

# Relationships and Sex Education Policy



## Introduction

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At Immanuel School, our relationships and sex education is taught with distinctively Biblical/Christian attitudes and values, working hard to develop character and attitudes in our young people which will honour God in all relationships they may have. We believe that it is primarily the responsibility of the parents to educate and inform their children about matters of sexual morality and health. Our role is to build on this foundation, supplementing the parents' work with our own teaching, alongside the teaching required by law. With this in mind, this policy and all related materials are open to scrutiny by any parent who wishes to view them.

We commit to informing parents in advance about the timing and the content of relationships and sex education lessons.

Relationship and sex education is statutory in all secondary schools in England and relationships education is statutory in all primary schools in England, including independent schools. This policy has been written in conjunction with the DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (June 2019), as well as The Equality Act 2010 and schools: Departmental advice (May 2014).

## Development/Monitoring/Review of this Policy

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This policy has been developed by a working group made up of:

- Immanuel School Principal
- School Management Team
- Immanuel Safeguarding lead
- Immanuel Leadership Team and Trustees
- School teaching staff
- House Captains
- Parents

Consultation with representatives from the wider school community has taken place through informal meetings. The policy will be reviewed biennially. In accordance with our statutory duty, Immanuel School will review any materials presented as part of Relationship and Sex Education (Secondary) and Relationship Education (Primary) to ensure they are both age appropriate and has regard for the religious background of the pupils. Future re-working of this policy will cover the same procedure as above.

## Explanation of Relationships and Sex Education

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Relationships education in Years N-6 is focused on helping the children to build and maintain positive relationships, specifically within their family, with their friends and peers, and with adults. It is a broad area which lends itself to being covered in planned schemes of work, both in PSHEE and other subjects, as well as being dealt with in an ad hoc manner where opportunities arise.

In Years 7-11, relationships education builds on the above, whilst looking at ways in which young people can stay safe online, build healthy relationships both online and in person, including exploring 'boyfriend' and 'girlfriend' relationships. It also focuses on putting in place helpful boundaries, how to resolve conflict in relationships, and the institution of marriage.

The term 'sex education' is used in this policy to describe education about human sexual anatomy, sexual reproduction, sexual intercourse, and other aspects of human sexual behaviour. Other than lessons covering sexual anatomy, puberty and biological differences between the sexes, (covered initially in Years 5&6), sex education is covered in the secondary part of the school.

## **Responsibility of staff**

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All members of staff, and particularly teachers, at Immanuel School are required to uphold the distinctively Christian identity, ethos and mission of Immanuel School. Teachers should therefore have a sound working knowledge of Biblical teaching on the matters involved in RSE, and know that they can confer with the School Management Team whenever they have a query. Inevitably, there will be personal differences and even disagreements with some aspects of Church teaching, on the part of teachers or pupils, and these differences should be heard respectfully and considered carefully.

## **Monitoring and Evaluation of Curriculum**

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Monitoring of the RSE curriculum content and delivery of this material will be overseen by the Principal and the Vice Principal. This will be achieved through a range of methods, namely:

- Lesson observations
- Scrutiny of Schemes of Work
- Scrutiny of work produced during RSE lessons
- Discussion with those members of staff responsible for delivery of the RSE content

Evaluation of the effectiveness of the published materials used will be undertaken by the Principal in consultation with the members of staff responsible for delivery of the RSE content.

## **Guest speakers and outside agencies**

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To provide specialist input, the school may, from time to time, invite guest speakers either as individuals or from outside agencies to deliver aspects of the RSE curriculum. The School Management Team will approve all visiting speakers prior to their invitation. Guest speakers will be sent a copy of the school's RSE policy so that they are able to shape their content appropriately. Speakers will be accompanied at all times in lessons by a member of the teaching staff.

## **Right to Withdraw**

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Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of our RSE provision. Such a request would lead to either the Principal or the Vice Principal arranging a meeting to discuss the request. During this meeting, the following points may be discussed:

- The parents’ wish for their child to be withdrawn
- The nature and purpose of the curriculum
- The benefits of participating in this aspect of the school’s broad curriculum
- Potential detrimental effects of being withdrawn, namely:
  - o Likelihood of child hearing their peers’ version of the curriculum content

The school will respect a parent’s request to withdraw their child from sex education up to and until three terms before the child turns 16. After this point, we will make arrangements for the child to participate in sex education.

There is no right to withdraw from relationships education.

## Accessibility for pupils with SEND

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Immanuel School will ensure that the curriculum is delivered with forethought relating to the varied needs of the students, as laid out in the school’s SEND Policy. This includes consideration of both provision for the physical delivery of the curriculum and any psychological or emotional needs that may impact a child’s learning.

## Content and Delivery

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### Primary school Contents and delivery

Aspects that are first introduced at any level will be reinforced at later levels too.

(For further details please refer to DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2020 )

Some aspects will be taught in topic, other in focus lessons, specific aspects are listed below, other areas will be outlined in various SOW.

Age group	Resources
<b>EYFS (see separate sheet for details)</b>	
<b>Relationships (Loving our neighbours)</b>	
<b>Families</b>	Topics: All about me Bible stories Stories Small world play: dolls house Role play: Home corner KUW world
Families are important for children growing up, they give love, security and stability	
Characteristics of healthy family life	
<b>Caring relationships</b>	PSED making relationships Group work: pairs/small groups Co-operative play-all areas/equipment
How important friendships are and how we make friends	
Characteristics of friendship	

	PE
<b>Respectful relationships</b>	Class responsibilities:
Importance of respecting others, even when they are very different	Helpers chart
Conventions of courtesy and manners	Behaviour tree
The importance of self-respect and how this links to their own happiness	Rewards –stickers and merits
	House groups –assemblies and activities
	Rules and routines
	Turn taking games and activities
<b>Online Relationships</b>	
The rules and principles for keeping safe online	Safer internet day
<b>Being Safe</b>	
What sort of boundaries are appropriate in friendships	Toilet procedures
Concept of privacy, including that it is not always right to keep secrets if they relate to being safe	Washing hands procedures
Each person’s body belongs to them, and differences between appropriate and inappropriate or unsafe physical and other contact	Going home procedures- collection
How to respond safely to adults they may encounter who they don’t know	Trip risk assessments
How to recognise and report feelings of being unsafe or feeling bad about any adult	Topic: People who help us – adults we trust
Where to get advice e.g. family, teachers	
<b>Physical health and mental wellbeing (Loving ourselves)</b>	
<b>Mental wellbeing</b>	Topic:
The range of emotions	All about me (settling into school)
How to recognise and talk about emotions	Inside/outside (feelings)
The benefits of physical exercise	Wall displays - belonging
<b>Physical health and fitness</b>	
To know the benefits of an active lifestyle and the importance of regular exercise	PE
	Outdoor play
	Use of woods
	Trips
	Health and fitness week
	Fitness Friday
<b>Basic First Aid</b>	
How to make a clear and efficient call to emergency services	Topic:
	People who help us
<b>KS1</b>	
<b>Relationships (Loving our neighbours)</b>	
<b>Families</b>	
Other families look different, they should respect differences	Topic: families – God and me book
	I belong – diverse class
<b>Caring relationships</b>	
Healthy friendships are positive and welcoming towards other and do not make others feel lonely or excluded	Class buddies
	Group work

	Mixed house groups
<b><u>Respectful relationships</u></b>	
Practical steps they can take to improve or support respectful relationships	Topic: People who help us inc friends Topic - story: Good Samaritan
Treat others with respect and expect to be treated with respect	Imitate Jesus Every day reminders
<b><u>Online Relationships</u></b>	
How information and data is shared and used online	Safer internet day
<b><u>Being safe</u></b>	
How to ask for advice or help for themselves	Encouraged to express their feelings "talk to a teacher"
<b><u>Physical health and mental wellbeing (Loving ourselves)</u></b>	
<b><u>Mental wellbeing</u></b>	
Describe different feelings in themselves and other	Mental health course from PSHE
Learn that feelings change and not everyone experiences the same feelings	
Learn about 'big' feelings and how to manage them	
The benefits of physical exercise	Motivational Mondays/ Mile a Day/ PE lessons
<b><u>Internet safety and harms</u></b>	
That for most people the internet is an integral part of life and has many benefits	Safer Internet day
<b><u>Physical health and fitness</u></b>	
The risks associated with an inactive lifestyle	PE lessons Motivational Mondays
<b><u>Health and prevention</u></b>	
Learn about safe and unsafe exposure to the sun	Encouraged to protect skin, with hats cream and glasses
The importance of dental health	Science lesson
<b><u>KS2</u></b>	
<b><u>Relationships (Loving our neighbours)</u></b>	
<b><u>Families</u></b>	
How to recognise if family relationships are making them feel unhappy or unsafe and how to seek advice from others if needed	Focus Yr 1 – Family relationships
Marriage represents a formal and legally recognised commitment of two people. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. (Y5+6)	Focus Yr 1 – marriage and babies
<b><u>Caring relationships</u></b>	
Most friendships have ups and downs and these can often be worked through	Y3&4 Focus Yr 1- Friendships
How to recognise who to trust and who not to (Y5+6)	5&6 Focus yr1 – stranger danger
<b><u>Respectful relationships</u></b>	
Different types of bullying	Focus Yr1 – bullying

Stereotypes (Y5+6)	Y 5&6 Focus yr 2- stereotypes
The importance of permission-seeking and giving in relationships	Y 5&6 yr1 – consent
<b>Online Relationships</b>	
People sometimes behave differently online, including pretending to be someone they are not	Safer Internet day Focus Yr 1 – internet safety ICT lessons ICT contract
The same principles apply to online relationships as face to face	
How to critically consider online friendships and sources of information including the risk associated with people they have never met	
<b>Being safe</b>	
How to report concerns or abuse and the vocab and confidence needed to do so	Focus Yr 2 – Keeping safe
<b>Physical health and mental wellbeing (Loving ourselves)</b>	
<b>Mental wellbeing</b>	
Learn about the different feelings and emotions people experience (y3+4)	Focus Yr 1&2  Mental Health course from PSHE
Learn about ways of expressing feelings and emotions and why this is important (Y3+4)	
Learn about managing feelings in different situations (Y3+4)	
Learn about getting help, advice and support with feelings and emotions (Y3+4)	
Learn about mental health, what it means and how to take care of it (Y5+6)	
Learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times. (Y5+6)	
Learn about the feelings and common anxieties pupils face when moving into senior school. (Y5+6)	
The benefits of physical exercise	Motivational Mondays/ Mile a Day
<b>Internet safety and harms</b>	
The benefits of rationing time spent on the internet and the risks of excessive time spent on electronic devices	Focus Yr 1&2 internet safety ICT Lessons
How to consider the effects of their online actions on others	
How to keep personal information private	
Why social media and some computer games are age restricted	
The internet can be a negative place	
To understand that consumer information on search engines is ranked	
To know how to get support with issues online	
<b>Physical health and fitness</b>	
How to seek support if worried about health	Focus yr1 – healthy eating
<b>Healthy Eating</b>	
What constitutes a healthy diet including understanding calories and nutritional content	Focus yr1 – healthy eating
The principles of planning and preparing a range of healthy meals	
The characteristics of a poor diet	
<b>Drugs, alcohol and tobacco</b>	

Facts about legal and illegal harmful substances and associated risks	5&6 focus Yr 2- drugs, alcohol and tobacco
<b>Health and prevention</b>	
How to recognise the signs of physical illness	Focus Yr1 – keeping well
The importance of sufficient good quality sleep	Focus Yr 1 – sleeping well
Personal hygiene and germs	Focus Yr 1 – personal hygiene and germs
The facts and science relating to allergies, immunisation and vaccination	Focus Yr2 – allergies and inoculations
<b>Basic first aid</b>	
Concepts of basis first-aid	Focus Yr 2 – first aid
<b>Changing adolescent body</b>	
Emotional and physical changes that will happen as boys grow up, including physical changes, hair, growth, shape, hormonal changes and skin changes (Y5 boys only)	LoveWise: Growing up growing wise L1 slides 1-36 and 56-88
Learn about emotional and physical changes that will happen to girls as they grow up including menstruation and how to cope with periods (Y5 girls only)	LoveWise: Growing up growing wise. L1 1-36 and 37-55
Conception, Intrauterine development from conception to birth, childbirth, to know a new individual exists from the moment the sperm unites with the ovum, (Y6)	Lovewise: Growing up growing wise L3 17-36. Psalm 139
To learn about the newborn	Lovewise: Growing up growing wise: L3 slides 37-43
To express appreciation towards parents and how to respond to the needs of the babies in our lives, to value the roles of fathers and mothers	
How bodies change in boys and girls in preparation for reproduction. (Y6 boys and girls taught separately)	Lovewise: Growing up growing wise: L1
How to name the main reproductive organs of both males and females, using correct terminology. (Y6 boys and girls taught separately)	(this is a review for some and an introduction of other sex changes)
Understand about menstruation and how girls cope. (Y6 boys and girls taught separately)	
The importance of good hygiene and where to access help and advice. (Y6 boys and girls taught separately)	

## Senior school Contents and delivery

Aspects that are first introduced at one level will be reinforced at later levels too.

Some aspects will be taught in specific subject lessons, other in focus lessons. Specific areas are listed below others in various SOW.

Age group	Resources
<b>Y7+8</b>	
<b>Relationships (Loving our neighbours)</b>	
<b>Families</b>	
There are different types of committed, stable relationships	Lovewise: Marriage, sex and living wisely L1
How relationships might contribute to human happiness and the importance of bringing up children	
What marriage is including legal status	Lovewise 'marriage' (need to have done sexual intercourse first)
Why marriage is an important relationship choice for many couples and why it must be freely entered into	
The characteristics and legal status of other types of long-term relationships	
The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting	
How to determine whether other children, adults or sources of information are trustworthy and how to seek help or advice, including reporting concerns	Homosexuality (Y9 RS SOW)
<b>Respectful relationships, including friendships</b>	
Characteristics of positive and healthy relationships	Focus Yr 1 – respectful relationships
Practical steps they can take in a range of different contexts to improve or support respectful relationships	
How stereotypes (sex, gender, race, religion, sexual orientation or disability) can cause damage	As above and Focus Yr2 – conflict management and boundaries
That in school and in wider society they can be expected to be treated with respect and they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs	
Different types of bullying, the impact of bullying, responsibility to report bullying.	Focus Yr1 – respectful relationships
<b>Online and media</b>	
Their rights, responsibilities and opportunities online	Safer internet day. AUA Focus Yr1 online safety ICT lessons
Online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online	
Not to provide material to others that they would not want shared further and not to share personal material which is sent to them	
What to do and where to get support to report material or manage issues online	
How information and data is generated, collated, shared and used on line.	
<b>Being Safe</b>	
FGM (Y7 + 8 girls only)	Focus Yr 1 – adolescent bodies



<b><u>Intimate and sexual relationships, including sexual health</u></b>	
How to recognise the characteristics and positive aspects of healthy one to one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interest and outlook, sex and friendship.	Lovewise 'marriage'
All aspects of health can be affected by choices they make in sex and relationships, positively or negatively	
There are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others	
Facts around pregnancy, including miscarriage	Yr 7 Science
<b>Physical health and mental wellbeing (Loving ourselves)</b>	
<b><u>Mental wellbeing</u></b>	
Attitudes to mental health and challenging misconceptions	Focus Yr 1&2 PSHE association mental health course
Ways to promote emotional wellbeing	
To help them build resilience and reframe disappointments and setbacks	
The impact of social media on mental health and emotional wellbeing	
Strategies to develop digital resilience	
Unhealthy coping strategies, including self-harm and eating disorders	
Why, when and how to access support for themselves or others	
<b><u>Internet safety and harms</u></b>	
How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report or find support	Internet safety day ICT lessons
<b><u>Physical health and fitness</u></b>	
The positive association between physical activity and promotion of mental wellbeing, including combatting stress	Motivational Monday
The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive and ill health, including cancer and cardio vascular ill health	
<b><u>Healthy Eating</u></b>	
How to maintain healthy eating and the links between poor diet and health risks, including tooth decay and cancer	Y8 Science SOW
<b><u>Drugs alcohol and tobacco</u></b>	
The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Y8 Science SOW
<b><u>Health and prevention</u></b>	
Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	Y7 Science SOW
The facts and science relating to immunisation and vaccination	Y8+9 Science SOW
The importance of sufficient good quality sleep for good health and how lack of sleep can affect weight, mood and the ability to learn	Y7 Science SOW
<b><u>Basic First Aid</u></b>	
Basic treatment for common injuries	Y7-9 Activities and focus
Life-saving skills including how to administer CPR	
The purpose of defibrillators and when one might be needed.	

<b>Changing adolescent body</b>	
Key facts about puberty, the changing adolescent body and menstrual wellbeing	Y7 science growing up from spotlight science
The main changes which take place in males and females, and the implications for emotional and physical health	
To understand love as an expression of a relationship	Lovewise Growing up growing wise L2
To understand the difference between sex and sexuality	
To begin to appreciate sexual intercourse as a beautiful expression of love and its place in marriage	
To understand puberty and its physical and psychological effects	
<b>Y9-11</b>	
<b>Relationships (Loving our neighbours)</b>	
<b>Respectful relationships including friendships</b>	
That some types of behaviour within relationships is criminal, including violent behaviour and coercive control	Focus unit: Too special to spoil
What constitutes sexual harassment and sexual violence and why these are always unacceptable	
The legal rights and responsibilities regarding equality (protected characteristics as in Equality Act 2010) and that everyone is unique and equal	Focus unit: British values and protected characteristics
<b>Online and media</b>	
The impact of viewing harmful content	Safer Internet day IT lessons and contract
Sexually explicit material (eg pornography) presents a distorted picture of sexual behaviour, can damage the way people see themselves	Focus unit: Lovewise 'pornography'
That sharing and viewing indecent images of children is a criminal offense	
<b>Being safe</b>	
The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence, and FGM and how these can affect current and future relationships	Focus unit: Too special to spoil
How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn	
<b>Intimate and sexual relationships, including sexual health</b>	
The facts about reproductive health, including fertility, and the potential impact on life on fertility for men and women and menopause	Y7+9+11 Science SOW Focus unit: Fertility and pregnancy choices
The facts about the full range of contraceptive choices, efficacy and options available	Y9 RS SOW Y9 Science SOW Y11 science IVF and hormones
There are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)	Focus unit: Fertility and pregnancy choices Lovewise 'abortion' (PPT presentation)

How the different sexually transmitted infections (STIs) including HIV/AIDS, are transmitted, how risk can be reduced through safe sex (including through condom use) and the importance of and facts about testing.	Y9 Science SOW Y9 RS SOW  Focus unit: Lovewise: marriage, sex and living wisely L2 Too special to spoil (some review from Y7+8 ideas) Single lesson (again reviews some Y7+8 ideas)
The prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	Y9 Science SOW
How the use of alcohol and drugs can lead to risky sexual behaviour	Y9 Science SOW
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	Y9 Science SOW Focus unit: Drugs and alcohol Focus unit: Fertility and pregnancy choices
<b>Physical health and mental wellbeing (Loving ourselves)</b>	
<b><u>Mental wellbeing</u></b>	
Challenges young people might face as they move through adolescence	Focus units: Mental health Growth mindset
Ways to promote positive mental health to help manage these challenges	
How negative thinking patterns can impact on our response to disappointments	
Strategies to build resilience by reframing negative thinking	
How to recognise signs that someone might need support for mental health concerns	
Mental health issues that most commonly affect young people	
Strategies to promote mental health and emotional wellbeing	
<b><u>Internet safety and harms</u></b>	
The similarities and differences between the online and the physical world, including: the impact of unhealthy or obsessive comparison with others online, how people may curate a specific image of their life online, over reliance of online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	Focus units: Gambling Careers unit looks at managing reputation on line  Safer internet day
<b><u>Physical health and fitness</u></b>	
About the science relating to blood, organ and stem cell donation	Y9 SOW Assemblies: motivational monday
<b><u>Drugs, alcohol and tobacco</u></b>	
The facts about legal and illegal drugs and their associated risks.	Focus unit: Drugs and alcohol (now includes vaping)
The law relating to the supply and possession of illegal substances	Focus unit: Drugs and alcohol (now includes vaping)
The physical and psychological consequences of addiction, including alcohol dependency	Focus unit: Drugs and alcohol (now includes vaping) Y9 Science SOW

Awareness of the dangers of drugs which are prescribed but still present serious health risks	Focus unit: Drugs and alcohol Y9 Science SOW
<b><u>Health and prevention</u></b>	
Personal hygiene, germs, including bacteria, viruses, how they spread, treatment and prevention of infection, and antibiotics	Y9 Science SOW
The benefits of regular self-examination and screening	Focus unit: Fertility and pregnancy choices