



Relationship and Sex Education Policy

Written May 2019 – Review date March 2024

1.0 **A FOUNDATION FOR RELATIONSHIPS**

- 1.1 Humans are created for relationships: with God and with each other. Indeed, at the heart of the Christian view of God is relationship: the Bible says that God is personal: one God in three Persons, and within the Godhead there are rich, inter-personal relationships.
- 1.2 As beings who are uniquely made in the image of God, relationships are of central importance for us as well. When Jesus was asked about the greatest commandment, his response affirmed the importance of loving both God and one's neighbour.
- 1.3 At the heart of the Christian Gospel lies the possibility of a restored relationship with God; alongside this comes an emphasis on positive, healthy relationships between human beings.

2.0 **BUILDING HEALTHY RELATIONSHIPS**

- 2.1 Our society is experiencing increasing loneliness. The sense of isolation that can arise in the modern world does not just impact the elderly.
- 2.2 Such factors as rapid technological advance and the advent of online social networking present challenges to the relationships of the young. Healthy relationships are key to our sense of well-being and experience of being significantly 'connected' to others. It is vital, therefore, that we give young people the tools to build healthy relationships.

3.0 **PREPARING FOR LIFE IN MODERN BRITAIN**

- 3.1 At Bradford Christian School, we are committed to preparing our students for life in modern Britain.
- 3.2 Our country comprises of people with diverse views and opinions – sexual, political, cultural and religious – and widely varying practices and lifestyles. Our character education therefore equips students to understand different perspectives and to recognise the diversity of our society.
- 3.3 Students learn to respect and live peaceably with those who hold different, even mutually exclusive, views. Our students learn to practice respect and tolerance of those with different faiths, beliefs and lifestyles.
- 3.4 We want our young people to pursue truth and learning, and to think for themselves rather than to accept ideas without question.
- 3.5 Alongside ensuring our students stay safe we seek to guide them to think through the choices they face in the realm of their relationships. As our young people move towards adulthood we want them to grow in wisdom, having considered the differing perspectives about what is the best and the right way to live.
- 3.6 We emphasise the importance of character and the need to take responsibility for others as well as ourselves.
- 3.7 We are committed to the Bible as God's Word, and believe that in it God reveals himself to us, as well as his plan for human relationships.
- 3.8 We recognise that sensitivity is vital as controversial ethical issues are considered, and we look to the example of Jesus and his love and compassion for all.

4.0 **RELATIONSHIPS AND SEX EDUCATION AT Bradford Christian School**

- 4.1 In our Relationships and Sex Education we seek to help our students flourish in all their relationships (with friends, family, fellow students and with those they will interact with in life beyond school).
- 4.2 We teach about sexual relationships in a way that is consistent with our Christian ethos:
 - a. sex is a good gift of a good God who wants what is best for people he loves;
 - b. sex is more than just a physical act, and involves the mental, emotional and spiritual aspects of our being;
 - c. right and wrong exist; humans are moral beings who are responsible for the decisions they make; consent is essential, with commitment and mutual respect being of vital importance for sexual relationships;
 - d. all people are valuable; we need to take responsibility for others and treat them with respect.
 - e. In British law marriage is between two consenting adults, but we recognise that many Christian churches believe the Bible to teach that marriage is the union of one man and one woman for life and the right context for sexual relationships. This is also the teaching of other faiths.

5.0 **DELIVERY**

- 5.1 Relationships and Sex Education content is delivered by class teachers and department heads in a number of ways at BCS:
RE lessons, Assemblies, Forum Groups, CP (Christian Perspectives lessons), Tutor Groups and Science lessons. This, together with the stage at which various components will be taught is outlined in the PHSCE coverage document on Google Drive. This document will be made available to parents/carers on request.
- 5.2 Where students ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education, the school response will be age dependent as there is an age where these can be addressed.
- 5.3 Monitoring of delivery of the content will be through learning walks at the point of delivery and the content of our curriculum will be reviewed each year as the policy is reviewed.

6.0 **RELATIONSHIPS AND SEX EDUCATION AIMS**

6.1 Our class teachers aim to help our students to become:

- a. Knowledgeable Students who have a sound knowledge of physiological and biological aspects of sex and reproduction
- b. Thoughtful Students who reflect with maturity on the differing perspectives on relationships and sexual ethics
- c. Discerning Students who are empowered to make wise choices in life relating to relationships, sex and sexuality
- d. Confident Students who have an appreciation of their own self-worth and dignity and know where they can turn for help and advice
- e. Selfless Students who put the interests of others before their own
- f. Knowledgeable students about the importance of family, the characteristics of family life, caring friendships and respectful relationships.

7.0 **RELATIONSHIPS AND SEX EDUCATION PRINCIPLES**

7.1 The principles that we seek to uphold in all aspects of our programme of relationships & sex education will be:

7.2 **Age appropriate**

We seek to ensure that our delivery will be structured so as to protect children's innocence without compromise to clarity. Across the school this will focus on relationships education and in secondary this will include sexual education.

7.3 **In partnership with parents/carers**

We are privileged to have immense support from the parents/carers of our students; indeed, the partnership that exists between BCS and home is one of the strongest features of school life. Our relationships and sex education will be significantly more effective as parents/carers also spend time discussing the issues with their children. We encourage parents/carers to teach their children about relationships and sex before they learn about it at school, or from any other source.

Parents/carers have the right to withdraw their children from sex education lessons but not from lessons regarding relationships.

Parents/carers who wish to explore the detail of our sex education curriculum can make an appointment with the appropriate department head, Jane Prothero for Primary, Phill Moon for Middle and Mark Prothero for Upper to view our curriculum planning and materials to be used to teach our students.

7.4 **Pastorally sensitive**

We recognise that our students will have experienced a variety of home backgrounds and we are wholly committed to ensuring our support for parents/carers as they seek to give their child the best possible start to life. We are fully aware also of the diversity of views on moral issues that exists in the modern world and our aim is to be entirely sensitive in areas where there is disagreement.

7.5 **Consistent with our ethos**

We believe that the Bible outlines the best for human relationships and Bradford Christian School is not required to promote views that are contrary to its ethos. But the Bible could not be clearer also about the value, worth and dignity of all, regardless of their views or their moral decisions; as such, we will treat all of our students with the same care and compassion. We also acknowledge that an exposure to different viewpoints is important as students seek to make up their own mind.

7.6 **Well planned and sensitively delivered**

We seek to ensure that our staff deliver quality relationships and sex education which communicates facts and viewpoints clearly.

7.7 Parents have the right to withdraw their children from the sex education aspect of the course. This applies only to students at Key Stage 4. The right to withdraw is a process that involves parents meeting with the head of department. The right to withdraw will only be given after such a conversation has taken place. Parents cannot withdraw their children from the relationship component of the course. If a parent has expressed a wish to withdraw their child from the course, the child, if aged 16 can reverse that request.

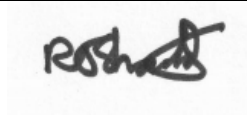

8.0 **Review**

8.1 This policy was written in May 2019 and will be reviewed annually. This latest review was completed in April 2023 in consultation with governors.

8.2 In Spring 1, parents will be invited to a meeting where materials and approaches will be reviewed. Parents will have the opportunity to dialogue with the school. Students will also be given the opportunity to comment on the helpfulness of their RSE course by way of a google form survey.

8.3 This policy is written referencing the following:-

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance.
- The Equality Act 2010

Formally agreed through Governors compliance:	15th June 2023
Signed Richard Shackleton – Chair of Governors	
Signed Jane Prothero – Head Teacher	
Review Date:	March 2024

Year Group	Learning intention	Pupils will be able to:
EYFS	To understand that we all grow from babies to adults	Seek out others to share experiences Show affection and concern for people who are special to them Explain their knowledge and understanding, and ask appropriate questions of others. Show sensitivity to the needs and feelings of others
1 and 2	To identify parts of the body that make boys different to girls and use the correct names for these To understand which body parts are private	Identify physical differences between boys and girls and use correct vocabulary - including <i>nipples, penis, testicles, vagina</i>
3 and 4	To express feelings about baby humans and animals To understand that babies grow and develop in the mother's uterus To understand what a baby needs to grow and live To understand that our personal characteristics can come from our birth parents (with sensitivity to LAC children) To appreciate that we are all unique human beings	Express a range of emotions and feelings about babies and animals, vocab to include animals, babies, birth, growing, changing, nutrients, love, affection Vocab - personal, unique, parents, characteristics
5 girls only	To describe how a girl's body changes and that menstruation is a natural part of this To explain the changes in puberty To understand the importance of self care To learn strategies to help cope with physical and emotional changes	Identify the changes of puberty Discuss questions, worries and concerns Vocab: puberty, menstruation, periods, oestrogen, ovaries, uterus, vagina, vulva, sanitary towels, tampons
5 boys	To describe how a boy's body changes To explain the changes in puberty	Identify the changes of puberty Discuss questions, worries and concerns

	<p>To understand the importance of self care</p> <p>To learn strategies to help cope with physical and emotional changes</p>	<p>Vocab: puberty, hormones, growth, hair, larynx, testicles</p>
5 and 6	<p>To explain how girls' and boys' bodies change during puberty</p> <p>To understand the importance of looking after ourselves physically and emotionally</p> <p>To understand that puberty is a natural process that happens to everyone</p> <p>To describe how a baby develops from conception, through pregnancy and up to birth</p> <p>To understand how being physically attracted to someone can change the nature of the relationship</p> <p>To be aware of the growing independence of becoming a teenager</p>	<p>Reflect and ask questions expressing feelings</p> <p>Vocab: puberty, menstruation, periods, oestrogen, ovaries, uterus, vagina, vulva, sanitary towels, tampons</p> <p>puberty, hormones, growth, hair, larynx, testicles</p> <p>Vocab: pregnancy, embryo, foetus, placenta. Umbilical cord, labour, contractions</p> <p>Vocab: attraction, relationship, love, pressure, independence</p>
7 and 8	<p>Friendships and peer pressure - to know how to keep safe in relationships</p> <p>Consent - how to say no</p> <p>The effects of the media</p> <p>Illegal substances and drugs</p> <p>Choosing the best for sexual relationships</p> <p>Relationships, Families and Marriage.</p> <p>Different types of families, including same sex parents.</p> <p>Unwanted consequences of sex</p> <p>Sex and the law</p> <p>The harmful effects of pornography</p>	<p>Understand how peer pressure works both negatively and positively</p> <p>Understand how to say no within a relationship concerning consent</p> <p>Know what the law says in relation to sexuality, marriage, partnerships and illegal substances and drugs</p> <p>Understand the variety of views in society about sexual behaviour, including what the Bible teaches and how the bibles teachings are interpreted amongst Christians.</p> <p>Vocabulary: consent, peer pressure, media bias, terms relating to different types of family and marriages/partnerships.terms related to sexuality, terms related to pornography.</p>
9 and 10	<p><u>Upper PSHCE</u></p> <p>Covered in CP lessons and Science</p>	