



Emmanuel Christian School Relationships and Health Education Policy and Schemes of Work (RHE)

(Written May 2025 – Review Date May 2026)

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 considered 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.

In line with the Equality Act 2010, Emmanuel Christian School teaches all statutory elements of Relationships, Sex and Health Education in a way that ensures no pupil or family is stigmatised or excluded. While our distinctive Christian ethos underpins the way we approach teaching, we ensure that pupils are taught accurate, age-appropriate information and are prepared for life in modern Britain, respecting all protected characteristics including religion, sex, sexual orientation, gender reassignment, disability and race.

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 a 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 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 complement 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

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

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.

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 doesn’t 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.

We recognise that gender reassignment is a protected characteristic under the Equality Act 2010, and pupils will be taught this fact. While our teaching reflects our Christian conviction that God created humanity male and female, we ensure that all pupils are treated with dignity and respect, and that no bullying or discrimination on the basis of gender identity is tolerated. Pupils will be encouraged to show kindness and compassion to those experiencing gender dysphoria. We will continue to support pupils pastorally, working with parents, and maintaining a safe and respectful school environment.

4.0 Aims and objectives

4:1 The aim of RHE 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

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.

4.2 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:

'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 Pupils will be provided with accurate and factual information about a range of contraceptive methods, their effectiveness and availability, alongside our teaching that sexual activity is best expressed within marriage. This ensures pupils are fully informed and able to make wise and safe choices, while understanding our Christian perspective.

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)

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

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 the different groups, 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 Our Upper school 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, sexist 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 RHE policy for Lower, Middle and Upper School, we held 2 meetings with parents in October 2019 and March 2025. 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.

As part of statutory Relationships Education, children in the Lower and Middle School will learn that families can take different forms, including families with same-sex parents. This will be taught in a simple, age-appropriate way, focusing on the truth that what matters most is that all families provide love and care. We will always teach this within our Christian ethos, making clear that we believe God's design for family is shown in the Bible, while also showing respect and kindness towards all people and their families. This ensures that no child feels excluded or devalued because of their family background, and it allows us to meet both our Christian convictions and our duty under the Equality Act 2010.

6:4 Parents felt it was appropriate to start teaching puberty, changes to the human body and the start of sex-education at Year 5 & 6 and not to split the class up.

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

Year Reception – Year 6

'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

All our topics have been selected to hold true to our school ethos while adhering to the statutory guidance by the government on the teaching of RSE.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

8:1 Reception, Year 1 and 2 (Lower School)

These learning groups are taught as one class. 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 Our Reception, Y1 and 2 topics that cover RHE are listed below. Their curriculum runs in a 3 year cycle, so no group repeats a topic:

Cycle A – People Who Help Us, Festivals/Christmas, Chinese New Year, Easter, The Jungle, My Body/Senses.

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

Cycle B – Who We Are, Christmas, When I Grow Up/Respect, Easter, Introduction to BSL, 12 Disciples.

Cycle C – The Little Red Hen, Christmas, Explorers, Easter, The Prodigal Son, The Rainbow Fish.

Our resources for this age group are primarily topics adapted from Twinkl and Sense.

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

9.0 Year 3 and 4 (Lower School)

At Emmanuel Christian School, we teach that families are given by God for love, care and security. We recognise that families can look different: some children live with their mum and dad, some with one parent, some with grandparents or carers, and some with two mums or two dads. We teach children that all families should be respected and valued, because what matters most is that children are loved and cared for. As a Christian school, we also explain that we believe God's design for family is shown in the Bible, while at the same time we show kindness and respect towards all people and the families they belong to.

During years 3 and 4 the children undertake the following topics:

9:1 The RHE topics are run on a 2 year cycle and no group repeats a topic:

Cycle A – Relationships Matter, Healthy Eating, Diverse Britain, Mental Health, Consent, Money and Wellbeing.

Cycle B – Friendship and Bullying, Parliament, Internet Safety, First Aid, Justice, All Around Me.

Our resources for this age group are taken and adapted from Lovewise, PSHE Association, Twinkl, Parliament Week, Internet Matters, St John's Ambulance and Oak National Academy.

10:0 Years 5 and 6 (Middle School)

This class is taught on a 2 year cycle and will sometimes work alongside Years 3 and 4. Some of their topics have been added so they are in readiness for mature content in Y7. This is more apparent in the Summer term, particularly thinking of Y6. Their cycles are listed below:

Cycle A – Relationships Matter, Healthy Eating, Growing up Growing Wise, Mental Health, Changes/Puberty, Money and Wellbeing.

Cycle B – Friendship and Bullying, Parliament, Internet Safety, First Aid, Justice, All Around Me.

Our resources for this age group are taken and adapted from Lovewise, PSHE Association, Parliament Week, Internet Matters, St John's Ambulance, Twinkl and Oak National Academy.

Years 7-11

The focus in Secondary school is to give the pupils a solid Biblical foundation to be able to show love and respect to people of all faiths, sexes, races and sexuality. Throughout the different topics that will be covered they will have a greater understanding of British values and develop a greater knowledge of hard hitting dilemmas that they may come across as they enter adulthood.

11.0 Years 7 and 8 (Middle School)

11.1 This class is taught on a 2 year cycle so they will never repeat a topic. The cycles are listed below:

Cycle A – Marriage from a Christian Perspective, Health and Hygiene, NSPCC: Talk Relationships, Mental Health, Changes/Puberty, Navigating Work Study and Careers.

Cycle B – Friendship and Bullying, War and Peace, Internet Safety and The Media, First Aid, Tolerance and Extremism, Citizenship.

Our resources for this age group are taken and adapted from Lovewise, PSHE Association, NSPCC Online, The Red Cross, Internet Matters, Media Smart, St John's Ambulance and Oak National Academy.

12:0 Years 9, 10 and 11 (Upper School)

During these crucial years of development, we expect our pupils to have matured in knowledge and attitude, therefore the topics at this level for this group are slightly more hard hitting in order to prepare them for life after Emmanuel School. They are all still taught using materials that reflect Biblical values and our school ethos.

12:1 This class is taught on a 2 year cycle as currently there is only 1 Year 11 pupil. The cycles are listed below:

Cycle A – Drugs Education and Safe Choices, Ethics and Abortion, Sex and Relationships, Health Education, Pornography – Dangers and Decisions, Navigating Work Study and Careers.

Cycle B – Friendship and Bullying/Belonging and Community, War and Peace/Human Rights, Internet Safety and The Media, First Aid, Tolerance and Extremism and Internet Safety and Harms: Gambling Debt and Targeted Advertising.

The resources are taken and adapted from Lovewise, PSHE Association, The Red Cross, Internet Matters, Media Smart and Oak National Academy.

(Academic year 2025-2026: Y10/11 will be taught on their own as an individual class. Y9 will join Y7/8 and become one class following the Y7/8 rolling plan)

This policy and scheme of work will be monitored annually to ensure that it continues to meet statutory requirements and reflects both our Christian ethos and the needs of all our pupils. Feedback from staff, pupils and parents will be used to shape ongoing delivery of RSHE.

Monitoring, Evaluation and Assessment of RSE

The Governing Body has appointed a named governor with responsibility for Relationships and Sex Education (RSE). This governor will meet with the RSE lead and/or other relevant staff each term to review the teaching and learning within the subject. This monitoring may include lesson visits, scrutiny of planning and resources, and discussions with pupils and staff. A brief report will be fed back to the full governing body to ensure oversight and accountability.

Assessment in RSE is an integral part of the teaching and learning process. Teachers will assess pupils' understanding through a variety of means, including:

- observation of contributions in class discussions;
- evaluation of pupils' responses to tasks and activities;
- written or creative work where appropriate;
- self- and peer-assessment activities that encourage reflection.

Assessment is not about testing pupils' personal values or family circumstances but about monitoring knowledge, understanding, and the development of skills such as empathy, respect, and decision-making. Assessment outcomes will be recorded in line with the school's wider assessment policy and used to inform future planning.

Regular evaluation of the effectiveness of the RSE programme will be undertaken by the RSE lead in consultation with staff, pupils and parents. This process, together with termly governor monitoring, ensures that the subject remains appropriate, relevant, and effective in meeting pupils' needs.

Appendix 1

In preparation for writing our RHE policy we held 2 meetings, one with parents October 2019 and one in March 2025. 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?'

Parent responses -

1. One man, one woman, biological gender at birth.
2. Having a Christ-centred marriage.
3. God's vision was perfect for relationships.
4. We should be allowed to teach from a Biblical perspective.
5. No sex outside of marriage.
6. Age - appropriate sex education.

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

Parent responses -

1. God created Adam and Eve-The Truth- What God intended.
2. Husband and wife is a permanent relationship/structure and there are extended families.
3. The Fall is what breaks relationships.
4. Friendships: on the basis of loving your neighbour and enemy; in mutual respect.
5. Without having a personal relationship with God, you can't fully appreciate what being in a relationship is.

6. Relationships are broken by sin
7. Our identity is in Christ (ideally)
8. There is a unity in the Godhead that can be an example of how we should be in relationships.
9. Marriage is the only context for sexual relationships – not outside marriage.
10. The marriage relationship should be characterised by love and respect.
11. All relationships are examples of the love of God.
12. Being single is also a high calling- model of Paul- Counter cultural.
13. The realities of different family units; there should be no stigma attached to different family units
14. A message of blessings
15. Love, not homophobic
16. Mankind is made in the image of God
17. 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'
18. '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?

Parent responses -

1. It can be introduced around the ages of 10/11. If a child asks before this age then this should be handled sensitively and in a Biblical way.

How do you think we should tackle this subject?

Parent responses -

1. Year 7 – teach identity in Christ -emphasise Christian principles of love and respect: God's love for all people
2. 1 to 1 depending on when children notice and ask questions
 - a. (NB this would mean it had to be left largely to parents)
3. A little comment or response can be enough.
4. 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.
5. Transgender should not be referred to until KS3 and taught from the perspective of God.
6. Teach all pupils they are different because of Christ and they are not like the world.

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'?

Parent responses -

1. Respect, Love, Equal roles, care, putting others ahead of yourself, loyalty, kindness, empathy and consideration for others feelings.
2. Mutual respect of one another's body, privacy and space.
3. Fruits of the spirit.
4. Being truthful with each other. Having honesty and integrity.
5. Relationships should be formed naturally - no coercion or agenda and no outside influences.

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

1. Staff responses
2. 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.
3. Relationships within families.
4. Social Media and distance relationships even across a screen should be healthy.

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

Parent responses -

1. Bullying, taking but not giving. Using/abusing-Physical/emotional. Control, gossip, manipulation, criticism, anger or violence. Selfishness. Unforgiveness and a reluctance to say sorry.
2. Peer pressure that could lead to negative influence in behaviour and actions.

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 Lower School, Middle School, and Upper School?

Parent responses -

Lower School

1. Pupils to be taught about the nuclear family as God's way. Different family perspectives to be taught as part of British Values, respect and tolerance.
2. God creates children through the relationship between father and mother.

3. Safety in all forms and consent should be taught from age 4+.
4. Pupils are taught that they have a voice and how to use it if they feel they are in danger.
5. Not appropriate to teach sexual content at this age.
6. 'Keep your hands to yourself' is taught from this age. Thus showing respect for personal boundaries.

Middle School

1. Intimate heterosexual content can be taught and to learn about the existence of other sexual orientations through a Biblical lens.
2. Puberty, personal care and the implications for their adulthood, particularly menstruation (girls) from Y5 or 6.
3. Relationships/LGBT issues should wait till Upper School in the main. However children should be able to ask questions, even if the answer is that it needs to be discussed separately/with parents at home.
4. Difficult to teach these things with a wide age range in one class.

Upper School

1. All forms of relationships, including LGBT, but always taught through a Biblical worldview and with love and understanding.
2. Christian marriage and what God put this into place for.
3. How sex was God's gift to be enjoyed by the human race and what sin has done to that gift to make dangers like pornography and other sexual practices cool.
4. How boys and girls should treat each other, with respect and appropriate language, not showing bias because of sex, religion, race or disability.

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

Parent responses -

1. When someone uses sexually sensitive words towards them.
2. When someone acts in a sexually suggestive manner towards them.
3. When someone touches them in private parts of their bodies suggesting sexual advances.
4. Who is safe to talk to.
5. How to say/shout NO!

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

Parent responses -

1. Talk to them about it.
2. Use a computer in an 'open' space.
3. Use filters to prevent access to an unsafe site.
4. Discuss positive as well as negative aspects of online activities.
5. Regulate their screen time.
6. Parents can control their online activity.

7. 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.
 - a.
8. **Q7 Do you think mental well-being should be included in our RSE policy?**
9. *Parent responses -*
10. Yes, from a Biblical viewpoint. No meditation (Zen) or mindfulness practices. Our well-being comes from our creator.
11. No shame attached to mental health issues.