



Greater Grace School of Christian Education

Relationships Education Policy

This policy covers Relationships Education for 5 – 11 year olds. It should be read in conjunction with the School's PSHE and SMSC Policies.

This policy has been written with regard to the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance published in 2019.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

INTRODUCTION

Greater Grace School aims to provide all our young people with a curriculum that ensures they are being prepared for adult life in modern Britain. Relationships Education, within 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
- successfully navigate the changing world in which they are growing up

We understand that from September 2020, and subject to making the regulations, all primary schools (maintained, academies or independent) will be required to provide Relationships Education (RelEd); this policy reflects that guidance.

Our Relationships Education is woven into our main curriculum and enhanced by focused lessons within the PSHE curriculum. Our focus 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. Since we are both a Primary and Secondary school, our students transfer seamlessly from Year 6 to Year 7 which means that we can introduce subjects such as puberty and the biology of human reproduction at the point that is best for each individual student.

We believe that since children have attained different levels of maturity, they are not always able to assimilate this information; therefore, staff will keep this in mind when delivering lessons 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.

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 takes into account the views of the parents. We honour and affirm the role of parents including their right to withdraw their child from sex education, but not from learning about relationships.

We do not usually teach specific sex education lessons to primary pupils, however, we are aware that students might ask questions of this nature, for example while learning about puberty or human biology. If so, teachers will endeavour to answer questions appropriately, 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 in a more appropriate way. Parents will be consulted if possible.

Therefore, whenever possible, parents will be given notice of lessons that might bring up questions regarding specific sex education, and parents are strongly encouraged to talk with their own children beforehand.

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 Bible, the Word of God, and at the appropriate age.

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 relationships 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 to them, Have you not read, that He who made them at the beginning 'made them male and female', and said, 'For this cause shall a man leave his father and mother, and shall cleave to his wife: and they two shall be one flesh'? Therefore they are no longer two, but one flesh. Therefore what God has joined together, let not man separate."

RELATIONSHIPS EDUCATION

We will provide our students with clear, helpful and accurate relationships 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 Equality Act 2010.

Aims and Objectives

- To provide our students with a knowledge and understanding of biblical teaching on relationships;
- To provide our students with a positive understanding of what constitutes good, loving relationships;
- To clarify and reinforce existing knowledge;
- To help students understand their feelings and behaviour so they can lead fulfilling and enjoyable lives;

- To raise students' self-esteem and confidence, especially in their relationships with others;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help students develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To help gain access to information and support;
- To respect and care for their bodies;
- To develop skills for a healthier safer lifestyle;
- To help our students be prepared for puberty with its physical and emotional changes; and provide our students with a knowledge and understanding of the biological facts about human reproduction, according to their age and maturity levels;

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 independent 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.

“Teachers, other school staff, governors, parents and students 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 staff teach about respect for others, different types of bullying and how to prevent and tackle them
- Ensure that students are taught about puberty and the physical and emotional changes experienced during puberty when it is most appropriate for the individual pupils concerned
- Ensure that staff emphasise the importance of permission seeking and giving, and personal privacy. Staff will help pupils build character and skills to enable them to resist peer-pressure in age-appropriate ways that will help them now, and that will prepare them for secondary relationships and sex education where they will learn to resist peer pressure in relation to drugs, alcohol, and sexual consent

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
- may learn about the basic biology of human reproduction including birth of a baby, according to their age and maturity levels

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
- learn about personal hygiene
- learn about the physical, emotional and social changes at puberty, including personal hygiene, according to their age and capacity

RESPONSIBILITIES

Cathy Craddock is the designated member of the Senior Management Team with responsibility for coordinating Relationships Education.

It is the responsibility of the Governing Body, working with the Head Teacher and Senior Management Team, to ensure that the Relationships 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, trustees 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 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 usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

Relationships Education is delivered through our core PACE curriculum, small group devotions, and PSHE classes, including specific lessons dedicated to Relationships Education. It is taught by classroom teachers, and if appropriate, outside visitors, using a range of teaching methods which may include discussion, use of video, looking at case studies and drama.

SPECIFIC ISSUES

Parental Consultation

- Further details of the Relationships Education provided by the school are available on request.
- The school will inform parents if sex education will be taught and will provide opportunities for parents to view the resources being used.
- The school will work in partnership with parents to help them 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 Relationships Education which includes sex education, should the school choose to include it. In this case, alternative work would be set.

Parents' Right to Withdrawal

- Parents may withdraw their children from any lessons within Relationships Education that focus on teaching sex education, if they wish to do so, other than any delivered as part of the science curriculum.
- Parents will be given two weeks' notice of any lessons regarding specific sex education. They will have the right to withdraw their children from these lessons providing they make this request in writing at least three school days before the activity. This is needed to allow time to make other appropriate, purposeful education available during the period of withdrawal for their child.

- There is no right to withdraw from Relationships Education or Health Education.

Child Protection / Confidentiality

- Teachers need to be aware that effective Relationships 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 or Designated Safeguarding Lead 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 their needs in order for them to have full access to the content of Relationships Education.

Links with Other Policies

This policy is linked with the following policies:

- PSHE
- SMSC
- Promoting Fundamental British Values
- Safeguarding and Child Protection
- Confidentiality
- Equal Opportunities
- Motivation and Behaviour Management
- 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 the governing body, parents and teaching staff.

Policy Adopted by Trustees on: 22 October 2020

Alastair Craddock (Chair)

Policy Last Reviewed on: 22 October 2020

Policy Due for Review by: 30 October 2023