



Immanuel Christian School

Relationships, Sex and Healthy Policy

(RSHE for primary; RSHE for secondary)

This policy is reviewed annually to ensure compliance with current regulations

Amended by	
JG August 2025	
Date of next review	August 2026

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, Sex and Health 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 RSHE, 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, intolerance, hatred, bullying or phobia towards others.

Biblical Foundation:

Immanuel Christian School is a school with a “religious character”. Our RSHE curriculum is therefore taught from a biblical perspective and is designed to help pupils become resilient in the Christian faith. The RSHE curriculum aims to lay the foundations for individual character and attitudes that will honour God and others. As such, our RSHE 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 RSHE 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 responsibility¹.

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 views².

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, Sex and Health Education

Using the principles set out in the Bible, the School will 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, irrespective. RSHE 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 RSHE & Young people at Risk

Pupils will need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE 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 issue of advice and confidentiality may arise as a result of RSHE 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, teacher 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.

¹This 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 RSHE. The school believes that any attempt to give pupils such a right is contrary to the law as outlined above.

² 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. Year 11 pupils will have additional PHSE in preparation for leaving ICS and at this point some of these areas will be discussed.

- 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 Overview (see Year 5/6 overview separately, this is more bespoke to suit the specific needs of the current 5/6 cohort at the time)

Primary – some resources from www.lovese.org.uk Relationships Matter	
KS1 Year 1&2	KS2 Year 3&4
<p>Unit 1 Families & people who care for me What is family? Caring relationships What is marriage?</p> <p>Unit 2 Caring Friendships Best friends When friends fall out How to get help</p>	<p>Unit 3 Respectful relationships Courtesy and manners What is bullying? Respect for others including those in authority.</p> <p>Unit 4 Online relationships Staying safe online</p>
<p>Unit 1 Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences. • 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. • 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.

<p>Unit 2 Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Unit 3 Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Unit 4 Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face 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.

<p>Within all units: Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources.
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Secondary Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3 Yr A	Building relationships Self-worth, romance and friendships (+online), healthy and unhealthy friendships	Diversity & Difference – don't judge! Coping with personal challenges – autism/ADHD/ Dyslexia & supporting others	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Financial decision making Saving, borrowing, budgeting and making financial choices, cyber safety	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies
Visits/Visitors	Lovewise/ Esteem	MS	Yr 9 Options Evening	Avon & Somerset Police	Mini First Aid	Wapley woods
Main input medium	News/Debate/ Citizenship lesson	News/Debate/ Citizenship lesson	Classroom based learning	Classroom based learning	Outdoor learning/ wellbeing activities	Outdoor learning/ wellbeing activities
KS3 Yr B	Community and careers Equality of opportunity in school & careers and life choices, different patterns/types of work	Digital literacy Online safety, digital literacy, media reliability, gambling hooks	Discrimination Discrimination including; racism, religious, disability, sexism/ homophobia/ biphobia/ transphobia	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Peer influence, substance use and gangs Healthy & unhealthy friendships, assertiveness, substance misuse, gang exploitatn
Visits/Visitors	In house (JonG)	TC	Yr 9 Options Evening	Lovewise/Esteem	Wapley Woods	AT
Main input medium	News/Debate/ Citizenship lesson	News/Debate/ Citizenship lesson	Classroom based learning	Classroom based learning	Outdoor learning/ wellbeing activities	Outdoor learning/ wellbeing activities
KS3 Yr C	Transition and safety Personal safety in and outside school, including first aid (+transition to 2ndary – yr 7)	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Employability skills Employability and online presence	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Intimate relationships Relationships/sex ed – consent, STI risk, contraception & attitudes to pornograp
Visits/Visitors	Mini First Aid	HJ	Parent lead career assemblies/ Yr 9 Options	Parents lead career assemblies	Progressive masculinity	Lovewise/Esteem

Main input medium	News/Debate/ Citizenship lesson	News/Debate/ Citizenship lesson	Classroom based learning	Classroom based learning	Outdoor learning/ wellbeing activities	Outdoor learning/ wellbeing activities
KS4 Yr A	Building for the future Self-efficacy, stress management, and future opportunities. Decisions about post 16 education. TC T-levels talk	Healthy relationships Relationships and sex expectations, including the impact of the media & Pornography. Naked Truth project visit	Next steps Yr. 10 Support in making work experience choices, exploring options Yr. 11 Application processes, and skills for further education, employment and career progression	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Independence Responsible health choices, and safety in independent contexts	Yr. 10 Work experience Preparation for and evaluation of work experience and readiness for work Financial decision making The impact of financial decisions, debt, gambling & impact of advertising on financial choices
Visits/ visitors	TC – T-levels talk Careers advice	Naked Truth Project workshop	Careers Advisor interviews + JonG mock interviews (yr 11)	Lovewise /Esteem	Bus trip into Yate	Yr 10 WE Business man PT & livelink with Chocolates of Glenshiel
KS4 Yr B	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Next Steps Yr. 10 Support in making work experience choices, exploring options Yr. 11 Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Exploring influence The influence and impact of drugs, gangs, role models and the media	Yr. 10 Work experience Preparation for and evaluation of work experience and readiness for work Financial decision making The impact of financial decisions, debt, gambling & impact of advertising on financial choices
Visits/ visitors	KS/CD medical input	JonG debate session	Careers Advisor interviews + JonG mock interviews (yr 11)	Lovewise / Esteem	AT visit – share past	Yr 10 WE

Secondary – some resources from: www.loveswise.org.uk				
KS3 Year 7 & 8		KS3 Year 9		KS4 Year 10 & 11
Growing Up/ Growing Wise Key topics: Changes of puberty Relationships Marriage Having children Online relationships	Making Godly Choices The design & purpose of marriage The purpose of sexual intimacy Faithfulness in marriage Common temptations Staying pure online	Marriage, Sex and living wisely 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	Marriage for Schools Key elements of marriage including vows, Practical advice on relationships Informed consent pornography	True Love Interactive 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?
Families	Pupils should know <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 not legally married, for example, cohabiting or those who are living together following 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	<p>Pupils should know</p> <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 can cause damage. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography 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. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.