

Relationships Education, Sex Education and Health and Mental Wellbeing guidance for Church of England Primary Schools in Canterbury Diocese

October 2019



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Preparing to implement the Statutory Guidance

Suggested Timeline

Autumn Term 2019

Focus on preparing and training leadership teams, staff and governors

- Work with governors, leadership team and staff to create a shared understanding of Relationships and Health Education (RHE) in school. Discuss how it flows from your distinctive Christian vision and follows the equality act and statutory duty.
- Explore and discuss current PSHE curriculum and provision within school. What are the strengths and potential gaps that need addressing to create a PSHE curriculum that meets the needs of all pupils enabling them to flourish?
- Begin to write policies for Relationships Education and Sex Education and Health and Wellbeing Education.

Spring Term 2020

Focus on parental engagement

- Invite parents into school to discuss the proposed PSHE curriculum and how it will be taught in school. Allow them time to view the content and resources and give their feedback, ask questions and share their concerns.
- Use feedback from parental meetings to complete policy documents for RHE and Sex education.

Summer Term 2020

Focus on finalising the preparation of policies and PSHE curriculum

- PSHE curriculum to be finalised and prepared for September 2020.
- PSHE curriculum included in prospectus and referenced in meetings for new parents.
- Finalise and ratify policies for Relationships Education and Sex Education and Health and Wellbeing Education.
- Staff training on dealing with difficult questions, terminology and expectations of the new statutory RHE guidance. Create shared language for speaking to the children about issues of relationship and sex education.
- Staff training on new curriculum and expectations of RHE becoming a statutory subject within the curriculum.

Autumn Term 2020 onwards.

- Relationships and Health Education curriculum becomes statutory in all schools.
- Clear policies must be in place and published on the school website.
- PSHE training for new staff.
- PSHE lessons timetabled and program of monitoring to be set up to measure impact of these lessons on pupils.
- PSHE curriculum content included in presentations / newsletters / class pages for parents.
- Follow up meeting for parents if necessary.
- Annual meetings with parents to discuss PSHE curriculum to be regularly timetabled into school calendar.

Summary of DfE guidance on Relationships Education and Health and Wellbeing Education guidance

Context:

The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

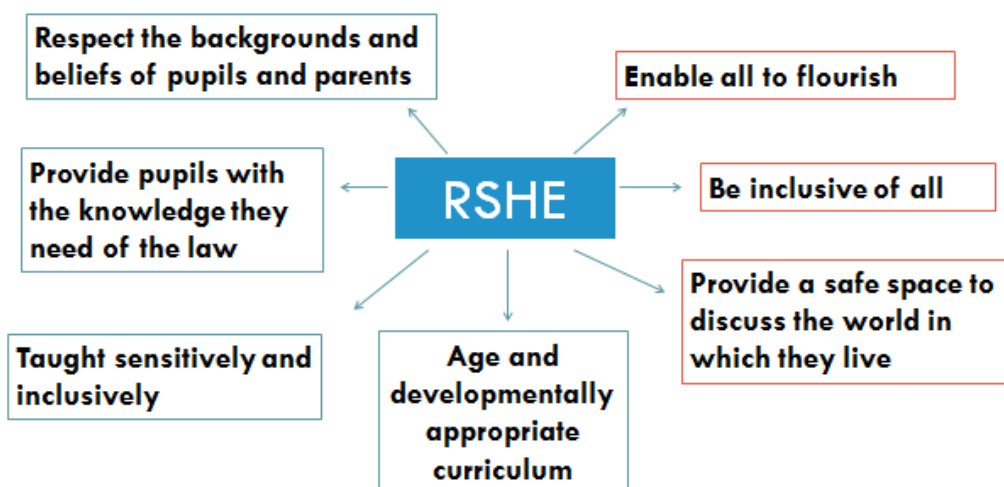
The guidance **will become compulsory in all schools from September 2020** and replaces the Sex and Relationship guidance document published in 2000.

Schools must have regard to the guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

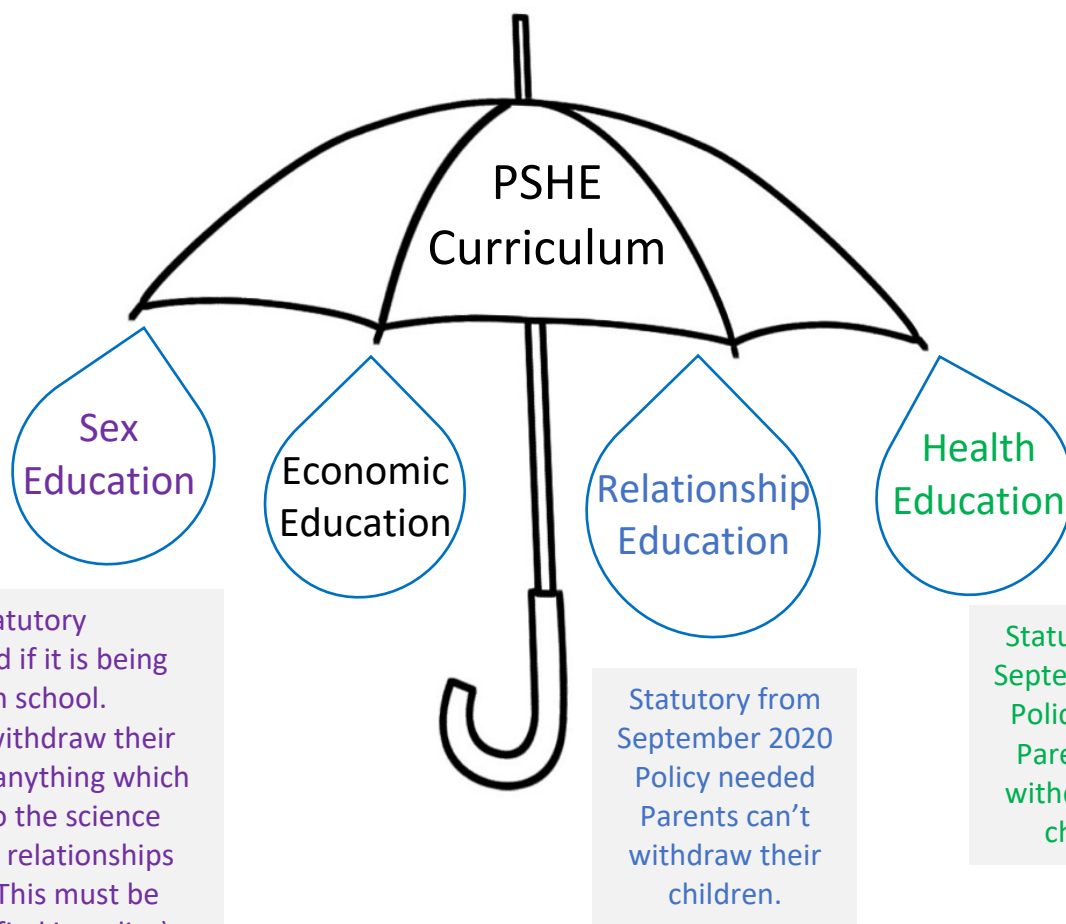
The Relationships Education and Health Education guidance document contains information on what schools **should** do and sets out the legal duties to which schools **must** comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Under the proposals, **all pupils** will study compulsory health education as well as new reformed Relationships Education in primary school. Parents have the right to withdraw pupils from sex, but not relationships education.

The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. **The relationships and health aspects of PSHE will be the only part of the PSHE curriculum that will be compulsory in all schools (from 2020.)**



Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. *DfE 2019*



Relationships and Health Education (RHE) and Sex Education (SE) is an important subset of PSHE. Together they are part of the wider desire to teach a broad curriculum and both are equally important to the flourishing of children and young people. As such they should both be offered as part of a broad and balanced education and both must be properly resourced and supported. Accordingly, there should be a specialist PSHE and RSE teacher/subject leader in every secondary and primary school. This will be necessary to ensure the quality of teaching and learning in these subjects. *Church of England Education Office 2018*

Key information:

3. Policy guidance (Primary) Para 12 - 18

- By September 2020, **all** schools must have in place a written policy for Relationships Education (primary).
- Schools must consult with parents in developing and renewing their policy.
- Schools must ensure that the policy meets the needs of pupils and parents and the community they serve.
- The policy should define relationships education (for primary schools) and set out the subject content, how it is taught, how it will be made accessible for those with SEND and who is responsible for teaching it. The policies should also describe how the subject is monitored and evaluated, and include information about a parent's right to request that their child be excused.
- These policies must be published on their website and be available to parents and others.

In Primary schools that teach Sex Education beyond the requirements of the science national curriculum a separate policy should be created. The policy should include a definition of sex education, the content to be covered and the parent's right to withdraw their child. It should also include guidance on how schools will handle difficult or tricky questions that go beyond what is set out for Relationships Education.

4. Relationships Education and RSE in schools with a religious character. Para 19-22

- All schools must have a good understanding of pupils' faith backgrounds and form positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects.
- In all schools, when teaching these subjects, the religious background of all pupils must be taken into account 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.
- In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

5. The right to withdraw Para 45-50

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the statutory RSE. This must be clearly communicated with parents to ensure they know; what is being taught and when and that they have the right to withdraw their child if they choose to do so. This information must be clearly laid out and explained in school policies that are on the schools website.

Following detailed discussions with the Head, school and parents, the school should respect the parents request to withdraw the child, up to and until three terms before the child turns 16. After that point if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the children with sex education during one of those terms.

If a child is excused from sex education, it is the schools responsibility to ensure that the pupil receives appropriate, purposeful education during the time of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

6. Primary school guidance

6.1 Relationships Education – Primary School *Para 54-62*

The Relationships Education, RSE and Health Education (England) Regulations 2019 have made Relationships Education **compulsory** in all primary schools from September 2020.

The focus in primary school should be on teaching fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationship, and relationships with other peers and adults.

The curriculum should also cover:

- How to take turns
- How to treat each other with kindness, consideration and respect.
- The importance of honesty and truthfulness, permission seeking and giving.
- Concept of personal privacy and understanding boundaries
- How to report concerns and seek advice if they know something is wrong.
- How to make sensible decisions to keep themselves safe.
- How to stay safe online.
- Positive emotional and mental wellbeing.

More detailed guidance on the specific contents of the curriculum and the end of KS2 expectations are given in the document on pages 20-22.

6.2 Sex Education – Primary School *Para 65-68*

Sex Education is **not** compulsory in primary schools.

The science national curriculum in key stage 1 and 2 includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. Parents cannot withdraw their children from the national curriculum. (*para 66*)

It will be for primary schools to determine where they need to cover any additional content on sex education to meet the needs of their pupils.

The DfE continues to recommend that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils in the transition phase before moving to KS3.

Para 68:

- Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school **must** set this out in a policy and all schools should consult with parents on what is to be covered.
- All primary schools that choose to teach sex education must allow parents a right to withdraw their child from sex education that goes beyond the national curriculum for science.
- Schools must ensure that their teaching and materials are appropriate to the age and religious backgrounds of their pupils and whilst making it accessible to those with SEND.
- Headteachers must comply with a parents wish to withdraw their child from sex education beyond the national curriculum for science.

6.3 Physical health and mental wellbeing - Primary school para 90-96

Health Education is compulsory in all maintained primary schools.

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that, mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they are facing.

Emphasis should be given to the positive two way relationship between physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils should also be taught about the benefits of hobbies, interest and participation in their own communities on their own wellbeing. Teaching should also include the benefits of balancing time spent on and offline and in later primary school, discussions should be had around why social media, computer games and online gaming have age restrictions.

Schools have the flexibility to design and plan age appropriate subject content, but the guidance sets out core areas for health and wellbeing. For end of primary school expectations see pages 32-35.

7. Lesbian, Gay, Bisexual and Transgender guidance (LGBT) para 36-37

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

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.

8. Role of Governors

As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Foundation governors and trustees of faith academy trusts will also have wider responsibilities in relation to maintaining and developing the religious ethos of the schools.

9. SIAMS Evaluation Schedule – Strand 5

The following need to be explored:

- The school offers age appropriate and coherent relationships and sex education that reflects the school's Christian vision and supports pupils to form healthy relationships.
- c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others.

Policy guidance and principles

All schools **must have** in place a written policy for both Relationships Education and Sex Education, if they choose to teach sex education in addition to the coverage contained in the science national curriculum.

Your policy must reflect your school context and clearly demonstrate how it is an outworking on your distinctive Christian vision.

Schools must:

- consult parents in developing and reviewing their policy.
- ensure that the policy meets the needs of pupils and parents and reflects the community they serve.
- have an up-to-date policy, which is made available to parents and others.
- provide a copy of the policy free of charge to anyone who asks for one and should publish the policy on the school website.
- ensure the policy reflects the views of teachers and pupils. Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils.

Policies for mandatory subjects		Policy for non-mandatory subjects
For primary education⁹	For secondary education	For primary schools that may choose to teach sex education
Define Relationships Education	Define Relationships and Sex Education	Define any sex education they choose to teach other than that covered in the science curriculum.
Set out the subject content, how it is taught and who is responsible for teaching it.		
Describe how the subject is monitored and evaluated.		
Include information to clarify why parents <i>do not</i> have a right to withdraw their child.	Include information about a parent's right to request that their child be excused from sex education within RSE only.	Include information about a parent's right to request that their child be excused.

Policy contents: Relationships Education

- Define Relationships Education.
- Explain how Relationships Education is an outworking of your distinctive Christian vision.
- Set out details of content/scheme of work and when and how each topic is taught.
- How the content/scheme of work will take into consideration the age of the pupils, local context and religious background of the pupils. The content / scheme of work must also consider other factors, such as any special educational needs or disabilities of their pupils.
- Who delivers Relationships Education– para 51-53 details the protocols for working with outside agencies to deliver part or some of the syllabus.
- How the subject will be led, monitored and evaluated.
- How staff will manage and handle difficult questions that go beyond what is set out for Relationships Education curriculum.
- Clear explanation that parents do not have the right to withdraw their children from these lessons and the reasons why.
- requirements on schools in law e.g. the Equality Act (please see The Equality Act 2010 and schools: Departmental advice)
- How the policy has been produced, and how it will be kept under review, in both cases working with parents
- How often the policy is updated – Confirm the date by which the policy will be updated.
- Who approves and ratifies the policy.

Example definition of Relationships Education

Relationships education in primary school teaches children the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

How is Relationships Education an outworking of your distinctive Christian vision?

Aim of relationships education

- To provide opportunities for children to learn about securing, developing and sustaining healthy relationships and knowing to deal with recognise when and how relationships go wrong.
- To prepare children for the opportunities, joys, challenges and responsibilities of being in relationship with other people.
- To provide the understanding, vocabulary and strategies children need to keep themselves safe and to thrive within good relationships of all kinds.
- To give children accurate information to equip them for life in the modern world and make sure they are not harmed or negatively influenced by unrealistic or dangerous materials and expectations.

Effective relationships education lessons will:

- Talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter.
- Draw attention to a range of contexts enabling pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security, helping them to recognise any less positive relationships when they encounter them.
- Create opportunities for pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- Be delivered in a sensitive and well-judged way based on knowledge of pupils and their circumstances, when teaching about families and relationships. Lessons will acknowledge that families of many forms provide a nurturing environment for children, so 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.
- Be taught in a graduated, age-appropriate programme of Relationships Education, as children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

Relationships Education curriculum will cover these areas through graduated age appropriate activities and discussions. (page 20-22)

- **Families and people who care for me**
- **Caring friendships**
- **Respectful relationships**
- **Online relationships**
- **Being safe**

Working with parents/carers and the wider community

- The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
- Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

Policy contents: Sex Education

The school offers age appropriate and coherent relationships and sex education that reflects the school's Christian vision and supports pupils to form healthy relationships. *(SIAMS evaluation schedule 2018)*

- Define Sex Education
- Explain how Sex Education is an outworking of your distinctive Christian vision.
- Set out details of content/scheme of work and when and how each topic is taught over and above the National Curriculum for Science.
- How the content/scheme of work will take into consideration the age of the pupils, local context and religious background of the pupils. The content / scheme of work must also consider other factors, such as any special educational needs or disabilities of their pupils.
- Who delivers the content and how it will be taught.
- How delivery of the content will be made accessible to all pupils, including those with SEND
- How the subject will be led, monitored and evaluated.
- How to manage and handle difficult questions that go beyond what is set out for Sex Education curriculum.
- Clear explanation of the right to withdraw and how parents can go about doing this. (see para 45,46)
- Requirements on schools in law e.g. the Equality Act (please see The Equality Act 2010 and schools: Departmental advice)
- How the policy has been produced, and how it will be kept under review, in both cases working with parents
- How often the policy is updated – Confirm the date by which the policy will be updated.
- Who approves and ratifies the policy.

DfE Guidance on Sex Education curriculum:

It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

We encourage all schools to approach Sex Education in a faith sensitive and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the Christian faith and other communities the school serves.

How is the teaching of Sex Education a reflection of your distinctive Christian vision? Is it reflective of your school context and community?

Health and Mental Wellbeing Education

policy guidance

Example definition of health and mental wellbeing education

Health and mental wellbeing education in primary school focuses on teaching the characteristics of good physical health and mental wellbeing. It will provide a firm foundation to discuss the benefits of good health and wellbeing, enabling all to talk about the feelings and impact of poor health and wellbeing.

How is Health and Mental Wellbeing an outworking of your distinctive Christian vision? Is it reflective of your school context and community?

Policy contents: Health and Wellbeing Education

- Define health and mental wellbeing
- Set out details of content/scheme of work and when and how each topic is taught.
- How the content/scheme of work will take into consideration the age of the pupils, local context and religious background of the pupils. The content / scheme of work must also consider other factors, such as any special educational needs or disabilities of their pupils.
- Who delivers the content and how it will be taught.
- How delivery of the content will be made accessible to all pupils, including those with SEND
- How the subject will be led, monitored and evaluated.
- How to manage and handle difficult questions that go beyond what is set out for Health and Mental Wellbeing.
- Strategies for staff to support children with poor mental health and wellbeing, or if sensitive issues are raised within lessons.
- Clear explanation that parents do not have the right to withdraw from this curriculum area.
- Requirements on schools in law e.g. the Equality Act (please see The Equality Act 2010 and schools: Departmental advice)
- How the policy has been produced, and how it will be kept under review, in both cases working with parents
- How often the policy is updated – Confirm the date by which the policy will be updated.
- Who approves and ratifies the policy.

Aim of Physical health and mental wellbeing education

- To teach the characteristics of good physical health and mental wellbeing and that they are interlinked i.e.: good physical health contributes to good mental health and vice versa.
- To highlight the importance of mental wellbeing being part of normal daily life, in the same way as physical health.
- To promote pupils' self-control and ability to self-regulate, and provide strategies for doing so.
- To reduce stigma attached to health issues, in particular those to do with mental wellbeing.

- To engender an atmosphere that encourages openness, so pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Physical health and mental wellbeing lessons will:

- Teach the benefits and importance of daily exercise, good nutrition and sufficient sleep.
- Give pupils the language and knowledge to understand the normal range of emotions that everyone experiences.
- Enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions.
- Provide discussion and reflection opportunities for pupils to judge whether what they are feeling and behaving is appropriate and proportionate for the situations that they experience.
- Talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
- Emphasise the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.
- Teach and discuss the benefits of hobbies, interests and participation in their own communities, making it clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.
- Teach and discuss the benefits of rationing time spent online and the risks of excessive use of electronic devices.
- Teach and discuss why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.
- Create a firm foundation where pupils are aware of the benefits and characteristics of good health and wellbeing.
- Enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Health and mental wellbeing curriculum will cover these areas through age appropriate activities and discussions. (page 32 – 35)

- **Mental wellbeing**
- **Internet safety and harms**
- **Physical health and fitness**
- **Healthy eating**
- **Drugs, alcohol and tobacco**
- **Basic first aid**
- **Changing adolescent body**

PSHE Curriculum guidance

Schools are free to determine how to deliver the content set out in the guidance, in the context of a broad and balanced curriculum.

Effective teaching in these subjects will:

- ensure that core knowledge is broken down into units of manageable size
- clearly communicate the content to pupils
- ensure lessons are created in a carefully sequenced way, within a planned programme.
- include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

³ Maintained schools and academies are required to provide a curriculum, which is broad and balanced in accordance with Section 78 of the Education Act 2002.

The lead teacher will need to work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE. It is important to check prior knowledge and build this into the planning process to ensure a smooth transition between primary and secondary.

PSHE Resource signposting

Heartsmart

<https://www.heartsmart.school>

<https://www.pshe-association.org.uk/system/files/Mapping%20PoS%20to%20Statutory%20guidance%202019%20update%200.pdf>

PSHE association

<https://www.pshe-association.org.uk/system/files/PSHE%20Education%20Programme%20of%20Study%20%28Key%20stage%201-5%29%20Jan%202017%202.pdf>

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

Jigsaw

<https://www.jigsawpshe.com/>

Christopher Winter Project

<https://cwpresources.co.uk/home/>

You, Me, PSHE' by Islington Council

<https://www.islingtoncs.org/node/605>

Appendix A

Board of Education

Serving children, schools and young people

A statement on behalf of Canterbury Diocesan Board of Education about Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2020)

The Canterbury Diocesan Board of Education (CDBE) fully supports and endorses the new RSE statutory guidance for schools and encourages its school leaders, governors and clergy to fully embrace the teaching of RSE in line with the new statutory requirements set by the DfE from 2020.

All Church of England schools are required in law to meet the Equality Act 2010 and from September 2020 to meet the requirements of the statutory guidance for Relationships and Sex Education (RSE) and Health Education.

Principles

Our Church schools need to understand their role as a school for the whole local community built on Christian principles, *(for example; love, hospitality, inclusivity and compassion)*, whilst being considerate of their Church of England foundation and the teachings of the Anglican Church in regards to relationships and sex.

Our Church schools must be committed to being welcoming and inclusive communities where all feel included, can learn and flourish, living out Jesus' promise of life in all its fullness *(John 10:10)* regardless of their family arrangements, beliefs or sexual or gender orientation.

The delivery of RSE in our church schools should encompass the teachings of the Church of England, including the Christian understanding of marriage as the context for sexual relationships and the importance of trust, loyalty, fidelity and choice, as well as the understanding of abstinence and celibacy as positive life choices, whilst being sensitive to the community it serves.

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. (RSE DfE guidance para 21)

Children and young people need to be taught about the world in which they live in, to ensure they are able to articulate their own feelings and choices, whilst being considerate and understanding of the views, beliefs and life choices of others.

Children and young people are entitled to learn about relationships and sex education in a positive and safe environment, where they can develop the vocabulary, knowledge and skills to help understand themselves and others.

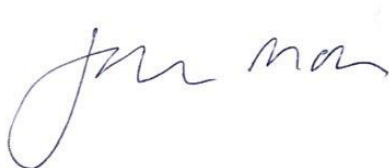
Children and young people need to be equipped with language and tools to develop healthy resilient relationships, in age-appropriate ways. This is especially vital in an internet age where they have far greater exposure to information than before, much of which reaches them from outside the safety of the classroom or family context.

The CDBE recognises that issues relating to relationships, human identity, sexual orientation and sex are sensitive and important. Therefore, these issues should be addressed in an age appropriate way within school to ensure pupils are given accurate information as a basis for understanding difference and removing prejudice.

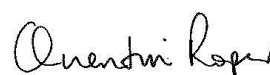
What schools should do next

In line with this guidance, the CDBE expects Governing Bodies of Church of England schools within the Diocese of Canterbury to consult with parents on the RSE policy for their own school to ensure that parents and pupils are clear as to how this element of the school's curriculum will be taught and delivered.

Schools should ensure their RSE policy and curriculum reflects their distinctive Christian vision.



Dr. John Moss
Chair of the Canterbury Diocesan Board of Education



Canon Quentin Roper
Director of Education

School leaders and governors of our Church schools will already be familiar with the broader context of the teaching of RSE in Church schools which are set in the following documents:

- 'Deeply Christian, Serving the Common Good' – [The Church of England Vision for Education](#)
- Statutory Inspection of Church of England & Methodist Schools – [Inspection Schedule](#) – Strand 5
- '[Valuing All God's Children](#)' – The Church of England's report (2017)
- [Link](#) to the DfE Relationships and Sex Education (RSE) and Health Education guidance document.

Appendix B

What young people most desire from RSE is to learn about securing, developing and sustaining healthy relationships and knowing to recognise when and how relationships go wrong.

Children want to be prepared for the opportunities, joys, challenges and responsibilities of being in relationship with other people. RSE must provide the understanding, vocabulary and strategies children need to keep themselves safe and to thrive within good relationships of all kinds. It should give children accurate information to equip them for life in the modern world and make sure they are not harmed or negatively influenced by unrealistic or dangerous materials and expectations.

Our desire is for young people to flourish and to gain every opportunity to live fulfilled lives and RSE should teach about healthy relationships and lifestyle choices.

Schools will be encouraged to reflect their own ethos and values whilst being sensitive to the needs of the community, including the context of belief, faith, religion and culture.

In Church of England schools, RSE will be rooted in the teachings of the Church, including the importance of trust, loyalty, fidelity and the Christian understanding of marriage as the context for sexual relationships, as well as the understanding of abstinence and celibacy as positive life choices.

In partnership with parents, schools have a vital role to play in the formation of our children. Taking that responsibility seriously means we are not prepared to leave their development to the distorted representations of sex and relationships that are just a few clicks away on their phones and computers, but will actively promote staying safe, developing healthy relationships, and protecting self-esteem and good mental health. That's what good RSE should aim for as it contributes to an education that develops dignity and respect.

Nigel Genders, the Church of England's Chief Education Officer

Appendix C

TES 23rd April 2019

Article by Bishop of Ely, Stephen Conway. The Children of England's lead Bishop for education

CofE: We hope parents won't withdraw their kids from the new RSE

A senior Church of England bishop throws support of church behind the controversial new sex education guidance

This week, the new framework for the teaching of relationships and sex education (RSE) will become legal.

Much has been written about the guidance, and it's not surprising. Relationships are at the core of what it means to be human. How we frame those relationships – in family and friendship, within communities and between nations – needs careful thought. For Christians, as for other people of faith, our identity as humans exists in relationship with God. We believe that the dignity and worth of every individual exists because they are made unique and precious in the image and likeness of the Creator.

We seek to live in loving human relationships which reflect something of God's love for the world, and to form patterns of life in family and society in which each may be fully alive as God intended. The challenge is to live in ways which are rooted deep in Scripture and the tradition of the Christian faith, and which contribute to the common good of the plural society of which we are part today.

The point of the new RSE guidance is to update the existing legislation, which is nearly 20-years-old. When that guidance was written, fewer than ten per cent of households were connected to the internet, and connection speeds were snail-like.

There were no smartphones and no social media. Now, despite positive steps in regulating the internet, even primary school aged children live in a world of rapid online interactions that those with a duty of care will never be able fully to moderate or even to understand. More and more young people are exposed to pornography, to practices such sexting and shaming, and inhabit an online world which has real-life consequences for mental health and the development of positive relationships. Most parents would agree we cannot let this be the quantum of their role modelling, but do not themselves feel fully equipped to offer alternatives. Here is where the RSE guidance comes in.

This new legislation has been formed over two years by the government. The Church of England, as the biggest single education provider in the country, has been among the parties engaged in the consultation. We have been robust where necessary, and we feel both that the consultation has been genuine, and that the government deserves to be congratulated for the finished product.

First and foremost, the new guidance is about promoting healthy resilient relationships set in the context of character and virtue development. The focus is on respecting others, including the beliefs and practices of people with a specific faith commitment, as well as those from the many different types of families that make up our cultural context. It makes explicit a shared duty of care between parents and schools, and that what takes place in the classroom builds on what has been taught in the home.

*R. Swansbury rswansbury@diocant.org
Schools Officer, Christian Character The Diocese of Canterbury*

In the course of the consultation, we raised concerns about the problematisation of religion and faith; the final guidance asserts that all schools – not only those of a faith character – must teach about faith perspectives on these questions.

At the outset of the consultation, I said that this guidance would need to be carefully targeted and age-appropriate. It is pleasing to see a focus for primary school children on families of different types and healthy relationships, within the context of a set of shared values. Primary aged children will not – as has been suggested – be expected to learn about intimate sexual relationships, which rightly comes at the secondary stage.

The new guidance maintains the need for schools to consult their parental community in developing the curriculum, with parents ultimately having the right to excuse their children from sex education if they wish. Our hope is that they will not do so, but this must nonetheless remain an option in order to honour legitimately-held positions of concern.

While there should be no room for any form of discrimination, the mark of a genuinely plural society is respect for differing, sincerely-held views, whether about marriage or about other patterns of relationship which are societal norms today.

Schools will now have the option to adopt the new RSE guidance from the start of the next academic year, before it becomes a statutory requirement from September 2020.

I hope and pray that as they do so, schools, families and carers will work together to recognise the complementary contributions of each in enabling children to navigate safely growing up in the digital age, and ensuring they develop the skills they need to flourish in healthy relationships throughout their lives.