

**LDBS Academies Trust
&
LDBS Academies Trust 2**

Relationships, Sex and Health Education Policy October 2021

<p align="center">DATE APPROVED BY THE LDBS ACADEMIES TRUST</p>	<p align="center">02 November 2021</p>		
<p align="center">NEXT REVIEW DATE (Biennial)</p>	<p align="center">November 2023</p>		
<p align="center">SIGNED (EXECUTIVE) HEADTEACHER</p>		<p align="center">DATE</p>	
<p align="center">SIGNED CHAIR OF THE LOCAL ACADEMY COMMITTEE</p>		<p align="center">DATE</p>	

Vision Statement

Our schools aspire to provide ‘excellence and equity in a Christian context’, where every child is valued as a unique individual treasured by a loving God.

‘I have inscribed you on the palms of my hands.’ Isaiah 49. v16.

Our aim is that every child will have the opportunity to flourish and develop into a rounded adult who can live life to the full.

‘I have come that they may have life and may have it in all its fullness’. John 10.v10.

Our schools are places where all are welcome and where we practise kindness and hospitality on a daily basis.

Our vision and our values are clearly displayed and while it is not a requirement that a child and their family have to be practising Christians we do expect all parts of the community, children, staff, parents and carers to support the values that we hold dear.

1. Preamble

- 1.1. The starting point for any Christian understanding of relationships and sex is the Bible, which is normative for all Christians. The Anglican response to the Bible has always been that it must be taken with great seriousness, whilst being subject to interpretation, reason and the developing nature of the Biblical and historical scholarship. In fact, the Bible has numerous references to sex, marriage and relationships, in both the Old and the New Testaments.

- 1.2. There are many Biblical passages that emphasise that humans were designed to need companionship; a partner to provide help and support. There is a strong emphasis on constancy and faithfulness, on monogamy (at least in later Biblical material) and that partnership should be for life. The Bible also contains passages of great passion, showing that physical love is also a gift from God and that sex with the right person, one to whom a serious and thoughtful commitment has been made, is a source of delight and tenderness. There is a robust acknowledgement of “passion fierce” and a “raging flame”.

- 1.3. In Common Worship, the preface to the marriage service extends this ideal, “Marriage is intended by God to be a creative relationship, as his blessing enables husband and wife to love and support each other in good times and bad, and to share in the care and upbringing of children”. Whilst the alternative preface picks up on the physical side of marriage, “[marriage] is given that with delight and tenderness they may know each other in love, and, with the joy of their bodily union, may strengthen the union of their hearts and lives. It must not be undertaken carelessly, lightly, or selfishly, but reverently, responsibly, and after serious thought.”

- 1.4. The references to carelessness and selfishness indicate an understanding of a deeper Biblical truth. The Bible explains that the world has been created by God, that all life belongs to Him, and is fundamentally good. We are stewards of His creation, co-creators with Him and should care for all life. The Bible makes clear, however, that humanity is fallen, frail, and subject to the ravages of sin. Human relationships – including sexual relationships – are no more, but no less subject to sin than any other human thought or activity. But the Bible goes on to teach that God’s nature is of infinite compassion and forgiveness.

1.5. In whatever is taught, it is essential that the notion of holding together human frailty and God's graciousness is not lost; that whilst lives can be marred by sin and sorrow and wrongdoing, there is always a promise of healing, forgiveness and new life.

1.6. These tensions (between the goodness of life and sex, the nature of the Fall and the overwhelming fact of God's love and forgiveness) create dilemmas when discussing controversial issues in human sexuality – dilemmas which the Church of England has not always resolved. However, the General Synod, some years ago, said, “that to withhold compassion is evil and in circumstances of very great distress or need is a very great evil.” It is in this overall context – of absolute value of persons, of the goodness of love and sex, of the nature of frailty and sin, and of the infinite love and forgiveness of God – that relationships and sex should be taught in Church Schools.

1.7 Our schools will always do their best to promote the physical and mental health of pupils not just through the taught curriculum but also through the structure of the school day, through the food and drink provided and by teaching children how to be safe both in and out of school.

1.8 All schools must consult with parents in order to produce a specific policy tailored to the needs of their school and its community. The LAC will collate the responses and ensure that the final policy produces an effective programme of study for the children.

2. Introduction

2.1. The aim of relationship, sex and health education ('RSHE') at our academies is to enable children to grow up to lead a happy and successful adult life. To do this they will need to be healthy and be capable of making moral decisions based on appropriate values. The ability to build and sustain relationships will be key to their happiness. Children will need to be resilient and capable of making good decisions when faced with risky or challenging circumstances and also know when and who they should go to when they need help.

Our schools should:

1. provide a framework in which sensitive discussions can take place;
2. help pupils develop feelings of self-respect, confidence and empathy,
3. teach the importance of both physical and mental health and hygiene
4. create a positive culture around issues of sexuality and relationships;
5. teach pupils the correct vocabulary to describe themselves and their bodies.
6. prepare pupils for puberty and give them an understanding of sexual development;

2.2 The LDBS Academies Trust and the LDBS Academies Trust 2 (herein referred together as the 'LAT') adheres to the guidance issued by the Secretary of State under Sections 34 and 35 of the Children and Social Work Act 2017 entitled The Relationships and Sex Education and Health Education (England) Regulations 2019. The legislation makes Relationships and Health Education compulsory in all primary schools.

2.3. Additional reading from the DfE

- Keeping Children Safe in Education 2021
- Behaviour and Discipline in Schools
- Equality Act 2010
- SEND code of Practice
- Mental Health and Behaviour in Schools 2018
- Preventing and Tackling Bullying
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission advice and guidance
- Promoting Fundamental British Values as part of SMSC
- National Citizen Service guidance for schools

3. General principles of relationship and sex education

3.1. RSHE is part of child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.

3.2. It is essential to regard parents as partners in the delivery of SRHE in the LAT's academies. Pupils learn more about marriage and relationships from their own homes than they do anywhere else. For many, this will be extremely positive and the ordinary, everyday working out of long-term commitments will give them a sound template to work from. For some children it will be confusing and possibly painful because neglect and abuse will be what they know of relationships.

3.3. As the children grow older, the earliest learning is supplemented by a widening circle of acquaintances and by television, film, literature and the internet. Children absorb knowledge that fits their early patterning easily. It is vital therefore, that the LAT should prepare pupils for the dangers that lurk on the internet and in every-day life.

3.4. Regardless of background and behaviour, pupils are to be caringly accepted within the LAT academies. Some children may be more vulnerable to bullying or exploitation than

others and it is vital that this should be taken into consideration within the organisation of the school.

3.5. The exploration of relationships, values, morals and of Christian and other religious beliefs should provide the context for understanding reproduction, sexual behaviour and safety.

3.6 By developing communication and decision-making skills and positive attitudes to themselves and to other pupils should become increasingly responsible for their own sexual behaviour as they mature.

3.7 It is essential that teachers concerned feel comfortable with this area of the curriculum in order to foster a spirit of sharing and openness. It may be that occasionally some discussions are managed more easily by teaching boys and girls separately.

3.8. The LAT academies should provide a safe and secure environment in which human relationships can be explored. Children should feel confident in speaking and asking questions and know who to turn to if they need help or support.

4. Right of Withdrawal

4.1. Parents do not have the right to withdraw their child from Relationships and Health Education or the science curriculum.

4.2 Parents can withdraw their child from some or all of Sex Education lessons which are not being taught as part of the science curriculum.

4.3 Before granting the withdrawal (Executive) Head should meet with the parents and discuss the request and clarify what will be taught.

4.4 The school must provide useful and appropriate work for the child to do whilst being withdrawn from the class.

Appendix A

The law requires that schools consult parents, who are the prime educators of their children, on the contents of the school policy.

The school's policy must reflect both the vision and values of the Trust and those of the individual school.

School Policy

The Educational Framework for the delivery of SRHE

There are four key strands to the Relationships, Sex and Health Education policy

1. Commitment, Promise, Trust and Security

2. Friendship, Companionship, Nurture and Comfort

3. Children

4. Sex / Physical Relationships

The school should be providing opportunities for learning about:

- 1. Commitment, Promise, Trust and Security.** School policies and reality should show a commitment to building self-esteem, modelling conflict resolution, protection of the weak, justice and compassion. Mutual respect and trust should be central to all relationships within the school. Children must learn how to keep themselves safe both in their everyday life but also on online. Although the children in our schools are legally too young to be using social media many are doing so at home, they need to be able to recognise when they are at risk and to know who they should tell about what is happening. Learning how to use a computer safely and how websites can be used to manipulate them is an important part of their education.
- 2. Friendship, Companionship, Nurture and Comfort.** Schools should create an atmosphere where feelings and good and bad experiences are shared and taken seriously, where values such as forgiveness and love are discussed and lived out, where community activities and group activities are pleasurable and rewarding and participants of all ages are able to enjoy each other's company. Truthfulness and honesty will be highly valued, and children taught how to treat each other with respect and consideration.
- 3. Children** The school systems should encourage older pupils to help with the learning and play of younger pupils. There should be opportunities for mixed ages to be active

together yet should also acknowledge the different rate of growth and development of pupils and recognise and respect the different backgrounds and traditions of each family. Children should learn how to take turns and share with other children and also learn about personal boundaries. There should be opportunities for the children to be involved in social action in a much wider context through the local community and international organisations such as Christian Aid.

4. **Sex / Physical Relationships** The school must have clear policies on Equal Opportunities and Anti-Bullying that are adhered to by all the adults in the school community. Good role models are provided for pupils of respectful, sensitive relationships between adults and the same approach is nurtured amongst pupils. Clear guidance is provided on child protection issues. Children should be taught sex education within a framework which reflects the Christian ethos of the academy trust and models and encourages the following values:

- A respect for self and a respect for others.
 - Non-exploitation in sexual relationships.
 - Commitment, trust and bonding within sexual relationships.
 - Mutuality in sexual relationships.
 - Honesty with self and others.
 - A development of critical self-awareness for themselves and others.
 - An exploration of the rights, duties and responsibilities involved in sexual relationships.
 - Compassion, forgiveness, mercy and care when people do not conform to their way of life. •
- An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation.
- Self-discipline regarding their sexuality

1.1 Foundation Stage

1.1.1 Commitment, Praise, Trust and Security:

Key Curriculum aspects:

- a. Myself – recognise and explore their own feelings, and know that they are loved by God.
- b. My friends – establish effective relationships with other children and adults.

- c. Special people to me – recognise and respond appropriately to key figures in their lives.
- d. Belonging – understanding their important place within their family and faith community.
- e. Our living world – care for and respect living things, plants and animals as part of God’s creation.

Indicative vocabulary:

Happiness, sadness, special friendship, love, belonging, trust, please, thank you, sharing

1.1.2 Friendship, Companionship, Nurture and Comfort

Key Curriculum aspects:

- a. Myself – recognise and explore their own feelings.
- b. My friends – establish effective relationships with other children and adults, learn to listen and talk about feelings.
- c. Special people to me – recognise and respond appropriately to key figures in their lives.
- d. My life – appreciate the wonder of birth and development and appreciate each life as a gift of God.
- e. Our living world – care for and respect living things, plants and animals as part of God’s creation.

Indicative Vocabulary:

Friendship, help, happiness, sadness, laughter, tears, thank you, sorry, kindness and sharing.

1.1.3 Children:

Key Curriculum aspects:

- a. Looking after myself – looking after others, loving your “neighbour.”
- b. Recognising and naming my feelings, recognising the feelings of others
- c. Keeping safe – how do we keep ourselves safe?
- d. Feeling happy and feeling sad – what makes us feel good?

Indicative vocabulary:

Love, brother, sister, parent, hurt, sharing and honesty.

1.1.4 Sex / Physical relationships:

Key Curriculum aspects:

- a. The living world – exploration of the wonder of God’s creation.
- b. New life – birth and development, parents and babies.

- c. Ourselves and our bodies – eating, sleeping, breathing, exercise and personal hygiene.

Indicative Vocabulary:

Touch, see, hear, smell and taste

1.2 Key Stage 1

1.2.1 Commitment, Praise, Trust and Security:

Key Curriculum aspects:

- a. Myself – special people to me – recognise and respond appropriately to people at home and school whom they can trust.
- b. Belonging – understanding their responsibilities within the groups they have joined or belong to, e.g. Rainbows, Beavers, and the Church.
- c. My special things – understand why some things are special or precious; how to treat precious things, how to look after things. Linked to stories that Jesus told e.g. “the pearl of great price” and “the lost coin.”
- d. Celebrations – baptism, joy of new baby and its welcome and care.
- e. Weddings, joy of marriage, hopes for the future, lifelong commitment.

Indicative vocabulary:

Love, forgiveness, trust, security, friendship, relations, husband, wife, siblings, cousins, etc.; promise, honesty, belonging

1.2.2 Friendship, Companionship, Nurture and Comfort:

Key Curriculum aspects:

- a. Belonging – including families, religious groups.
- b. Healthy living – looking after ourselves responsibly as unique and valued individuals. Looking after each other – pets, plants, siblings and friends through acts of responsibility and as stewards of God’s creation.
- c. Special people to me – recognise and respond appropriately to key figures in their lives.
- d. Language of feelings – learn and use the language of emotions. The importance of courtesy and good manners
- e. Understanding what it means to consent or not to consent

Indicative Vocabulary:

Help, support, responsibility, encouragement, joy, sympathy, forgiveness, helpfulness, patience, sharing and good manners

1.2.3 Children:

Key Curriculum aspects:

- a. My life – babies and new life, the wonder of birth and development, the vulnerability of babies.
- b. What do babies and young children need? Love, stability, care, etc.
- c. Keeping safe, appropriate behaviour.
- d. Recognise – places and people that keep them safe and reflect on how they should respond when they feel unsafe
- e. The difference between needing and wanting.

Indicative Vocabulary:

Parent, love, patience, discipline, care, safety, sharing, helpfulness, joy, good manners, co-operation and honesty

1.2.4 Sex / Physical relationships:

Key Curriculum aspects:

- a. Myself: physical development and mental wellbeing, what can I do now that I could not do when I was 3, 4 or 5?
- b. Looking after our bodies – how do we use them with care, enjoyment in physical activity, not using strength to hurt others, every individual valued and loved by God.
- c. Know about different body parts; their similarities and differences.
- d. Know some of the dangers e.g. too much sun, not enough water, not cleaning teeth, or washing hands

Indicative vocabulary:

Language of sensory experience and activity. Germs, bacteria, infection.

1.3 Key Stage 2

1.3.1 Commitment, Praise, Trust and Security:

Key Curriculum aspects:

- a. Commitment and promises – responsibilities and rights within the groups to which they belong, e.g. teams, choirs, group activities.

- b. Knowledge of different types of bullying including homophobia, cyber bullying and on-line abuse and knowing what to do when it happens to yourself or to others.
- c. Learning about the dangers of the internet and on-line grooming.
- d. Ceremonies / commitment – understanding the importance and implications of commitment in baptism, coming of age ceremonies, weddings and civil partnerships, and the meaning of symbols.
- e. Christian marriage (and any other faith in RE syllabus)
- f. Beliefs and practices emphasising the importance of support and witness to friends and community in the local and wider world e.g. Christian Aid.
- g. Beautiful world, wonderful God – reflections on the natural world and its wonders. How it should be cared for along with its people.
- h. The miracle of reproduction.
- i. Faith leaders – the teachings of Jesus (and those prescribed in the syllabus) on relationships, justice, forgiveness and fulfilment.

Indicative Vocabulary:

Loyalty, tolerance, hope, commitment, patience, respect, dependability, abuse, compassion, compromise, security, justice, exploitation, perseverance and equality

1.3.2 Friendship, Companionship, Nurture and Comfort:

Key Curriculum aspects:

- a. Belonging / not belonging – choosing allegiances, making friends, what happens when things go wrong, reconciliation, forgiveness and being part of God’s family? Respect for other people including their right to privacy.
- b. Choosing your relationships wisely and the dangers of gangs.
- c. Care for and respect for living things – plants, animals, siblings, friends and stewardship.
- d. My senses – listening to each other, exploration of touch and when it is safe or unsafe, appropriate or inappropriate. Understanding about boundaries in relation to other people. Understanding healthy and unhealthy friendships. The right to privacy and to consent.
- e. Resilience, learning to cope with the ups and downs of life.
- f. Belonging – understanding their importance and the importance of others in the groups to which they belong – particularly families (two great commandments). Recognise the characteristics of a healthy family life.

- g. Special people – recognise and respond appropriately to people who help them in their lives.
- h. Citizenship – relationships, charity work, disability awareness, local communities and loving our neighbour.
- i. Learning about the dangers of practices illegal in this country including FGM.

Indicative Vocabulary

Forgiveness, companion, neighbour, compromise, joy, allegiances, love security, stability, comfort, discomfort, appropriate behaviour, rights, responsibilities, loneliness, hurt, generosity, sincerity, dependability, humour, loyalty and honesty.

1.3.3 Children:

Key Curriculum aspects:

- a. Our living world – care and respect for living things, particularly vulnerable or younger children.
- b. Practical experiences of supporting and playing safely with younger pupils – developing resources and play activities. Jesus valuing children.
- c. Being able to demonstrate care, nurture, safety, sympathy, generosity, loyalty, consideration and good manners.
- d. Establishing or knowing where to find role models who can provide guidance when necessary.

1.3.4 Sex / Physical relationships:

Key Curriculum aspects:

- a. Ourselves: physical growth, including puberty and mental well-being, the importance of food and a healthy diet, exercise and activity, sport and challenge, sufficient sleep and the ability to articulate feelings.
- b. Recognise the signs of physical illness e.g. weight loss or other physical changes. Know basic first aid and how and when to contact emergency services.
- c. Encouragement to develop hobbies and varied interests within the local community so that they learn to socialise and work together with others for a worthwhile common goal.

- d. Genetic influences on physical features: Who am I like? Family characteristics / similarities, everyone as a unique individual.
- e. Variety and difference in physical appearance and capability – celebrating a rainbow world.
- f. How we can help ourselves; looking after our bodies, keeping clean and well groomed, healthy eating, building up strength and fitness. Balancing time spent on-line with other activities.
- g. What happens when we get it wrong? Eating disorders and obesity and self harm. Making informed choices about medicine, drugs, alcohol and smoking. Know where to go to get support or help.

Indicative vocabulary:

Abuse, honesty, dignity, self-control, self-discipline, self-respect, consent and coercion

1.4 Statutory requirements and additional guidance for the Y5 Science curriculum

Parent may not withdraw their children from this part of the curriculum.

1.4.1 Statutory requirements

Pupils should be taught to:

- ♣ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- ♣ describe the life process of reproduction in some plants and animals.

1.4.2 Notes and guidance

Pupils should study and raise questions about their local environment throughout the year.

They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.

They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by:

- observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences.
- They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.
- They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

1.5 Animals, including humans

1.5.1 Statutory requirements

Pupils should be taught to:

- ♣ describe the changes as humans develop to old age.

1.5.2 Notes and guidance

Pupils should draw a timeline to indicate stages in the growth and development of humans.

They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

1.6 Year 6 (Sex Education)

Consideration must be given to the education provided in year 6. It is important that parents have the opportunity to look at resources and are made aware when the programme is due to start as this is the element from which children can be withdrawn.

Some aspects for consideration:

- a. Changes at puberty, physical, emotional awareness of the possibility of pregnancy and paternity.
- b. Adulthood: what is “grown up?” Changing relationships.
- c. Moral issues and core values.
- d. Sex in loving marriage relationships.
- e. Sexually transmitted infections



Excellence and Equity for All Children in a Christian Context