



St. Saviour's vision is of a collaborative learning community, rooted in the principles of the Church of England, striving for every child to flourish as a child of God. Jesus said: 'The thief comes only to steal and kill and destroy; I have come that you may have life in all its fullness' (John 10:10).

He calls us to a full life in mind, body, heart and spirit. We believe the purpose of education is to nurture and enable every child to flourish and shine as a unique child of God. We want every child to have an excellent educational experience and outcomes so that they are confident learners equipped to be responsible, compassionate citizens, leading happy, healthy and productive lives.

Our Christian values of Care, Respect, Inspire, linked to the Trinity, wholeheartedly underpin our moral purpose of educating the whole child so that their light shines brightly.

Care like Jesus

- ❖ For each other and the school
- ❖ For our local community
- ❖ For God's creation

Respect for God

- ❖ Aiming at the best from ourselves and for others
- ❖ Honouring our Christian values
- ❖ Respecting the difference in others

Inspire the Spirit

- ❖ Being open to new challenges and experiences
- ❖ Fostering creativity in everything we do
- ❖ Deepening our sense of the spirit

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). This is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)
I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

The Foundations of the Vision based Deeply Christian Serving the Common Good

- **Educating for knowledge and skills, wisdom and forgiveness:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

- **Educating for hope and aspiration and responsibility:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- **Educating for koinonia, friendship and compassion:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

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 Biblical and historical scholarship. In fact, the Bible has numerous references to sex, marriage and relationships, in both the Old and New Testaments.

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.

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 and frail. Human relationships—including sexual relationships—are no more, but no less, subject to frailty than any other human thought or activity. But the Bible goes on to teach that God's nature is of infinite compassion and forgiveness.

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 failure, sin, sorrow and wrongdoing, there is always a promise of healing, forgiveness and new life.

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 the absolute value of persons, of the goodness of love and sex, of the nature of frailty, and of the infinite love and forgiveness of God—that relationships and sex should be taught in Church Schools.

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

Aims of Policy:

- Reflect the school's Church of England Status.
- Reflect and strengthen the school's Christian ethos and culture.
- Include the teachings of the Church of England on marriage and relationships.
- Take place within a school environment which enables children and adults to flourish.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.

- Help pupils develop feelings of self-respect, confidence, empathy and self-worth.
- Create a respectful culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Develop pupils' age-appropriate understanding of healthy relationships including respect and consent.
- Safeguard adults and children.
- Ensure RSE meets the requirements of the Equalities Act 2010 and the SEND Code of Practice.

Reference should also be made to:

- Equalities Act 2010 www.legislation.gov.uk/ukpga/2010/15/contents (Note protected characteristics in chapter 1)
- Education Act 1996
- Children and Social Work Act 2017
- Keeping Children Safe In Education
- Valuing All God's Children
- DfE RSE Guidance Document (Reference Paragraphs 13, 14, 19, 20, 21 and 22) <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- DfE Political Impartiality Guidance <https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools>
- SIAMS Evaluation Strand 5 (RSE)
- British Values
- St. Saviour's Safeguarding Policy
- St. Saviour's Behaviour & Anti Bullying Policy

Policy Development

Governors must consult with parents in developing and reviewing their policy and are required to renew this policy at least every three years.

Definitions

As per the DfE's statutory guidance, 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.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils at St. Saviour's are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers at St. Saviour's 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 enables 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.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content,

teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), St. Saviour's teaches pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this is often delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies.

This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools, and parents of pupils in Year 6 at St. Saviour's have the right to withdraw their children from this programme.

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

The RSE elements in the Science National Curriculum across all Key Stages are mandatory for all pupils in primary.

Right of Withdrawal: Parents do have the right to withdraw their child from RSE provided within the PSHE and Citizenship curriculum. However, parents do not have the right to withdraw their child from the RSE element of the National Science curriculum. Reproduction is often taught as part of

the science curriculum. Further information on sex and relationships, skills development and values clarification are provided within PSHE and Citizenship.

The three main elements of Relationships and Sex Education:

1. Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

2. Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self – respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

3. Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons behind some people choosing to delay sexual activity.

The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year. The present requirements set out within National Curriculum science should be delivered through these four broad themes.

- Developing confidence and responsibility and making the most of pupils' abilities.
- Preparing to play an active role as citizens.
- Developing a healthier and safe lifestyle.
- Developing good relationships and respecting differences between pupils.

The policy should ensure that both boys and girls develop confidence in talking, listening and thinking about feelings and relationships, are able to name the parts of the body and describe how their bodies work, can protect themselves and ask for help and support, know about puberty / changes to the body at this time, including voice breaking and periods and how a baby is born. In the early years of primary education the policy should focus on friendships, bullying and the building of self- esteem.

Principles within a Christian Education: Our Christian ethos will provide the context within which all personal development takes place. This means that Christian values and attitudes with the emphasis on the importance of marriage, the family and stable relationships to build a child's self-esteem, self-awareness and a sense of moral responsibility, will permeate the entire curriculum – both explicit and "hidden."

Children should learn that God is the Creator of all and that every human being has a unique place in that creation.

Matthew 10v. 29-31 reminds us that even the hairs on our head have been counted and that we are each highly valued by God. Because we are prized so highly we should set an equally high value on our body and consider carefully how we use or abuse it. The Song of Solomon celebrates human love but also provides an image of God's love for his people. It is a poem of longing and love between God and humankind.

Not every relationship can live up to the high standards that are set but we can also teach children about Jesus' words in John 8 v11 "I do not condemn you. Go but do not sin again."

Christians are called to love God and to love others in the same way that God loves us. Within school we should:

- Challenge pupils to think about Bible stories and the meaning that lies behind them. [L] [SEP]
- Provide children with the opportunity to think about and discuss Christian values. [L] [SEP]
- Emphasise the Christian beliefs and values that underpin the school community. [L] [SEP]
- Help them to understand what being part of God's Creation means for them. [L] [SEP]
- Ensure that they value their unique place in the world. [L] [SEP]

General Principles: [L] [SEP]

- Relationship and sex education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development. [L] [SEP]
- The school must recognise the legal right of withdrawal from sex education, other than that delivered through the National Curriculum Science, and be sensitive to those parents who for religious reasons find the delivery of some explicit teaching in school unacceptable.
- It is essential to regard parents as partners in the delivery of sex and relationships education in the school and affirm their valuable role in the home, or delivered through the home. Pupils learn more about marriage and relationships from their own homes than they do anywhere else. For many, this will be predominantly positive. The ordinary, everyday working out of long- term commitment will give them a sound template to work from. For others, it will be confusing and possibly painful; neglect and abuse will be what they know of relationships. [L] [SEP]
- As they grow older, the earliest learning is supplemented by a widening circle of acquaintance and by television, film, public lives and literature. Children absorb knowledge that fits with their early patterning easily. It is vital, therefore, that schools should explicitly participate in this area of children's learning.
- Regardless of background and behaviour, pupils are to be caringly accepted within our school. [L] [SEP]
- The National Curriculum context for understanding reproduction, sexual behaviour and safety should also include the exploration of relationships, values, morals and Christian and other beliefs in the multi-faith context, so that increasing knowledge is gained alongside the development of communication and decision-making skills and positive attitudes to oneself and others. In this way, pupils will become increasingly responsible for their own sexual behaviour. [L] [SEP]
- It is essential that teachers concerned feel comfortable with this area of the curriculum to foster a spirit of sharing and openness. It may be that some discussions are managed more easily by teaching boys and girls separately.
- Schools should provide a safe and secure environment in which marriage and other long term human relationships can be explored. This implies that the teaching is designed to present concepts and ideas the individual pupils may choose to relate to their own experience. [L] [SEP]

The Educational Framework for the delivery of relationships and sex education There are four key strands to the Relationships and Sex Education policy.

Key Strand	The school ethos should be such that:
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.
Friendship, Companionship, Nurture and Comfort	There is 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.
Children	Their systems encourage older pupils to help with the learning and play of younger pupils. There should be activities that encourage mixed ages to be actively together, yet should recognise and affirm the growth and development of pupils and recognise pupil identity and authenticity.
Sex / Physical Relationships	The school has 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.

At St. Saviour's, we follow the Jigsaw scheme of learning. Designed as a whole-school approach, Jigsaw establishes consistency and meets all statutory RSE requirements - and also elevates educational outcomes along with mental health and safeguarding. Jigsaw nurtures children to be confident and successful, increasing their capacity to learn and preparing them for the challenges of the modern world. Developed by teachers and well-being experts, Jigsaw provides children with opportunities to develop their emotional intelligence and life skills.

Each year group follows the same six topics and builds upon these year-on-year in an age-appropriate way:

1. Being Me in My World - Self-Identity, group identity, responsibilities, consequences, teamwork and introduces the Jigsaw Charter.
2. Dreams and Goals - Aspirations, goals, challenges, teamwork, resilience, careers and simple budgeting.
3. Relationships - Friendship, family and other relationships, conflict resolution, communication, loss and bereavement.
4. Celebrating Difference - Similarity and difference, bullying, stereotyping, racism, discrimination, individuality.
5. Healthy Me - Drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
6. Changing Me - Coping positively with change, puberty, environmental and life cycles (includes human reproduction).

Appropriateness of what to include in each year group is reviewed annually in the Summer term, where parents are invited in to RSE workshops alongside the RSE/PSHE Lead.

We believe that children should be taught sex education within a framework which reflects the Church ethos of the school and models and encourages the following values:

- A respect for self and a respect for others. [SEP]
- Non-exploitation in sexual relationships. [SEP]
- Commitment, trust and bonding within sexual relationships. [SEP]

- 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, understanding, 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.

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.

Some aspects for consideration: Changes at puberty, physical, emotional awareness of the possibility of pregnancy and paternity.

Adulthood: what is “grown up?” Changing relationships.

- Moral issues and core values.
- Sex in loving marriage relationships.
- Sexually transmitted diseases.

Teaching about marriage

- Marriage ceremonies – legal / contractual relationships, analysis of promises / vows of marriage – civil / religious.
- Why people marry – does it make a difference?
- Different kinds of relationships – gay and lesbian partnerships and civil marriages.
- Relationships / family life – coping strategies, Biblical examples.
- Rights and responsibilities in committed relationships.
- Roles within marriage – who does what? Who pays for what? What do the Christian and other faiths say?
- Respect for people.
- Conflict and resolution.
- Indicative vocabulary: *Persistence, endurance, assertiveness, passivity, aggression, despondency, hope, faithfulness, fidelity, respect and equality*

Please reference the Church of England document Valuing All God’s Children:

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf