



THE VINE CHRISTIAN SCHOOL
Independent School - Ages 3 to 18

RSE Primary Only Policy

VCS/RSE Primary Only Policy/2021

23 August 2021



About This Document

Annual Policy Period	2021 - 2022
Policy Adopted by Governors	September 2020
Last Policy Review	23 August 2021
Next Policy Review	September 2022

History

Version	Date	Name	Description
0.1	Sep - 20	René Esterhuizen, Clerk to Trustees	First release. DRAFT
1.0	Sep - 20	School Governors	Approved and adopted.
1.1	23 Aug - 21	School Governors	Reviewed and approved.



Contents

1. Relationships Education Policy	4
2. Introduction	4
3. Relationships Education.....	5
4. Aims and Objectives	5
5. Teaching Following the Legal Redefinition of Marriage	6
6. Curriculum Planning.....	6
7. Responsibilities	8
8. Specific Issues	9
9. Links with Other Policies.....	10
10. Monitoring and Review	10
11. Key Dates for The Plan	10
12. General.....	11



1. Relationships Education Policy

- 1.1. This policy should be read in conjunction with the School's PSHE and SMSC Policy.
- 1.2. This policy covers:
 - i. Relationships Education for 5 – 11-year old's
 - ii. This policy has been written with regard to the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance and the statutory requirement to teach Relationship Education from September 2020.

2. Introduction

- 2.1. The Vine Christian School aims to provide all our young people with a curriculum that ensures they are prepared for adult life in modern Britain. Relationships Education can help to provide students with the key knowledge to:
 - i. Develop the skills and knowledge to make good decisions.
 - ii. ensure that they can keep themselves safe
 - iii. develop healthy and positive relationships
 - iv. maintain good mental health
 - v. build resilience
 - vi. successfully navigate the changing world in which they are growing up
- 2.2. We understand that all primary schools (maintained, academies or **independent**) are required to provide Relationships Education (RelEd); this policy reflects that guidance.
- 2.3. Our focus is on building healthy relationships and staying safe.
- 2.4. We aim to develop an integrated approach that is sensitive to the needs of our students and the school community, and in accordance with our faith. We honour and affirm the role of Parents including their right to withdraw their child from sex education, should we choose to include it our curriculum.
- 2.5. As a Christian Independent school, we believe that any teaching on relationships, love and sex should be delivered in accordance with our faith and within the context of Scripture, and at the appropriate age.
- 2.6. As a Christian Independent school, we believe that any teaching on these subjects 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 understanding and formation of respectful, loving relationships which exist between friends and within families.



- 2.7. One such relationship is marriage. Marriage is a sacred vow between a man and a woman. It is a shared commitment of loyalty and closeness, into which the gift of life may be brought.

Matthew 19: 4-6 “And he (Jesus) answered and said unto them, have ye not read, that he which made them at the beginning made them male and female, and said, for this cause shall a man leave father and mother, and shall cleave to his wife: and they twain shall be one flesh? Wherefore they are no more twain, but one flesh. What therefore God hath joined together, let not man put asunder.”

3. Relationships Education

- 3.1. As a Christian Independent school, we believe that parents have the right to have a say in what sex education their children should be taught. In this regard, the school confirms that it will teach sex education in a way that considers the views of the parents. Parents will also have the right to withdraw their child from sex education, but not from learning about relationships.
- 3.2. We believe that children and young people have not yet attained full maturity and are not always able to assimilate this information; therefore, staff will keep this in mind when delivering sex education and ensure that the information comes at an appropriate time and in a manner matched to their age, needs, physical and psychological maturity. Awareness of where each child is in their development and their individual differences will be key factors in choosing when to deliver this education.
- 3.3. We will provide our students with clear, helpful, and accurate relationships education which is compatible with the ethos and values of the school.
- 3.4. Our students will learn that there are different types of relationships, in a way that is sensitive, and in accordance with our faith. We will also adhere to our duty to comply with the relevant requirements of the Equality Act 2010.

4. Aims and Objectives

- 4.1. To provide our students with a knowledge and understanding of biblical teaching on relationships and sexual love, depending on their age and maturity levels.
- 4.2. To provide our students with a positive understanding of what constitutes good, loving relationships.
- 4.3. To clarify and reinforce existing knowledge.
- 4.4. To provide our students with a knowledge and understanding of the biological facts about human reproduction, depending on their age.
- 4.5. To provide our students with the skills and confidence to defend themselves
- 4.6. against unwanted pressures to be sexually active and to keep them safe.
- 4.7. To raise students’ self-esteem and confidence, especially in their relationships with others.



- 4.8. To help students understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- 4.9. To help students develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- 4.10. To provide the confidence to be participating members of society and to value themselves and others.
- 4.11. To help gain access to information and support.
- 4.12. To develop skills for a healthier safer lifestyle.
- 4.13. To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- 4.14. To respect and care for their bodies.
- 4.15. To be prepared for puberty and adulthood.

5. Teaching Following the Legal Redefinition of Marriage

- 5.1. 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. Nothing in the act affects the rights of Christian independent schools to teach on marriage or on same sex relationships in accord with Biblical principles, provided it is done in an appropriate and sensitive way.
- 5.2. Recent guidance from the Equality and Human Rights Commission (EHRC) provides helpful clarification that the traditional, Biblical nature of marriage can continue to be taught schools.
 - i. "Teachers, other school staff, governors, parents and students are all free to hold whatever personal views they choose on marriage of same sex couples, including a view that marriage should only be between a man and a woman. The Government recognises that the belief that marriage can only be between a man and a woman is a belief worthy of respect in a democratic society."
 - ii. "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."

6. Curriculum Planning

- 6.1. The School Leadership and Management will:
 - i. Ensure that all aspects of the programme are covered in sufficient depth.
 - ii. Ensure that the physical and emotional changes experienced during puberty are taught in year 5 or the beginning of year 6.



- iii. Ensure that, at the appropriate age, staff emphasise resisting peer-pressure in relation to drugs, alcohol, and sexual consent
 - iv. Ensure that staff teach about respect for others, different types of bullying and how to prevent and tackle them
- 6.2. The Following will be taught at the Appropriate Levels:
- i. EYFS
 - a) Children learn about the concept of male and female and about young animals.
 - b) They develop skills to form friendships and think about relationships with others.
- 6.3. Years 1 - 2
- i. Through work in science children:
 - a) learn about life cycles of some animals
 - b) understand the idea of growing from young to old and learn that all living things reproduce
 - c) learn about the importance of personal hygiene to maintain good health
 - ii. Through work in PSHE children:
 - a) reflect on family relationships, different family groups and friendship
 - b) learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved
 - c) begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them
 - d) learn about personal safety
- 6.4. Years 3 - 6
- i. Through work in science children:
 - a) build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6
 - b) learn about the physical, emotional, and social changes at puberty, which include personal hygiene
 - ii. Through work in PSHE children:
 - a) develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship,
 - b) develop skills needed to form relationships and to respect other people's emotions and feelings,
 - c) consider how to make simple choices and exercise some basic techniques for resisting pressures,



- d) focus on the development of skills and attitudes not just the acquisition of knowledge
- 6.5. Our Relationships Education is woven throughout our curriculum.
- 6.6. Our Relationships Education will not encourage early sexual experimentation.
- 6.7. Considering this, sex education will be taught from age 11+ according to statutory guidelines; However, to promote tolerance, children under this age will be made aware that people may choose to identify as gay, lesbian, or bisexual, or may choose to be in a same-sex marriage. This will be taught depending on their age and maturity levels and in accordance with the Christian faith.

7. Responsibilities

- 7.1. The Headteacher is the designated teacher with responsibility for coordinating Relationships Education.
- 7.2. It is the responsibility of the Governing Body, working with the Head Teacher and Senior Leadership Team, to ensure that the Relationships Education must be in accordance with the teachings of Scripture and the wishes of the parents. This will be achieved through careful monitoring of the teaching resources used.
- 7.3. Therefore, in considering the resources which will be used to teach this subject, governors should consider:
 - i. The need to support parents and carers by providing education which is faithful to the teachings of Scripture and appropriate for the ages and stages of development of the students.
 - ii. The extent to which specific materials can be used to illustrate the beauty of the human being created by God.
 - iii. The values implied by specific resources and the way in which they may be used to enhance students' understanding of human development and Scriptural teaching.
 - iv. The accuracy and clarity of material presented.
- 7.4. It is important that any external visitor to the school is also clear about their role and responsibility while they are in a school. Such visits should complement the school's current programme. Visitors may need guidance to ensure that sessions they deliver are respectful of this policy.
- 7.5. Relationships Education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.
- 7.6. Relationships and Sex Education is delivered through science, PSHE, and Citizenship.
- 7.7. Relationships Education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors.
- 7.8. A range of teaching methods which involve children's full participation are used to teach Relationships Education. These include use of video, discussion, looking at case studies and drama.



8. Specific Issues

8.1. Parental Consultation

- i. Full details of the Relationships Education provided by the school are available on request.
- ii. The school will inform parents if sex education will be taught and will provide opportunities for parents to view the videos and resources being used.
- iii. By working in partnership with parents they recognise the importance of this aspect of their child's education. Parents do however have the right to withdraw their children from those aspects of Relationships Education which includes sex education, should the school choose to include it. In this case, alternative work would be set.

8.2. Parents' Right to Withdrawal

- i. Parents may withdraw their children from any lessons focused on sex education, if they wish to do so, other than any delivered as part of the science curriculum.
- ii. Parents will be given two weeks' notice of any afternoon lessons regarding specific sex education. They will have the right to withdraw their children from these lessons providing they make this request in writing three school days before the activity. This is needed to allow time to make other appropriate, purposeful education available during the period of withdrawal for their child.
- iii. There is no right to withdraw from Relationships Education or Health Education.

8.3. Child Protection / Confidentiality

- i. Teachers need to be aware that effective Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.
- ii. The staff member will inform the Head Teacher or Designated Safeguarding Lead in line with the school's procedures for child protection.
- iii. A member of staff should not promise confidentiality if concerns exist.

8.4. All school staff members should adhere to the following policy:

- i. When talking with students, it is important for you to be aware of maintaining your professional boundaries.
- ii. You must be clear to students that you cannot offer unconditional confidentiality when a student first begins to talk about something where confidentiality may become an issue.
- iii. Students should be warned that if there is a child protection issue where the student, or others, is likely to be at risk of significant harm, you are under a duty to inform the school's Head teacher / Designated Safeguarding Lead who may have to involve other agencies. It is important that each member of staff deals with this sensitively and explains to the student that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to help.



- iv. In all cases where you feel that you have to break confidentiality with the student, you must inform the student, (unless there is a good reason not to inform them e.g. risk of harm) and reassure them that their best interests will be maintained.
- v. In talking with students, you need to encourage them to talk to their parents / carers about the issue that may be troubling them, unless doing so places them at risk, and support in doing this should be offered where appropriate.

8.5. Dealing with Difficult Questions

- i. Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Sessions may use an anonymous question box as a distancing technique.
- ii. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

8.6. Children with Special Needs

- i. Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationships Education.

9. Links with Other Policies

9.1. This policy is linked with the following policies:

- i. SMSC
- ii. Equal Opportunities
- iii. Child Protection / Safeguarding
- iv. Confidentiality
- v. Behaviour
- vi. Anti-Bullying

9.2. These policies can be provided on paper by contacting the school office.

10. Monitoring and Review

10.1. This content has been agreed in consultation with governors, parents, and teaching staff.

11. Key Dates for The Plan

Priority	Date	Action
-	-	None at this time.



12. General

This document has been reviewed and signed as follows:

Headteacher

Signed

Date

Print name

Governor

Signed

Date

Print name