

Relationship Education Policy

This policy should be read in conjunction with the School's PSHE and SMSC Policy.

This policy covers:

Relationship Education for 5 – 11 year olds

This policy has been written with regard to the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Guidance](#) and the statutory requirement to teach Relationship Education from September 2020.

INTRODUCTION

Kings Kids Christian School aims to provide all our young people with a curriculum that ensures they are prepared for adult life in modern Britain. Sex and Relationship Education, and Personal Social Health and Economic Education (PSHE) can help to provide students with the key knowledge to:

- ensure that they can keep themselves safe
- develop healthy and positive relationships
- maintain good mental health
- build resilience
- manage their finances
- prepare for the workplace and
- successfully navigate the changing world in which they are growing up

We understand that all primary schools (maintained, academies or **independent**) are required to provide Relationships Education RelEd; this policy reflects that guidance.

Our focus in the primary area of the school is on building healthy relationships and staying safe.

We aim to develop an integrated approach that is sensitive to the needs of our students and the school community; and in accordance with our faith. We honour and affirm the role of Parents including their right to withdraw their child from sex education, other than sex education in the PACE Curriculum as part of science.

As a Christian school, we believe that any teaching on relationships, love and sex should be delivered in accordance with our faith and within the context of the scripture, and at the appropriate age.

As a Christian school, we believe that any teaching on these subjects must be within the whole context of our faith in God who reveals himself in Jesus Christ. In sex and relationship education, we place the emphasis on the understanding and formation of respectful, loving relationships which exist between friends and within families.

One such relationship is marriage. Marriage is a sacred vow between two people. It is a shared commitment of loyalty and closeness, into which the gift of life may be brought.

Matthew 19: 4-6 “And he (Jesus) answered and said unto them, Have ye not read, that he which made them at the beginning made them male and female, and said, For this cause shall a man leave father and mother, and shall cleave to his wife: and they twain shall be one flesh? Wherefore they are no more twain, but one flesh. What therefore God hath joined together, let not man put asunder.”

Understanding how relationships work and developing relationship skills gives a context for understanding human sexuality and sexual health.

RELATIONSHIPS EDUCATION

As a Christian school, we believe that parents have the right to have a say in what sex education their children should be taught. In this regard, the school confirms that it will teach sex education in a way that considers the views of the parents. Parents will also have the right to withdraw their child from sex education but not from learning about relationships.

We believe that children and young people have not yet attained full maturity and are not always able to assimilate this information; therefore, staff will keep this in mind when delivering sex education and ensure that the information comes at an appropriate time and in a manner matched to their age, needs, physical and psychological maturity. Awareness of where each child is in their development and their individual differences will be key factors in choosing when to deliver this education.

We will provide our students with clear, helpful and accurate sex education which is compatible with the ethos and values of the school.

There will be sensitivity and respect shown for all people whether married, non-married or in same-sex relationships. Our students will learn that there are different types of relationships, in a way that is sensitive to their needs; and in accordance with our faith. We will also adhere to our duty to comply with the relevant requirements of the Equalities Act 2010.

Aims and Objectives

- To provide our students with a knowledge and understanding of Biblical teaching on relationships and sexual love, depending on their age and maturity levels,
- To provide our students with a positive understanding of what constitutes good, loving relationships,
- To clarify and reinforce existing knowledge,
- To provide our students with a knowledge and understanding of the biological facts about human reproduction, depending on their age,
- To provide our students with the skills and confidence to defend themselves against unwanted pressures to be sexually active and to keep them safe,
- To raise students' self-esteem and confidence, especially in their relationships with others;

- To help students understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help students' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

TEACHING FOLLOWING THE LEGAL REDEFINITION OF MARRIAGE

Marriage (Same Sex Couples) Act 2013: *Students will be made aware that the Marriage (Same Sex Couples) Act 2013 extends civil marriage to same sex couples in England and Wales, although the law prevents ministers of the Church of England carrying out SSM. Nothing in the act affects the rights of Christian schools to teach on marriage or on same sex relationships in accord with Biblical principles, provided it is done in an appropriate and sensitive way.*

Recent guidance from the Equality and Human Rights Commission (EHRC) provides helpful clarification that the traditional, Biblical nature of marriage can continue to be taught schools.

“Maintained secondary schools have a legal requirement to teach about the ‘nature of marriage’ and in so doing they ‘must accurately state the facts about marriage of same sex couples’. However, ‘no school, or individual teacher, is under a duty to support, promote or endorse marriage of same sex couples.’”

As an independent school this requirement does not apply to us; however, due to the Marriage (Same Sex Couples) Act 2013, and with regard to British Values, this topic will be discussed in an appropriate and sensitive manner, in accordance with Biblical principles and with regard to the age and maturity levels of our students.

The EHRC also states:

“Teachers, other school staff, governors, parents and pupils are all free to hold whatever personal views they choose on marriage of same sex couples, including a view that marriage should only be between a man and a woman. The Government recognises that the belief that marriage can only be between a man and a woman is a belief worthy of respect in a democratic society.”

“Schools with a religious character can continue to deliver sex and relationship education in accordance with their particular religious doctrines or ethos. They must do so in a sensitive, reasonable, respectful and balanced way.”

CURRICULUM PLANNING

The School Leadership and Management will:

- Ensure that all aspects of the programme are covered in sufficient depth.
- Ensure that the physical and emotional changes experienced during puberty are taught in year 5 or the beginning of year 6.
- Ensure that, at the appropriate age, staff emphasise resisting peer-pressure in relation to drugs, alcohol, and sexual consent
- Ensure that staff teach about respect for others, different types of bullying and how to prevent and tackle them
- Ensure that students' economic well-being and financial capability is developed.

The Following will be taught at the Appropriate Levels:

EYFS

Children learn about the concept of male and female and about young animals.

They develop skills to form friendships and think about relationships with others.

Years 1 - 2

Through work in science children:

- learn about life cycles of some animals
- understand the idea of growing from young to old and learn that all living things reproduce
- learn about the importance of personal hygiene to maintain good health

Through work in PSHE children:

- reflect on family relationships, different family groups and friendship
- learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved
- begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them
- learn about personal safety

Years 3 - 6

Through work in science children:

- build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6
- learn about the physical, emotional and social changes at puberty, which include personal hygiene

Through work in PSHE children:

- develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship,
- develop skills needed to form relationships and to respect other people's emotions and feelings,

- consider how to make simple choices and exercise some basic techniques for resisting pressures,
- focus on the development of skills and attitudes not just the acquisition of knowledge

Our Relationships Education is woven into our main curriculum and enhanced by focus supplementary lessons.

Our Relationships Education will not encourage early sexual experimentation.

Years 7+

Attitudes and Values

- The importance of values and individual conscience and moral considerations
- The value of family life, marriage, and stable and loving relationships for the nurture of children
- The value of respect, love and care
- The value of keeping sex within marriage
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making

Personal and Social Skills:

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships within the context of God's new creation;
- Learning about contraception and the range of local and national sexual health advice, contraception, unplanned pregnancy and support services, in line with orthodox Christian teaching;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.

Our sex and relationship education is woven into our main curriculum and enhanced by focused afternoon lessons.

Our sex and relationship education will not encourage early sexual experimentation. It will teach young people to understand human sexuality and to respect themselves and others. It will

enable our young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It will build up knowledge and skills that are particularly important today because of the many different and conflicting pressures on young people.

In light of this, sex education will be taught from age 11+ according to statutory guidelines; this will include any such teaching to do with same-sex relationships. However, in order to promote tolerance, children under this age will be made aware that people may choose to identify as gay, lesbian or bisexual, or may choose to be in a same-sex marriage. This will be taught depending on their age and maturity levels.

RESPONSIBILITIES

The Headteacher is the designated teacher with responsibility for coordinating sex and relationship education.

It is the responsibility of the Governing Body, working with the Head Teacher and Senior Leadership Team, to ensure that the sex and relationship education must be in accordance with the teachings of the Bible and the wishes of the parents. This will be achieved through careful monitoring of the teaching resources used.

Therefore, in considering the resources which will be used to teach this subject, governors should take into account:

- The need to support parents and carers by providing education which is faithful to the teachings of the Bible and appropriate for the ages and stages of development of the students;
- The extent to which specific materials can be used to illustrate the beauty of the human being created by God;
- The values implied by specific resources and the way in which they may be used to enhance students' understanding of human development and Biblical teaching;
- The accuracy and clarity of material presented.

It is important that any external visitor to the school is also clear about their role and responsibility while they are in a school. Such visits should complement the school's current programme. Visitors may need guidance to ensure that sessions they deliver are respectful of this policy.

Relationships Education is delivered through science, PSHE, and Citizenship, Relationships Education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies and drama.

Relationship Education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

SPECIFIC ISSUES

Parental Consultation

- Full details of the sex and relationship education provided by the school are available on request.
- The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.
- By working in partnership with parents they recognise the importance of this aspect of their child's education. Parents do however have the right to withdraw their children from those aspects of sex and relationship education, not included in the PACE Curriculum Science. In this case, alternative work would be set.

Parents' Right to Withdrawal

- Some parts of sex and relationship education are contained within the children's Science PACEs and are compulsory. However, parents may withdraw their children from any additional or supplementary curriculum focused on sex and relationships, if they want to do so.
- Parents will be given two weeks' notice of any afternoon lessons regarding specific sex education. They will have the right to withdraw their children from these lessons providing they make this request in writing three school days before the activity, to allow time to make other provisions for their child.

Child Protection / Confidentiality

- Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.
- The staff member will inform the Head Teacher Designated / Child Protection person in line with the school's procedures for child protection.
- A member of staff should not promise confidentiality if concerns exist.

All school staff members should adhere to the following policy:

- When talking with students, it is important for you to be aware of maintaining your professional boundaries.
- You must be clear to students that you cannot offer unconditional confidentiality when a student first begins to talk about something where confidentiality may become an issue.
- Students should be warned that if there is a child protection issue where the student, or others, is likely to be at risk of significant harm, you are under a duty to inform the school's Head teacher / Designated Safeguarding Lead who may have to involve other agencies. It is important that each member of staff deals with this sensitively and explains to the student that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to help.

- In all cases where you feel that you have to break confidentiality with the student, you must inform the student, (unless there is a good reason not to inform them e.g. risk of harm) and reassure them that their best interests will be maintained.
- In talking with students, you need to encourage them to talk to their parents / carers about the issue that may be troubling them, unless doing so places them at risk, and support in doing this should be offered where appropriate.

Dealing with Difficult Questions

- Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Sessions may use an anonymous question box as a distancing technique.
- Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Links with Other Policies

This policy is linked with the following policies:

- PSHE & Citizenship
- SMSC
- Equal Opportunities
- Child Protection / Safeguarding
- Confidentiality
- Behaviour
- Anti-Bullying

These policies can be provided on paper by contacting the school office.

Monitoring and Review

This content has been agreed in consultation with governors, parents and teaching staff.

Policy Adopted by Governors on: _____30/09/2021_____

Policy Last Reviewed on: _____30/09/2020_____

Policy Due for Review on: _____30/09/2022_____

Signed _____Sunday Okenwa_____ (Chair)