



THE BLACKBURN
DIOCESAN BOARD
OF EDUCATION

'You shall love your neighbour as yourself.'

Matt 22v39

Primary School Guidance relating to
Relationship and Sex Education
(RSE)

September 2019

Areas this guidance does not cover

Health Education

Who is this guidance for?

Primary School Leaders and Governing Boards

Introduction

The Christian faith has a lot to say about relationships. The perfect example of relationship is found in God, in the persons of the Trinity. This perfect relationship is reflected in the relationship, revealed in scripture, between God and humanity and sets out the basis of all good relationships. The government's shift in the guidance on sex and relationship education to strengthen the work on relationships is welcomed by the Board of Education as this work is a core part of our wider work of helping children and young people to understand ways to live that are fulfilling and life giving. Very often the message children receive is to be introspective and to concentrate of the value and acceptance of self, "This is me". Whilst this is important, the Christian faith explains that we learn more of who we are and our value through focussing on God and others.

³⁷ Jesus said to him, "You shall love the LORD your God with all your heart, with all your soul, and with all your mind." ³⁸ This is the first and great commandment. ³⁹ And the second is like it: 'You shall love your neighbour as yourself.' ⁴⁰ On these two commandments hang all the Law and the Prophets."

Matthew 22v37-40

This passage should be the basis of all relationship education within a church school. We should model our relationships on obedience to this and understand our relationships through a deeper understanding of this command.

The characteristics of positive relationships

Christian values in schools are based scripture, tradition and reason and should be used by schools as part of relationships education to underpin teaching on relationships at appropriate times. Church schools, when approaching Relationship Education, should draw on scripture that sets out clear guidance on relationships that applies equally to all. Some of the qualities that aid good relationships are listed as the fruits of the spirit in Paul's letter to the Galatians.

"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, ²³gentleness and self-control. Against such things there is no law." Galatians 5v22-23

These fruits, when shown, enhance relationships and are qualities that adults and children should seek to show. If this passage is coupled with Paul's letter to the Corinthians, we have another clear guide as to how we should relate to each other.

"Love is patient, love is kind. It does not envy, it does not boast, it is not proud. ⁵ It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. ⁶ Love does not delight in evil but rejoices with the truth. ⁷ It always protects, always trusts, always hopes, always perseveres. ⁸ Love never fails." 1 Corinthian 13v4-8

For many years this passage has given a guide to how we should treat others and how we should seek to be. If we love our neighbour as our self, then what does love look like? The love in the passage in Greek is agape love, which is the love God gives to humankind without condition.

However, broadening this definition to think of selfless love helps us to define what love looks like within any relationship and allows us to judge the quality of love we encounter. Whether this is a friendship relationship, a family relationship or romantic relationship, these same qualities apply and are a useful measure as to whether someone is showing us selfless love. Of course, as humans we often fail to live out these high ideals but seeking to do so should be evident to others. Certainly, this passage is important in helping children to understand whether a relationship is positive or not. The substituting of the word love for either your own name or that of others is a tool used by many Sunday School teachers to encourage reflections on relationships and how we and others relate to each other.

Parables can also be a useful tool to unpick relationships and love as God intended. These include the Good Samaritan (Luke 10v 25-37), the unforgiving servant (Matt 18v21-35) and the speck and the log (Matt 7v1-5).

Family relationships

Within the statutory guidance there is the requirement to teach children that there are a range of family units that exist and that each of these should be valued, recognised and respected. When discussing families, it is important to highlight that the qualities listed above are the qualities that apply to relationships within families and are the same qualities that make family relationships good. Within teaching about family, it is important to affirm the families that children find themselves in irrespective of whether there are differing religious views about how God may view a particular family unit. God's love for all people, as expressed in John 3v16, is a key message and should prevail along with clarity on the qualities that make good relationships. Schools could choose to share teaching on the Church of England¹ view on marriage during these sessions, but if done they should ensure that there are not implicit condemnations for other relationships, but a sharing of the church's view. This would need to be age appropriate and carefully handled. In addition, if views in marriage are shared, then the state view of marriage must also be shared.²

One key message that should be shared with children in church schools is that of the family of God. This concept of the church as God's family means that we have many brothers and sisters in Christ and therefore should seek to treat each other as God would want. The "what would Jesus do" bracelets are a good tool for thinking how we relate as one family in Christ. Theologically, there are differences of view on who is in God's family but considering all to have the potential to be children of God and, therefore, all to potentially be part of the family of God is a useful way forward.

Friendships

When looking at friendships there are biblical passages that can help in the teaching of this area. Jesus' relationship with his disciples can be a good first step, particularly thinking about Jesus washing the feet of his disciples and the need to be a servant of others (John 13 v 1-17). Taking this concept of service further, it is possible to link with the above concept of all being potentially in the family of God and explore how we can be fulfilled in the service of others, "whoever wants to become great among you must be your servant,⁴⁴ and whoever wants to be first must be slave of all." (Mark 10v 43-44)

¹ *The Church of England affirms, according to our Lord's teaching, that marriage is in its nature a union permanent and lifelong, for better for worse, till death them do part, of one man with one woman, to the exclusion of all others on either side, for the procreation and nurture of children, for the hallowing and right direction of the natural instincts and affections, and for the mutual society, help and comfort which the one ought to have of the other, both in prosperity and adversity. Canon B30*

² *Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.*

Equally, friendships are portrayed throughout the bible. Some useful stories that support the teaching on friendship are:

- Jonathan and David - 1 Samuel 18v1-4, 19v1-7
 - Jonathan is prepared to lay down his life for David
 - Jonathan stands against his own father in the protection of David and what is right
- Ruth and Naomi - Ruth 1v16-18
 - Ruth pledges to stay and support Naomi in the most troubling times
 - She stays by her side even though she could have left for a better life herself
- Mary, Martha and Jesus - John 11v21-23
 - Jesus' empathy for his friends in their grief and shares in their pain even though he knew he would raise their brother. and they trust Jesus
- The paralysed man - Mark 2v1-12
 - The friends of the man were determined to help him to be healed. They collectively showed faith and were committed to doing all they could to help a friend in need.

Personal space, boundaries

The importance of children understanding that they are valued and loved and are precious in God's sight is an intrinsic part of children understanding that they have personal space, special bodies and should protect what is special to God. The bible is full of passages about the wonder of God's creation in humanity. Jeremiah 1v5 is a famous passage that speaks of the value of us all to God, *"Before I formed you in the womb I knew you, before you were born I set you apart"*. Children knowing that they are loved by God (John 3v16) and that their bodies are temples of the Holy Spirit (1 Corinthians 6v19) can be an underlying principle which clarifies that children have rights over their body which nobody else has.

Statutory Guidance Summary

Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, the government has made Relationships Education part of the basic curriculum for primary pupils and therefore compulsory at primary schools (including maintained schools and academies).

DfE advise that under the Education Act 2002, responsibility for the curriculum in a maintained school is shared between the Head and the board, and that the governing board and headteacher are required to exercise their functions with a view to securing that the curriculum for the school satisfies statutory requirements.

Under the regulations, the Secretary of State is required to give guidance to schools about the provision of Relationships Education and RSE. Schools must have regard to this statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

The statutory guidance includes a section on Relationships Education which makes clear that in primary schools the focus should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. The guidance (pages 20-22) indicates what pupils should know by the end of primary school and makes clear that schools are free to determine how to deliver the content set out in the guidance, in the context of a broad and balanced curriculum.

The guidance on Sex Education remains unchanged in that primary schools can decide whether to teach beyond national curriculum science and, if so, what they will teach and when. The right to be excused applies to sex education only and applies as it has in the past. The guidance contains further information on the right to be excused from sex education (pg 17 of the statutory guidance).

This document from the Diocesan Board of Education seeks to assist headteachers and governing boards of Church of England primary schools in carrying out their responsibilities and preparing for the introduction of Relationships Education and Sex Education from September 2020 (particularly for compulsory Relationships Education in primary schools). It is not itself a policy.

Primary schools are not required to teach sex education beyond the requirements of the national curriculum for science. However, DfE recommend that primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Primary schools that choose to teach sex education beyond the requirements of the national curriculum for science must decide what it

should consist of and how it should be organised, consult parents, keep a record of the board's decisions and allow parents who wish to do so to withdraw their child from sex education lessons. Primary schools that choose not to teach sex education are advised to make this clear in a statement of policy, and to inform parents.

The statutory guidance states that all schools must have in place a written policy for Relationships Education/RSE and must consult parents in developing and reviewing their policy. Also, schools must ensure that the policy meets the needs of pupils and parents and reflects the community they serve. Therefore, any policy should be produced in consultation with parents and the wider community. Once produced this policy must be freely available to parents and a copy should be published on the school website. The policy for Relationships Education should include:

- A definition of Relationships Education
- The subject content, how it is taught and who is responsible for teaching it
- How the subject is monitored and evaluated
- Information to clarify why parents do not have a right to withdraw their child from Relationships Education
- The date by which the policy will be reviewed

Compliance with the Equality Act

Within relationships education schools should comply with the public sector equality duty to ensure that there is not unlawful discrimination against pupils because of their protected characteristics. The guidance states that "schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive actions to build a culture where these are not tolerated" and that "staff have an important role to play in modelling positive behaviours". In church schools, leaders should be aware of the strength of feeling on matters of human sexuality and be clear that the law both protects the rights of some to hold a religious belief but also protects the rights of others to think and behave differently. Both must not be discriminated against directly or indirectly. This may need discussion during staff training and clarity when implementing a policy.

Guidance for schools on the Equality Act can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality Act Advice Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

The guidance states that, "Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully

integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.”³

Schools must discuss and agree, following consultation with their community and parents, what and when LGBT content should be taught. There is strong encouragement from government for primary schools to cover LGBT content and many schools will choose to do so. However, schools are encouraged but not required. Decisions that governing boards take should be recorded in order to ensure that the reasons for taking such a decision are justifiable and in line with the views of stakeholders as part of the consultation. It is important to note that the state view of marriage must be covered and without some content on LGBT, this may well seem incongruous. If schools teach LGBT content they should share alongside it the range of relevant religious views held whilst ensuring that all are respected in the views they hold even when these are very different. Teaching on LGBT content must not be from a position of bias or influence, whether pro LGBT or against. The likely places for sensible integration of LGBT content is within the work on ‘families and people who care for me’ and ‘respectful relationships’ at a time that school leaders feel is appropriate to the needs of the pupils, parents and community.

Issues and information for church schools

The guidance categorically states that the religious background of pupils must be taken into account when planning the teaching programme so that topics are appropriately handled. It also states that schools must ensure that they comply with the Equality Act 2010 in which religion and belief are amongst the protected characteristics. Therefore, for church schools there are some clear additional requirements which can be summarised as follows.

Schools, at an appropriate time in the curriculum, should:

- Teach what the Church of England teaches on marriage.⁴

³ **Department for Education**, *Relationships education, Relationships and Sex education (RSE) and Health Education*, (Department for Education, June 2019)

⁴ *The Church of England affirms, according to our Lord's teaching, that marriage is in its nature a union permanent and lifelong, for better for worse, till death them do part, of one man with one woman, to the exclusion of all others on either side, for the procreation and nurture of children, for the hallowing and right direction of the natural instincts and affections, and for the mutual society, help and comfort which the one ought to have of the other, both in prosperity and adversity. Canon B30*

- Teach that the legal view of marriage is that it represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.⁵
- Teach that there are different views within the Christian church and the Church of England on same sex and heterosexual relationships.⁶
- Allow balanced debate on issues seen as contentious whilst ensuring that all views are respected and that all individuals are valued for who they are.
- Always be in line with the law.

Guidance for Church of England Schools from the Church of England Education Office

The Church of England's vision for education, published in 2016, is deeply Christian, with Jesus' promise of "life in all its fullness" at its heart. The vision is for the common good of the whole community. The vision has four elements, including:

- educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth; and
- educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Working with parents/carers and the wider community

Under the Education and Inspections Act 2006, the governing board of a maintained school, in discharging its functions relating to the conduct of the school, must have regard to any views expressed by the parents of registered pupils.

Primary schools will wish to give careful consideration to the arrangements for consultation on their statement of policy on Relationships Education (and RSE if they choose to deliver sex education).

The statutory guidance on Relationships Education and RSE contains a section on working with parents/carers and the wider community, which includes the following:

- All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when

⁵ *Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.*

⁶ <https://www.churchofengland.org/more/policy-and-thinking/our-views/family-marriage-and-sexuality> contains a variety of reports on same sex relationships and the debates within the church regarding them

(and that parents have the right to withdraw their child from sex education delivered as part of RSE).

- Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.
- Many schools build good relationships by inviting parents into school to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. It is important through such processes to reach out to all parents, recognising that a range of approaches may be needed for doing so.
- Many schools will have existing mechanisms in place to engage parents and should continue to draw on these as they respond to the new legal framework.

DfE advise that the statement of policy should also reflect the views of teachers and pupils. Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils.

Further DfE guidance on "Parental engagement and community leadership" was published in March 2019, in the updated version of the Governance Handbook.

Visitors in school for RSE

The statutory guidance states, "As with any visitor, schools are responsible for ensuring that they check the visitor or visiting organisation's credentials. Schools should also ensure that the teaching delivered by the visitor fits with their planned programme and their published policy". As well as ensuring that visitors comply with school policies, it is important that content is checked and that visitors understand the Christian faith foundation of the school and the rights of the school to share faith perspectives on relationships that visitors may not agree with. Schools should discuss this with visitors prior to booking in order to ensure that this is understood. Equally, schools must ensure that visitors that share a conservative view on relationships must be made aware of the requirement of the school to comply with the Public Sector Equality Duty under the Equality Act 2010.

Things that schools should do:

Don't rush to 'get it done' but take positive steps to get it right

- Consult with parents on developing a policy on Relationships Education/RSE
- Produce a policy including an overview of what is to be taught, to whom and by when
- Publish the policy on the website.
- Look at where Christian values and teaching can positively impact on the teaching on relationships
- Present children with Christian views of sexual relationships and of their place in a lifelong commitment
- Present the children with the state view of marriage
- Review any published schemes that the school have previously used and decide what is right for the pupils and the community the school serves.

Decisions school leaders and governors need to take:

- **Will the school teach sex education beyond the science national curriculum?** If so:
 - What will it teach, at what age and using which resources?
 - How will parents be informed?
 - What is the mechanism for the parental right to withdraw?
- **What will the policy on relationship education say?**
 - How will it be linked to the Christian Vision of the school?
 - How will it reflect the Christian ethos of the school?
- **What will be the content of relationship education?**
 - Will it be a published scheme that has been reviewed and adapted?
 - Will the school create the materials?
 - How will it reflect the Christian ethos of the school?
 - How will different faith perspectives be weaved into the curriculum and at what age?

References

Manchester Diocesan Board of Education, *Relationships Education, Relationships and Sex Education, and Health Education including LGBT issues – guidance notes for governing boards and headteachers of Church of England Primary Schools*, (Manchester Diocesan Board of Education July 2019)

Department for Education, *Relationships education, Relationships and Sex education (RSE) and Health Education*, (Department for Education, June 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

Relationship and Sex Education (RSE) Policy

School Logo

You shall love your neighbour as yourself.

Matt 22v39

Approved by:

Date:

Review date:

Vision

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At xxxxxxxx Church of England School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Aims

The aims of relationship and sex education at xxxxxxxxxxxx CE Primary School are:

Add and amend aims to reflect school aims

- To ensure Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.

Statutory requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education

Policy Development and Review

Schools are expected to consult parents and stakeholders when creating an RSE policy. The text below is an example of how schools may do this. You will need to adapt this section to reflect your own policy development process. For example, you may want governors to be involved earlier in the process, or may involve community groups such as the church.

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 gather all relevant information including relevant national, diocesan 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 and any interested parties were invited to attend a meeting (or respond to a questionnaire) about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed every xxx years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

Definitions

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe

Sex Education is a programme of work that covers *romantic relationships, sexual health, contraception....List aspects the school chooses to cover*

Health Education (*See Health Education Policy -or relevant school policy*) is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction (see Science Policy)

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance

Insert additional information about the actions the headteacher will take.

Alternative work will be given to pupils who are withdrawn from Sex Education.

Curriculum Delivery of RSE

Appendix 1 outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which years. In addition, the overview indicates where cross curricular work covers RSE content.

All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptations are needed, they are detailed in the overview.

Include an appendix containing the above information for your school

Difficult questions & sensitive issues in relation to sex education

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

Our school has decided not to teach about or answer questions on...

List items the school will not cover such as rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse including homosexual practices or foreplay. AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when they are encountered.

If a child asks a question on any topic listed in the first section of the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult

his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Include names/roles of those responsible for teaching RSE in your school.

Pupils

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

Training

Staff are trained on the delivery of RSE.....*include details of training provided*

The headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

Monitoring arrangements

The delivery of RSE is monitored through:

Insert details of monitoring arrangements, such as planning, work scrutinies, learning walks, etc.

Appendix 1-Curriculum Overview

Insert a curriculum overview of RSE content for your school. This can be structured as each school prefers but needs to respond to the four areas listed below

For example

Year Group	Content	How it is taught	Member of staff responsible
<i>Foundation Stage</i>	<i>Sharing and taking turns etc</i>	<i>Continuous provision activities etc</i>	<i>Class teacher FS Teaching Assistants</i>

