



Emmanuel Christian School Relationships and Sex Education Policy and Schemes of Work (RSE)]

(Written August 2021 – Review Date August 2024)

Introduction

In compiling this policy, we have been mindful of the Government document: 'Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019), in particular the following statements:

'In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.'

'All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex.'

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

1.0 Heart Concepts

1:1 Made in God's image

In the beginning, God made Adam and Eve and created them to live in perfect relationship with Him, sin broke that relationship but we are loved, valued and precious to God and can have a restored relationship with Him through the sacrificial death and resurrection of Jesus Christ. He has given us immense dignity and worth as His image bearers and as those He was willing to die for. This knowledge causes us to have a deep respect for others resulting in relationships that honour and glorify God our Creator.

Genesis 1 v 26-27 : Then God said, "Let Us make man in Our image, according to Our likeness... So God created man in His *own* image; in the image of God He created him; male and female He created them.

1:2 Loving relationships

Relationships are God's idea, His design, as are marriage and sex. He has been living in a perfect loving relationship within the Trinity for all eternity and has created us to enjoy relationship with Him and each other. If we come to Jesus in repentance as Saviour and Lord we can experience the depth of relationship with God and man that God created us for – Jesus said in John 14 v 23: If anyone loves Me, he will keep My word; and My Father will love him, and We will come to him and make Our home with him.

If we are abiding in Jesus and His Holy Spirit is abiding in us we will be able to relate to one another in the way He designed us to. Even so our selfishness and sin often get in the way but God can help us to overcome selfishness and sin.

When we reject God's way and wisdom there are consequences and we miss God's best for us, relationships get damaged. Therefore the children will also be taught how to 'mend' broken relationships within the context of everyday life, school, family and church.

i) Marriage

God defined marriage as a sacred vow between one man and one woman. It is a shared commitment of loyalty and closeness, into which the gift of life may be brought.

Matthew 19: 4-6 4 "Haven't you read," he replied, "that at the beginning the Creator 'made them male and female,' and said, 'For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh'? So they are no longer two, but one flesh. Therefore what God has joined together, let no one separate."

Our main focus will be to explore what the Bible teaches on marriage, sex and relationships. Sexual abstinence before marriage will be recognised as God's best for us in the range of views that pupils will encounter.

ii) Sex

Our sex and relationships 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, and understand the reasons why God intended sexual activity to be confined to within marriage. It will lay a Biblical foundation on which to build which is particularly important today because of the many different and conflicting pressures on young people.

iii) Respect

We are told that many men in our society today treat women with disdain. Some treat women as sexual objects, driven by our over-sexualised media and music and an internet accessible porn industry. It has come to light in recent years just how much women are mistreated and abused sexually whilst going about their daily lives. There has also been much concern about the amount of sexual harassment that goes on in schools today and the lack of understanding teenage boys seem to have around the area of consent.

We will be teaching our teenage boys to have a special respect for girls, they will be taught to always put others' needs before their own and not take advantage of, or exploit others. At an appropriate age both boys and girls will consider the dangers and consequences of immersing themselves in sexualised content and how this warps their view of sex and relationships. Girls will be encouraged to look to the scriptures for how they should present themselves and behave rather than conforming to the secular world's standards. We want our girls to be secure in the way God made them withstanding the pressures to look a certain way to be accepted in today's society. Our boys will be taught that there is also no room for violence or hatred towards women ('Husbands, love your wives, just as Christ also loved the church and gave Himself for her,' Eph 5 v 25). Men and women are of equal value and worth to God.

Young people should be encouraged to reflect on and celebrate the differences between the sexes, the strengths of each sex and the way the sexes compliment one another perfectly according to

God's design. They should be encouraged to explore the roles and responsibilities each sex has been given by God, found in scripture and at an appropriate age, compare this to what the secular world teaches and how other religions view the roles of the sexes.

3.0 Self Esteem & Mental health – Identity

The Bible teaches us to find our identity in Christ and not in our sexuality, or gender, or marital status, or job – these other things may be aspects of our identity but should not define who or what Christians are, Christ defines who and what Christians are. When Christians live out their identity in Christ they experience great freedom, peace and joy because they know they are children of God, accepted and forgiven in Christ. Christians therefore have a respect for themselves as precious children who are worth so much to God that He was willing to sacrifice His only Son for their salvation. Christians living out their identity in Christ are no longer searching for a sense of purpose or trying to prove themselves to other people, they are secure in who they are in Christ and are therefore less likely to be plagued with the many insecurities that so often lead to poor mental health and unhealthy relationships. We will support children as they explore who they are and where they fit in in this world and will encourage them to get to know Jesus for themselves, so that they too have the opportunity to find their security and identity in Him.

3:1 Understanding and tolerance of a range of views

There will be an emphasis on the Biblical mandate to show compassion and kindness to all including those who choose an alternative path for their relationships, such as those who choose to have children outside of marriage, or people who are divorced/separated, and people who are in same-sex relationships.

John 8 v 3-11 ³ The scribes and the Pharisees brought a woman who had been caught in adultery, and placing her in the midst ⁴ they said to him, "Teacher, this woman has been caught in the act of adultery. ⁵ Now in the Law, Moses commanded us to stone such women. So what do you say?" ... he stood up and said to them, "Let him who is without sin among you be the first to throw a stone at her." ... ⁹ But when they heard it, they went away one by one, beginning with the older ones, and Jesus was left alone with the woman standing before him. ¹⁰ Jesus stood up and said to her, "Woman, where are they? Has no one condemned you?" ¹¹ She said, "No one, Lord." And Jesus said, "Neither do I condemn you; go, and from now on sin no more."

Luke 6v37: Judge not, and you will not be judged; condemn not, and you will not be condemned; forgive, and you will be forgiven;

3:2 Same-sex relationships

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.

Government guidance states: 'We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.'¹

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. There will be sensitivity and respect shown for all people whether married, non-married or in same-sex relationships. We will ensure that our students, whatever their developing attractions, feel that the teaching meets their needs. Our students will learn that there are different types of relationships, but will be aware that as Christians we should live in accordance with what the Bible says.

¹ Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

3:3 Gender reassignment

'God created humanity and gave biological sex identity at birth as either male or female as described in Genesis and in line with their own Christian convictions, consciences and biblical interpretations.'² We will teach that God loves everyone equally and He longs for all people everywhere to be saved, it does not matter who we are, what we look like or what we believe - God still loves us and wants a relationship with us.

Although God made us male and female, boys and girls, (as it explains in the Bible) a very small number of children (possibly 1% of the population) find it difficult to accept themselves as a boy or girl and feel very differently on the inside to how they might look on the outside. It is normal for people to think about who they are, where they come from, why they are here and what kind of person they want to be. We would teach our pupils the importance of supporting someone with gender dysphoria whilst not promoting or encouraging it. We feel this is important in order to prepare our pupils for life in modern Britain.

At ECS any expression made regarding a child's gender identity and the related issues arising will be taken seriously, thoughtfully, and considerately. We believe that every child should be supported in the ups and downs of physical and emotional development and they should feel neither rejected nor ostracised. The situation will, in the first instance, be dealt with as a pupil welfare matter and if indicated as a safeguarding issue, primarily to protect the child and the family. No form of bullying is tolerated in school. We furthermore advocate adopting a 'watch and wait' approach whilst the child is still at school. We will work closely with parents and if the parents are upset with what we are teaching as part of our Christian ethos.

4.0 Aims and objectives

4:1 The ultimate aim of RSE is to provide our students with a knowledge and understanding of God's heart on relationships and sexual love, depending on their age and maturity levels, equipping pupils to make wise judgements both now and in adult life and helping them to develop critical thinking skills.

*'This entails understanding the diversity of beliefs and values that exist, knowing where you stand in the midst of that diversity and knowing how to live well with others given that diversity exists in society.'*³

4.2 To help pupils to develop attitudes and make choices based on an understanding of God's heart for all people and with an absence of prejudice

*"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."*⁴

4:3 To provide our students with a positive understanding of what constitutes good, loving relationships based on what the Bible says about loving, forgiving and including each other. For example:

² From a document entitled Transgender Guidance produced by Garrie-John Barnes for the Christian Schools Trust, October 2017. Other information from this document has been included in our policy.

³ Trevor Cooling, Professor of Christian Education and Canterbury Christ Church University, from a consultation document on SRE produced by the Evangelical Alliance.

⁴ Recent guidance from the Equality and Human Rights Commission (EHRC)

‘ Love your neighbour as yourself’, Mark 12:31 and ‘In everything, do unto others as you would have them do unto you.’ Matthew 7:12

4:4 To clarify and reinforce existing knowledge,

4:5 To provide our students with a knowledge and understanding of the biological facts about human reproduction, depending on their age,

4:6 To provide our students with the skills and confidence to defend themselves against unwanted pressures to be sexually active and to keep them safe,

4:7 To teach our students the Biblical view of refraining from sexual intercourse outside of marriage, giving them an understanding of the increased risk of contracting sexually transmitted infections (STIs) and becoming pregnant outside of a loving marital relationship

4:8 To inform our children of the methods of contraception available and how they work

4:9 To develop children’s self respect and respect for others in accordance with our heart concepts (above)

4:10 To help students understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives.

4:11 To help students’ develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.

4:12 To provide the confidence to be participating members of society and to value themselves and others;

4:13 To develop skills for a healthier safer lifestyle

4:14 To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media

4:15 To respect and care for their bodies

4:15 To be prepared for puberty and adulthood

4: 16 Personal and Social Skills:

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse.

5:0 Encouraging debate (Some guidance on teacher responses to pupils’ questions)

5:1 Difficult questions should not be dismissed but addressed in a sensitive manner. Prefixing a statement can often be very useful. If a question relates to widely held Christian belief then it is good practice to start an answer to a question by stating that “In general, Christians believe that... because...” or “Generally, Christians believe the Bible teaches us that... because...”

5:2 For all Key Stages, it may be necessary to speak separately with a pupil who raises a question that is not considered appropriate to be discussed in a full class context. Staff may also want to speak with the pupil’s parents / carers if they feel the question is not age-appropriate.

5:3 Key Stage 3 pupils will also be encouraged to read the relevant Bible passages to think issues through for themselves

5:4 Staff are able to express their own opinions about these matters in a sensitive and professional manner as pupils are very likely to ask them what they think. However, it is expected that staff will hold to the school's distinctive as well as the 4 'Heart Concepts' and the 'aims and objectives' outlined above.

5:5 Combating potentially extremist views. Pupils should not be criticised for the views they hold but in the case of a pupil demonstrating hatred or prejudice that could be interpreted as overtly transphobic, homophobic or racist, for example, it should be explained to them why such stances are inappropriate (see heart concepts above) and will not be tolerated. When discussing such issues, staff need to ensure that various points of view are noted. Staff should point out that whatever a person's belief, discrimination against or bullying others is not acceptable under any circumstances.

6:0 Parental Consultation

In preparation for writing our RSE policy for KS1 and 2 (and re-drafting our KS3 policy), we held 2 meetings, one with parents (October 2019) and one with our staff and volunteers (January 2020). A summary of these responses can be found in Appendix 1.

6:1 Full details of the sex and relationship education provided by the school are available on request.

6:2 The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the DVDs and resources being used.

6:3 Parents do however have the right to withdraw their children from those aspects of sex and relationship education.

7:0 Child Protection / Confidentiality

7:1 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.

7:2 The staff member will inform the Designated Safeguarding lead (DSL) in line with the school's procedures for child protection.

7:3 A member of staff should not promise confidentiality if concerns exist.

8:0 Schemes of Work

Key Stage 1 and 2

'The focus in primary school 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.'

'From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.'⁵

8:1 Reception & Year 1

⁵ Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

Teaching, discussion and role-play concerning relationships is woven throughout the curriculum and during assemblies. There are also lots of opportunities for the children to learn about and practice making positive relationships through child-led play and teacher led activities. The Reception children are facilitated to work towards the expected level of the Early Learning Goal for Building Relationships:

ELG: Building Relationships

Children at the expected level of development will:

- *Work and play cooperatively and take turns with others;*
- *Form positive attachments to adults and friendships with peers;*
- *Show sensitivity to their own and to others' needs.*

8:1 Science Topic - Humans

We also undertake a topic in science on humans during the summer term every other year so that each year group benefits from this either in Reception or Y1. Where we look at...

- I. How God made Adam and Eve in His image to be in relationship with Him
- II. Parts of the body
- III. The five senses
- IV. How we start life as a helpless baby and grow and develop through life's stages,
- V. Keeping healthy – diet, exercise & rest
- VI. Similarities & differences between various ethnic groups and their way of life (using the book *Children Just Like Me*)

8:2 PSHE Topic - Relationships

Our science topic on Humans coincides with our PSHE topic on Relationships. We use the *Lovewise Relationships Matter Curriculum*. This is supplemented by teaching from the Bible that relates to the areas covered. This curriculum covers:

I. Unit 1 – Families & people who care for me

Lesson 1: What is family?

Lesson 2: Caring relationships – parents

Lesson 3: What is marriage?

II. Unit 2 – Caring friendships

Lesson 1: Best friends

Lesson 2: When friends fall out

Lesson 3: How to get help

III. Unit 3 – Respectful relationships

Lesson 1: Courtesy and manners

Lesson 2: What is bullying?

Lesson 3: Respect for others including those in authority

IV. Unit 4 – Online relationships

Lesson 1: Staying safe online

(this lesson is only taught if the teachers know the children are experiencing online relationships)

V. Unit 5 – Being safe

Lesson 1: Keeping healthy and safe

Our assemblies often look at how we can have and develop our most important relationship - a relationship with God, through Jesus.

9.0 Year 2 & 3

During years 2 & 3 the children undertake the following topics:

9:1 Friendships and Relationships

Where the children...

- I. Learn what being a good friend means
- II. Talk to each other using appropriate language
- III. Link being kind to what Jesus teaches us in the Bible
- IV. Look outside their own sphere of life and look at others with love and respect
- V. See other cultures as equally important in God's sight – no one is above another
- VI. Connect with a friend from far away and maintain that relationship
- VII. Show compassion and humility when relating to others
- VIII. Daily update the classroom kindness journal and strive to do more acts of kindness

9:2 Marvellous Me

Where the children...

- I. Name the parts of the body and what makes girls and boys different
- II. Talk to each other using appropriate language
- III. Ask for help from their VIP or an adult they trust if they feel unsafe
- IV. Identify common features of family life
- V. Cope with change including how to respond to loss and death
- VI. Show compassion and humility when relating to others

9:3 Growing Up

Where the children...

- I. Learn that their bodies are uniquely made by God and in His image
- II. See that they grow and change within their bodies as they get older
- III. Recognise that certain parts of their bodies stay private and only certain people are allowed to see them (using NSPCC PANTS)
- IV. Learn about differences and similarities between families and cultures
- V. Understand the human timeline from birth to death and all the stages in between
- VI. Prepare themselves for changes that will affect them emotionally like the loss of someone or a pet

10:0 Years 4, 5 & 6

At this stage the children return to the Lovewise *Relationships Matter Curriculum* to cover the previous units in more depth, supplemented by teaching from the Bible. The curriculum covers:

I. Unit 1 – Families & people who care for me

Lesson 1: Characteristics of a healthy family

Lesson 2: Respecting parents and carers

Lessons 3&4: Marriage

II. Unit 2 – Caring friendships

- Lesson 1&2: Characteristics of friendships
- Lesson 3: Self-centred v other-person centred
- Lesson 4: When a friendship feels uncomfortable

III. Unit 3 – Respectful relationships

- Lesson 1: Courtesy and self-respect
- Lesson 2: Respecting others without prejudice or discrimination
- Lesson 3: Respect for those in authority

IV. Unit 4 – Online relationships

- Lesson 1: Staying safe online

V. Unit 5 – Being safe

- Lesson 1: Contact with others
- Lesson 2: Privacy and secrets

11.0 Key Stage 3

11.1 Year 7: Most of these lessons will be taught in single-sex groups (the only one to be taught with all pupils together will be the first session about life before birth).

11:2 Content for the lessons will mostly come from materials produced by Lovewise (a Christian organisation), called ‘Growing up – Growing wise’.

11:3 Although this is a scheme of work for KS3, we would include Y6 pupils in the lesson about puberty entitled Growing Up (lessons 2 and 4)

Lesson	General Content/Objectives
1. Becoming You	Led by Jenny Bright, based around Psalm 139. This lesson shows the development of the baby in the womb, using materials from the Christian charity ‘Life’. Boys and girls (Y7-9) together.
2. Growing Up Lovewise lesson 1	Discuss what it is like being an adult. <u>(Y6 pupils included)</u> Understand how and why we change as we get older (puberty). Think about how to make good choices as we grow up. This covers how God designed our bodies and designed the way they develop as we get older.
3. Love and Marriage Lovewise lesson 2	Discuss the meaning of love – 1 Corinthians 13, Matthew 19:4-6 Thinking about ‘going out’ and getting married. Understand the marriage vows. We understand that advice on going out varies between Christian parents. Our emphasis, however, would be based around purity; 1 Corinthians 6v13, 18-20. Different choices people make in today’s society e.g. living together, same-sex relationships <i>e.g. ‘some couples may not believe in marriage so will choose not to marry and instead will live together.’</i> <i>e.g. ‘some men and women may be attracted to members of the same sex and may choose to establish a same-sex relationship.’</i>

	<p>The following Biblical attitude will be encouraged as we refer to these different choices:</p> <p><i>Luke 6v37: Judge not, and you will not be judged; condemn not, and you will not be condemned; forgive, and you will be forgiven;</i></p>
4. Guys and Girls Growing Up Lovewise lesson 3	<p>Recap the definition of puberty and hormones. <u>(Year 6 pupils included)</u></p> <p>Look at how the body changes during puberty.</p> <p>Discover how a baby is formed from conception to birth. This covers sexual intercourse and menstruation.</p>
5. Aiming for the best in relationships Lovewise lesson 4	<p>1 Corinthians 13, Ephesians 4v32, Ephesians 5v22-33.</p> <p>Discuss what makes a good friend.</p> <p>Think about these qualities in marriage.</p> <p>Understand the different roles of men and women in marriage.</p> <p>Single parents and divorce: <i>e.g. 'Marriage is God's ideal but sometimes difficulties will occur possibly resulting in a divorce.'</i></p> <p>Contraception <i>e.g. 'if a married couple do not want to produce a baby they may use one of many forms of contraception which prevent the sperm and egg uniting.'</i></p> <p>Sexually transmitted diseases <i>e.g. 'If a man or a woman has had more than one sexual partner there is a risk they may pick up a disease which can be passed onto another partner.'</i></p> <p>Awareness that in today's society some people choose to change their gender. We would teach our pupils the importance of supporting someone with gender dysphoria whilst not promoting or encouraging it.</p>
6. Q&A	<p>Pupils will be given various opportunities throughout the course to write down anonymous questions about issues that are raised, and this session aims to answer some of those questions.</p> <p>We will apply the guidelines listed earlier in this policy when handling pupil questions. If teachers felt a question was inappropriate for the whole class, they would encourage pupils to talk to the teacher after the lesson or to their parent.</p> <p>As the lessons are taught to the whole of KS3 together, it is important that teachers are aware of the varying stages of maturity within the group.</p>

11:4 Learning outcomes for KS3 pupils

- I. Pupils will have an increased sense of awe and wonder at God's design of the human body.
- II. They will have a greater understanding of the emotional and physical changes in puberty.
- III. They will know about human sexual reproduction and that the best place for a sexual relationship is within marriage; that the devaluing of sex and relationships causes us to lose our dignity.
- IV. They will have learnt about the growth and development of a baby in the womb.
- V. Pupils will have developed a respect for people who have different values from their own and choose alternative lifestyles.

12:0 Years 8-10

We will base our teaching on a Lovewise resource ‘Marriage, Sex and Living Wisely’

12:1 Application

This knowledge will give our pupils an increased respect for themselves and for one another and will equip them to think seriously and prayerfully about future relationships.

Appendix 1

In preparation for writing our RSE policy for KS1 and 2 (and re-drafting our KS3 policy), we held 2 meetings, one with parents (October 2019) and one with our staff and volunteers (January 2020). Below are the views gathered at these meetings.

Q1 All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships.

What do you believe to be our ‘distinctive faith perspectives on relationships?’

How do these affect what we teach and how we teach it?

Staff and parent responses

- I. God created Adam and Eve-The Truth- What God intended.
- II. Husband and wife is a permanent relationship/structure and there are extended families.
- III. The Fall is what breaks relationships.
- IV. Friendships: on the basis of loving your neighbour and enemy; in mutual respect.
- V. Without having a personal relationship with God, you can't fully appreciate what being in a relationship is.
- VI. Relationships are broken by sin
- VII. Our identity is in Christ (ideally)
- VIII. There is a unity in the Godhead that can be an example of how we should be in relationships.
- IX. Marriage is the only context for sexual relationships – not outside marriage.
- X. The marriage relationship should be characterised by love and respect.
- XI. All relationships are examples of the love of God.
- XII. Being single is also a high calling- model of Paul- Counter cultural.
- XIII. The realities of different family units; there should be no stigma attached to different family units
- XIV. A message of blessings
- XV. Love, not homophobic
- XVI. Mankind is made in the image of God
- XVII. We teach that the Bible is true because it is God's word. We need to teach our children what is 'right' and what is 'wrong'
- XVIII. 'Husbands love your wives'; 'children obey your parents'

Q2 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.

At what age do you think it is appropriate to teach children about LGBT?

How do you think we should tackle this subject?

Staff views

- I. Between years 4-7 to have it as part of sex education. Relating it all to the fall and God's word in how we deal with it.
- II. There is a distinction between tolerance and approval.

Parent views

- I. Year 7 – teach identity in Christ -emphasise Christian principles of love and respect: God's love for all people
- II. 1 to 1 depending on when children notice and ask questions (NB this would mean it had to be left largely to parents)
- III. A little comment or response can be enough
- IV. Better to explain / describe different relationships in a Christian school / classroom environment rather than allowing secular worldviews to shape the children. A number of parents said their children were asking questions about same-sex relationships they had observed in their neighbourhood or on television / films.
- V. Transgender should not be referred to until KS3.

Q3 From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

What do you consider to be the key features of 'healthy friendships'?

Staff / parent responses

- I. Respect, Love, Equal roles, care, putting others ahead of yourself, loyalty, kindness, empathy and consideration for others feelings.
- II. Fruits of the spirit

What 'range of contexts' would you draw attention to?

- I. Staff responses

- II. Examples of unity among staff. Difficulty with conflict and examples of how we deal with it. Fruit of the spirit. Anywhere where young people enter into relationships with adults e.g. sports, churches, youth groups.

What do you think are the features of 'less positive relationships'?

Staff responses

- I. Bullying, taking but not giving. Using/abusing-Physical/emotional. Control, gossip, manipulation, criticism, anger or violence. Selfishness. Unforgiveness and a reluctance to say sorry.

Q4 Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Schools should consider what is appropriate and inappropriate in a whole-class setting.

What do you think is appropriate / inappropriate to teach at Key Stage 1? ... at Key Stage 2?

Staff responses

- I. God's way is the best way for living. He only wants what is best for us.
- II. Question-What level do you teach the severity of sin?
- III. Only teach the best relationship for the Bible till year 7.
- IV. Relationships/LGBT issues should wait till KS2, in the main. However children should be able ask questions, even if the answer is that it needs to be discussed separately/with parents at home
 - a. A parent response
- V. Puberty, particularly menstruation (girls) from Y5 or 6
- VI. 'How babies are made' taught at y6
- VII. Difficult to teach these things with a wide age range in one class.

Q5 What knowledge do you feel children need to be able to recognise and report physical and sexual abuse?

Parent views

- I. From a young age (KS1?) children need to know what appropriate / inappropriate body touching is.
- II. Children / young people need to know who they can talk to / trust.

Q6 How do you monitor your children's online involvement?

Parent response

Version 1

- I. Talk to them about it
- II. Use computer in an 'open' space
- III. Use filters to prevent access to an unsafe site
- IV. Discuss positive as well as negative aspects of online activities
- V. Schools give specific teaching on pornography and its addictive nature; have a specific person (in school?) pupils can go to to talk about issues relating to online pornography.

Q7 Do you think mental well-being should be included in our RSE policy?

Parent views

- I. Yes, from a Biblical viewpoint
- II. No shame attached to mental health issues