so, primary legislation and subordinate legislation must be read and given effect in a way which is compatible with the Convention right.”

### **The UK Supreme Court**

The Supreme Court of the United Kingdom upheld the principle of the primacy of family life and the institution of the family in its ruling in the case of *The Christian Institute and others (Appellants) v The Lord Advocate (Respondent) (Scotland) [2016] UKSC 51*. In paragraph 73 of the judgement the court states that:

“The first thing that a totalitarian regime tries to do is to get at the children, to distance them from the subversive, varied influences of their families, and indoctrinate them in their rulers’ view of the world.”

They continue to quote with approval from a Supreme Court ruling of the United States:

“The fundamental theory of liberty upon which all governments in this Union repose excludes any general power of the state to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere creature of the state; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations.”

Along with the biblical foundation set out in the introduction to this policy, these legal provisions will form the basis upon which the school operates.

Furthermore, the school does not recognise the right of a pupil to override the wishes of their parents with regards to SRE. The school believes that any attempt to give pupils such a right is contrary to the law as outlined above.

<sup>2</sup> The school supports the right of the parents and will not teach about the areas outlined below in a lesson context. Parents understand that it is expected these areas are discussed with their children while they are school age.

- The different types of intimacy – including online – and their potential emotional and physical consequences (both positive and negative)
- About choices and support available in the event of an unplanned pregnancy and how to access appropriate help and advice
- The role of pleasure in intimate relationships, including orgasm
- The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
- How to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner

Appendix 1 – Curriculum Overview

Primary – resources from <a href="http://www.loveswise.org.uk">www.loveswise.org.uk</a> Relationships Matter					
KS1 Year 1&2		KS2 Year 3&4		Upper Key Stage 2 Year 5&6	
<p><b>Unit 1</b> <b>Families &amp; people who care for me</b> What is family? Caring relationships What is marriage?</p> <p><b>Unit 2</b> <b>Caring Friendships</b> Best friends When friends fall out How to get help</p>	<p><b>Unit 3</b> <b>Respectful relationships</b> Courtesy and manners What is bullying? Respect for others including those in authority.</p> <p><b>Unit 4</b> <b>Online relationships</b> Staying safe online</p>	<p><b>Unit 1</b> <b>Families and people who care for me</b> Healthy families Respecting parents and carers Marriage</p> <p><b>Unit 2</b> <b>Caring Friendships</b> What is friendship? Loving me or loving others? How to find help when a friendship feels confusing or uncomfortable</p>	<p><b>Unit 3</b> <b>Respectful relationships</b> Manners and politeness Self respect Respecting others What is prejudice? Who should I respect outside the family?</p> <p><b>Unit 4</b> <b>Online relationships</b> Staying safe online</p>	<p><b>Unit 1</b> <b>Families and people who care for me</b> Characteristics of a healthy family Respecting parents and carers Marriage</p> <p><b>Unit 2</b> <b>Caring friendships</b> Characteristics of friendships Self-centred V other-person centred When a friendship feels uncomfortable</p>	<p><b>Unit 3</b> <b>Respectful relationships</b> Courtesy and self-respect Respecting others without prejudice or discrimination Respect for those in authority</p> <p><b>Unit 4</b> <b>Online relationships</b> Staying safe online</p>

<p><b>Unit 1</b> <b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences.</li> <li>• that stable, caring relationships which follow a biblical pattern are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Unit 2</b> <b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Unit 3</b> <b>Respectful relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>



<p><b>Unit 4 Online relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<p><b>Within all units: Being safe</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

Secondary – resources from: <a href="http://www.loveswise.org.uk">www.loveswise.org.uk</a>				
KS3 Year 7 & 8		KS3 Year 9	KS4 Year 10 & 11	
<b>Growing Up/ Growing Wise</b> Key topics: Changes of puberty Relationships Marriage Having children Online relationships	<b>Making Godly Choices</b> The design & purpose of marriage The purpose of sexual intimacy Faithfulness in marriage Common temptations  <b>Staying pure online</b>	<b>Marriage, Sex and living wisely</b> What is marriage? What are the benefits of marriage? What is singleness? Practical steps to make a relationship that will last Relationships, getting it right	<b>Marriage for Schools</b> Key elements of marriage including vows, Practical advice on relationships Informed consent pornography	<b>True Love Interactive</b> Singleness & marriage Understanding marriage Why keep sex for marriage? STIs Sexual temptation Complementarity Divorce The legal redefinition of marriage Pornography Gender Same-sex relationships What is abortion?

<b>Families</b>	Pupils should know <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting</li> </ul>
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<b>Respectful relationships, including friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes can cause damage.</li> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>
<b>Online and media</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography is abhorrent to God, 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 others.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>