Guidance from the Diocese

Relationships and Sex Education

DIOCESE OF CHICHESTER
EDUCATION DEPARTMENT

LEARNING WITH MEANING AND PURPOSE
TO KNOW GOD AND SHAPE THE WORLD

From September 2020 Relationships Education, Relationships and Sex Education and Health Education will become statutory in schools. This booklet provides a summary of Relationships Education and Sex Education for church schools.

Introduction

The requirements for Health Education are not included in this document and can

be found in the DfE guidance for schools [Relationships Education, Relationships & Sex Education (RSE) and Health Education]. In this guidance RSE is used as a

shorthand for both Relationships Education and Relationships and Sex Education.

A summary of the Statutory Requirements

From September 2020 it is compulsory for the following to be taught:

• Relationships Education (Primary schools)

• Relationships and Sex Education (Secondary)

• Health Education (all schools)

Primary schools can decide whether to teach Sex Education which goes beyond the content currently outlined within the Science curriculum. The content of

the Science curriculum is compulsory. Many primary schools do teach sex education and they can continue to do so.

Right to Withdraw

• Parents have the right to request that their child be withdrawn from Sex Education (all or some) up to 3 terms before a child turns 16. In all but exceptional circumstances this request will be granted. At the point at which a child turns 16 they can choose to receive Sex Education and the school should ensure that they arrange for this to happen in one of the three terms. Please refer to the DfE document for further guidance on the right to withdraw.

• **There is no right to withdraw from Relationships Education or Health Education**

Delivering the statutory requirements

• All schools must have in place a written policy for Relationships Education and Relationships and Sex Education and must consult with parents in developing and reviewing this policy.

• Schools are free to determine how to deliver the statutory content, but it should be delivered within the context of a broad and balanced curriculum.

• Relationships and Health education can be integrated within PHSE. They will be the only part of the PSHE curriculum that will be compulsory in all schools from September 2020.

Brighton and Hove, West Sussex and East Sussex LEAs have produced detailed guidance along with many other organisations to help schools meet these requirements. Please visit our website for links to these (https://schools.chichester.anglican.org).

Timing

In light of the COVID-19 pandemic the DfE has issued an update for schools. Where schools have been unable to prepare sufficiently for statutory RSE inSeptember 2020 they will be able to prepare during the Autumn and Spring terms 2020/2021. **The DfE expectation is that all schools will implement statutory RSE by the Summer term 2021.**

DfE Guidance for Relationships and Sex Education in Primary & Secondary Schools

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DfE Guidance for Relationships Education in Primary Schools

The DfE guidance states that the focus in primary school should be on teaching:

- the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and adults

- what a relationship is, what friendship is, what family means and who the people are who can support children

- how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact

- respect for others, understanding one's own and others' boundaries in play and in negotiations about space, toys, books, resources etc.

- positive emotional and mental wellbeing, including how friendships can support mental wellbeing

- pupils how to report concerns and seek advice when they suspect or know that something is wrong

Teachers should be able to talk explicitly about:

- the features of healthy friendships

- family relationships and other relationships which young children are likely to encounter

- the features of relationships that are likely to lead to happiness and security

Teachers should also address:

- online safety and appropriate behaviour in a way that is relevant to pupils' lives, including how information and data is shared and used in all contexts, for example, sharing pictures and understanding that many websites are businesses

- how online sites may use information provided by users in ways they might not expect

DfE Guidance for Relationships and Sex Education in Secondary Schools

RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time, extend this teaching to include intimate relationships. The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

The DfE guidance states that the focus in secondary school should be on teaching:

- family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult

- contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)

- knowledge about safer sex and sexual health to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life

- acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed

- human sexuality and to respect themselves and others enabling young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity

- how to develop safe, fulfilling and healthy sexual relationships, at the appropriate time

- the benefits of healthy relationships to mental wellbeing and self-respect and that unhealthy relationships can have a lasting, negative impact on mental wellbeing

- the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

DfE Guidance on Teaching RSE in Schools with a Religious Character

A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities will help to create a constructive context for the teaching of RSE. 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 of the 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. 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 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.

The Context for Teaching RSE in Church Schools

The Church of England recognizes that there will be some elements of the RSE curriculum that are sensitive and contentious. There is a need to acknowledge that there is a wide range of viewpoints and understanding about human identity, human sexuality and gender and that different views will be held within each school community. The Church of England is currently working on a substantial project called 'Living in Love and Faith' which acknowledges the different perspectives held within the church and explores 'how questions about human identity, relationships, marriage and sexuality fit within the bigger picture of what it means to embody a Christian vision of living holy lives in love and faith in our culture' (Church of England 2020). This is due to be published in November 2020.

However, the starting point for discussion about RSE, according to Archbishop Justin, should be the belief that all people are made in the image of God and that our mission in Church of England schools is to value and nurture all individuals: helping them fulfil their potential in all aspects of their personhood.

'There are no problems here, there are simply people…..people are made in the image of God….. The way forward needs to be about love, joy and celebration of our humanity, of our creation in the image of God, of our belonging to Christ – all of us, without exception, without exclusion'

(Archbishop Welby, Synod Debate February 2017)

The Bishop of Ely, Stephen Conway when reflecting on the RSE guidance stated that:

'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 in Scripture and the tradition of Christian faith, and which contribute to the common good of the plural society of which we are part.'

(Stephen Conway, Bishop of Ely, TES 23rd April 2019)

Both the CE Vision for Education and the current SIAMS Evaluation Schedule call on all schools to develop an inclusive school vision which is based on the innate dignity of all people and creates a school community where everyone is revered and respected. Church schools should be places of hospitality and welcome. The culture of church schools should be one where everyone, whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion or sexual orientation, are treated with dignity and respect because all people are created in the image of God. Pupils in school should feel that they are in a safe and loving environment where any prejudicial behaviour and language is challenged. (SIAMS Evaluation Schedule, 2018)

The Church of England's document 'Valuing All God's Children' (updated in 2019) is a pastoral document for schools on relationships and sexuality. Schools have found the information and guidance contained in this document a helpful starting point for discussing issues of sexuality and gender.

'A church school's vision will be a Christian and inclusive vision, where all members of the school community are afforded a sense of their own dignity and worth and the innate dignity of all humankind is cherished. Inclusivity and hospitality will be hallmarks of church schools, where everyone is revered and respected as a member of a community where all are known and loved by God'

(Valuing All God's Children 2019)

Implementing the Statutory Requirements in Church of England Schools

RSE is about learning the emotional, social and physical aspects of growing up. This includes learning about healthy relationships at primary school and learning about intimate relationships, sex, human sexuality and sexual health at secondary school. All schools are given the flexibility to teach the content of RSE in a way that reflects the context of their school. In church schools this includes the context of faith, religion and belief. In a church school RSE should reflect the school's Christian and inclusive vision. Church schools should therefore ensure that they meet the statutory requirements for RSE in a way that enables children and young people to cherish themselves and others as wonderfully made individuals who can form healthy relationships with others based on respect and dignity.
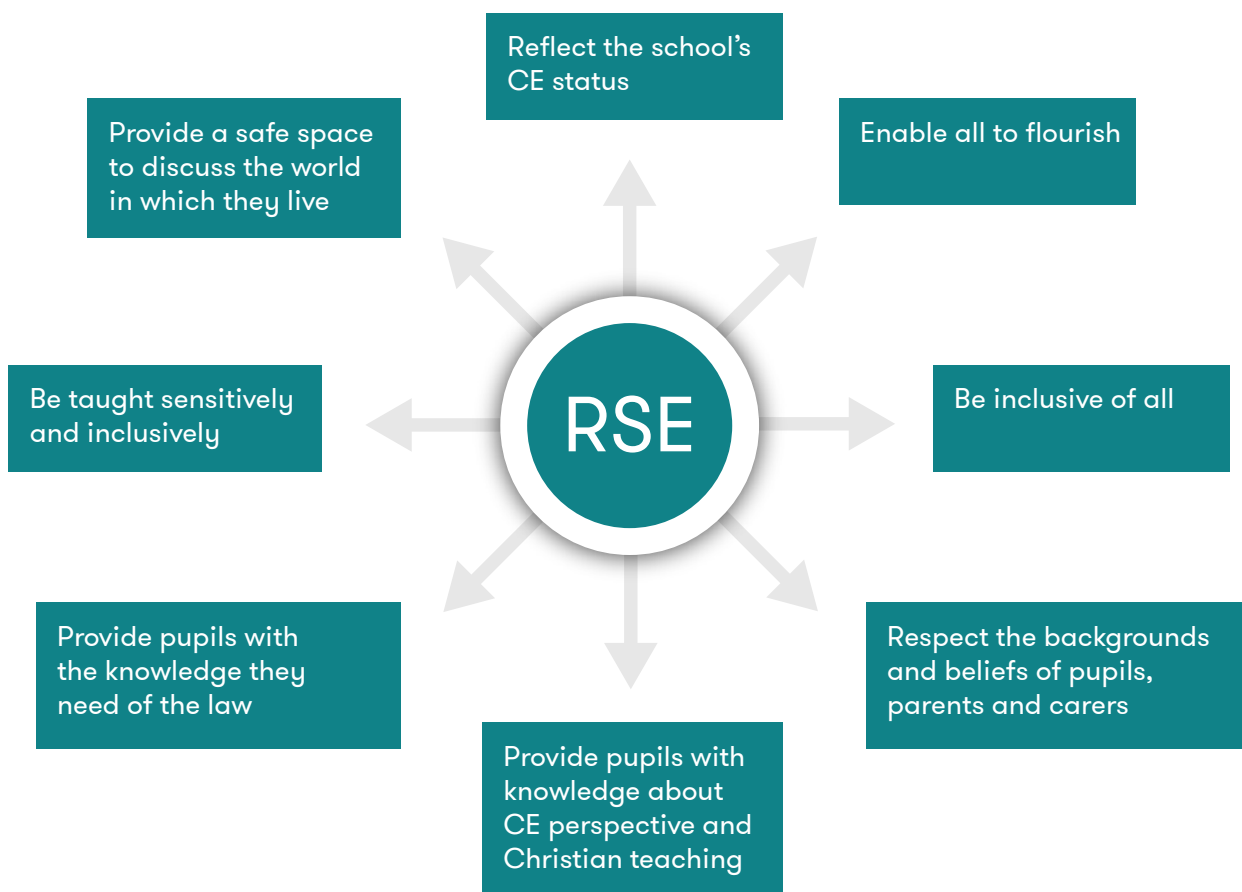
In church schools RSE will include learning about spiritual and moral aspects of relationships, taught within a Christian vision of the purpose of life and should be rooted in the teachings of the church. For example, pupils should explore the importance of trust, loyalty, and fidelity when exploring relationships and when discussing families and marriage will have the opportunity to reflect on the Christian understanding of marriage as the context for sexual relationships.

Church schools should provide clear moral guidance but not a moralistic framework: all pupils should have the opportunity to express their own views and make informed decisions. Nigel Genders, Chief Education Officer for the Church of England is clear that children and young people in church schools should be

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

Translating Vision into Effective Practice

A clear school vision will enable schools to teach the RSE curriculum effectively and ensure consistency. In a church school this vision should be a Christian vision – a vision which sets high expectations and grows out of a way of seeing the world which is underpinned by biblical wisdom. Just like all other curriculum subjects, RSE should be informed and shaped by that Christian vision. A school's Christian character should provide the context within which all thinking around curriculum design (of all subject areas, including RSE) and the wider curriculum takes place.

Reflect the school's CE status

Enable all to flourish

Provide a safe space to discuss the world in which they live

RSE

Be inclusive of all

Be taught sensitively and inclusively

Respect the backgrounds and beliefs of pupils, parents and carers

Provide pupils with the knowledge they need of the law

Provide pupils with knowledge about CE perspective and Christian teaching

RSE should protect, inform and nurture all pupils. Teaching should differentiate between factual teaching (biology, the law, marriage, different types of families, composition of society etc) and moral teaching (values and relationships). Church schools should offer RSE in an inclusive and faith sensitive way, so that pupils understand the differences of perspective within and across the teachings of faith and other communities. RSE should teach about the diversity of healthy relationships and lifestyle choices and beliefs and should take place within the context of Christian character and virtue development.

The DfE guidance specifically acknowledges the importance of cultivating positive personal attributes and character traits as the basis for developing strong and positive relationships with others. The guidance refers to the importance of self-esteem and the need for pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks, if they are to develop positive relationships with others. It also refers to the need for pupils to develop personal attributes (virtues) of, honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice.

Church schools are particularly well-placed to do this effectively as Christian values are at the very heart of school life and the means by which schools live out their Christian vision day by day. These values, with their roots in biblical teaching, provide the framework for understanding oneself and developing positive and healthy relationships with others. Strand 3 of the current SIAMS schedule (Character Development: Hope, aspiration and courageous advocacy) emphasizes opportunities for children and young people to develop personal attributes and nurture positive relationships by undertaking social action, active citizenship and voluntary services in their local communities and more widely.

Effective church schools also share many other characteristics which enable them to fulfil the requirements of RSE to a high standard. These include:

- effective curriculum design which creates a broad and balanced curriculum that is inspiring, engaging, structured, challenging and integrated

- a rich programme of extra-curricular provision which builds on the curriculum

- high quality character education programmes

- the confidence to discuss difficult and contentious issues and explore different perspectives

- an environment where all members of the school community flourish, are free to be themselves and live fulfilled lives without fear and prejudice;

- high quality relationships between all members of the school community which are based on dignity and respect

- a culture of reflection embedded in classroom practice and collective worship and facilitated by dedicated reflection spaces, both inside and outside

- strong and effective pupil voice, where pupils' views and ideas are valued and an established part of school development

Teaching about families requires sensitive and well-judged teaching that is based on knowledge of each pupil and their circumstances. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs. Teaching about relationships needs to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers and church schools need to ensure they reflect the fact that families of many forms provide a nurturing environment for children and could include for example, single parent families,

LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.

Additional Considerations for Implementing RSE in Secondary Schools

The DfE guidance for secondary schools is clear that RSE should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. As in primary school, secondary RSE should take place alongside the deliberate cultivation of character traits and practice of resilience and be underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which church secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely (see SIAMS Evaluation Schedule – Social action and Courageous Advocacy).

The DfE recognises that there will be a range of opinions regarding RSE but state clearly that the starting principle, when teaching each of these, is that the applicable law should be taught in a factual way, so that pupils are clear on their rights and responsibilities as citizens. Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson. Schools may choose to explore faith, or other perspectives, on some of these issues in other subjects such as Religious Education.

Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. All teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy.

Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. Grooming, sexual exploitation and domestic abuse, including coercive and controlling

behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM).

Pupils should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk. Schools should be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, that they have a particularly important role in being a place of consistency and safety where pupils can easily speak to trusted adults, report problems and find support. Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand all acceptable and unacceptable behaviours in relationships.

Within individual schools and parishes there will be a wide spectrum of understanding about human sexuality and gender and many different views will be held.

This is a sensitive topic and there is a need to ensure that different viewpoints are acknowledged. However, this does not negate the absolute necessity of establishing a school environment where all children, young people and adults can flourish. (Valuing All God's Children, 2019) Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

Meeting the Needs of Individual Pupils

In teaching RSE schools should ensure that the needs of all pupils are met and that pupils understand the importance of equality and respect. Church schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are protected characteristics. Schools should make sure that all RSE teaching is sensitive and age appropriate. This includes the point at which schools consider it is appropriate to teach pupils about LGBT+. The DfE expects all pupils to have been taught LGBT content at a timely point. Schools must ensure that RSE is accessible to all pupils. It is essential that schools plan carefully to meet the needs of SEND pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the SEND Code of Practice.

Summary

When planning and teaching RSE all Church schools should therefore ensure that RSE:

• reflects and strengthens the school's ethos and culture and takes place within a school environment which enables children, young people and adults to flourish;

• is delivered in a holistic and integrated way, and links with other areas of the national curriculum where appropriate and meaningful opportunities exist;

• reflects the context of the school as a Church of England school and a Christian vison of the purpose of life;

• includes the Church of England perspective on human sexuality and relationships, acknowledging the diversity of interpretations and viewpoints;

• links to SMSC and pastoral care provision;

• has links with the wider curriculum and extra-curricular activities;

• is integrated with character education programmes and the development of attributes and virtues;

• is informed by pupil voice;

• links with safeguarding;

• meets the requirements of the Equality Act 2010 and the SEND Code of Practice.

Unpicking the Requirements for RSE

Two Biblical teachings are likely to provide the foundation for all RSE in church schools. These are:

So God created humankind in his image, in the image of God he created them (Genesis 1:27)

and

I have come in order that you might have life – life in all its fullness (John 10:10)

The tables below outline the requirements for RSE in both primary and secondary settings. Included within these tables are two headings (Mental Well-being and Internet safety & Harms) which are taken from the Physical Health and Wellbeing section of the DfE's RHSE Guidance. These are included because they have a strong 'relationships' element. The context for teaching these requirements in church schools and a summary of the Christian beliefs and teachings that help to shape Christian thinking about human identity and our relationships with others are shown alongside the DfE requirements. The Church of England teaching is provided as background information for teachers. More detailed information about the Church of England teaching regarding marriage,

relationships and human sexuality is included in Appendix 1.

DfE Content	Context for teaching in a Church School	Christian Beliefs and Church of England Teaching
By the end of Primary pupils should know	In addition to statutory content pupils should be given the opportunity to explore, learn and think about	Background Information for Teachers
Families and People Who Care for Me	**Families and People Who Care for Me**	**Families and Marriage**
• that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed **The Legal Position** **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.**	• the importance of different types of families and relationships in human lives • the value of human relationship and the importance of commitment to and the cherishing of other people • the importance of faithfulness which underpins all relationships • stories about different kinds of families including stories from the Bible and faith stories from other religions • a range of books and other resources which portray family life and may reflect the fact that some families look different • resources which contain positive and inspiring messages about families looking after and supporting each other • that marriage is important to Christians as the basis for a happy, loving and caring family life • that marriage is intended to be for life and Christians hope that marriage and family life will bring joy • the ideal and good that marriage can bring as a relationship of trust, loyalty and fidelity • the C of E defines marriage as being between a man and a woman • only a man and a woman can get married in a C of E church and this is enshrined in law • the C of E has a special service for marriage	• the C of E is committed to working with and supporting the diversity of Britain's households in every community and at national level • Anglicans believe the family is an important part of God's plan for a healthy society • the C of E has its own positions and its own debates and differences about what is OK in love and family life* • belief in marriage is important to Christians as the basis for a happy, loving and caring family life • marriage is intended to be for life and Christians hope that marriage and family life will bring joy • most Christians get married in church • C of E doctrine states that only heterosexual couples can marry in a CE church and this is enshrined in legislation • the C of E teaches that when a man and a woman marry, they make a life-long commitment to each other - sharing vows which they try to keep for the whole of their lives • Christians believe in the importance of marriage as the basis for parenthood, but are respectful of the choices that other people make when they enter into loving and stable relationships • Christians recognize that through loving relationships people bring joy and fun into their lives, learn to know themselves and other people, learn how to be less selfish, think of others and learn forgiveness • faithfulness is an important part of marriage and friendship and Christians are saddened when marriages break down, but they try to remain loving and caring towards others even through difficult times

DfE Content	Context for teaching in a Church School	Christian Beliefs and Church of England Teaching
By the end of Primary pupils should know	In addition to statutory content pupils should be given the opportunity to explore, learn and think about	Background Information for Teachers
Families and People Who Care for Me	**Families and People Who Care for Me**	**Families and Marriage**
		• Christians believe that God's love never fails and that the love of God is stronger than the love of a wife, husband, partner etc. and this can sustain them through hard and difficult times. God is always faithful and people should be faithful to God and to other people.

*The C of E is currently working on a substantial project called 'Living in Love and Faith' which is due to be published in November 2020. The official teaching on marriage in the Church of England, the C of E doctrine on marriage is set out in Canon B30 (See Appendix 1). |

DfE Content	Context for teaching in a Church School	Christian Beliefs and Church of England Teaching
By the end of Primary pupils should know	In addition to statutory content pupils should be given the opportunity to explore, learn and think about	Background Information for Teachers
Caring Friendships	**Caring Friendships**	**Caring Friendships**
• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults	• all people are special because they are created and loved by God • the idea of friendships as a gift to be cultivated and cherished • the good that comes from the 'life-long' friend • what it means to have faithful, trusting, loving and supportive friendships • the importance of working hard to develop and sustain friendships • sometimes friendships go through difficult times and the importance of being able to disagree with our friends without being disagreeable • Biblical stories of friendship and the characteristics of friendship within these stories • examples of friendship from the Bible so pupils can apply them to different contexts and relate them to their own experiences • examples of loyal friendship • the Christian idea of 'service to others' as a good basis for living lives and cultivating friendships • Christian teachings about loving and reaching out to others • inspirational Christians who dedicate their lives to being a good friend to other people • the Christian concept of sin ('The Fall') and how this is reflected in the world today. They should have the opportunity to discuss and share their own ideas about how useful this concept is in relation to building friendships and relationships • the opportunity to explore Christian ideas such as temptation, forgiveness, repentance, reconciliation and justice in relation to friendship • why it is good to keep friends and to stick by them	•central to Christian faith is the belief in an eternal love, which cannot be broken, existed before the world was made by God and continues after death in a life everlasting with God • the Christian belief in the Trinity (God the Father, God the Son and God the Holy Spirit) reflects an understanding of a God made in and for relationship • Christians believe in faithfulness and commitment in family, friendships, relationships and across communities and the importance of building security, trust and happiness • friendship is important. Friendship was crucial for Jesus. He picked special friends to help him with his work and forgave them when they let him down • Jesus showed by his actions that he was a friend to everyone, particularly those people that were not valued and loved by others • Jesus taught what is often called 'The Golden Rule' to love God and love others. At the heart of this teaching is the requirement to treat others as you would like them to treat you; with loving kindness • there are many examples within the New Testament where Jesus reached out to those people who were friendless, despised, outcast, vulnerable etc. By following these examples Christians try to reach to everyone and, in particular, to those who are often mis-treated by others and society • Christians recognize that we all make mistakes. The idea of 'the Fall' is that humans make mistakes and fail to take responsibility for their own mistakes, but that when they say sorry, they are still loved and forgiven by God. Following this example Christians believe that forgiving others helps to build strong relationships within families, with friends and across communities

DfE Content	Context for teaching in a Church School	Christian Beliefs and Church of England Teaching
By the end of Primary pupils should know	In addition to statutory content pupils should be given the opportunity to explore, learn and think about	Background Information for Teachers
Online Relationships	**Online Relationships**	**Online Relationships**
• that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online	• belief in God and their own worth can help people to have a clear sense of self-worth in the face of pressure from peers, online etc • the nature of friendship, drawing on examples from the Bible and wider literature and apply to characteristics of online friendships • the Christian values of the school and how these may relate to on-line relationships • the school's Christian values in order to develop the personal virtues and attributes that can help them to stand up to pressure from other people both face-to-face and online and make wise choices • their own values and on the influences of their peers and others	• belief in the incarnation (God made human in the person of Jesus Christ) and the power of the Holy Spirit is evidence of the worth of humans. Humans are worthy of God dwelling in them and with them • these beliefs help Christians stand up to pressure from other people both face to face and online/social media pressure • the Christian understanding of the 'Fall' - that humans have a tendency to make mistakes and not face up to their responsibility for their own actions – mean people often make risky and bad decisions which can harm themselves or other people • Christians believe God still loves us when we make mistakes and can give us the strength to try to put right our mistakes • belief in God as a loving father enables Christians to make a new start when they accept their sin and repent. Knowledge /belief in a loving God gives Christians the courage to stand up to pressure and for what they know to be right even in difficult times

DfE Content	Context for teaching in a Church School	Christian Beliefs and Church of England Teaching
By the end of Primary pupils should know	In addition to statutory content pupils should be given the opportunity to explore, learn and think about	Background Information for Teachers
Being Safe	**Being Safe**	**Being Safe**
• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice, for example family, school or other sources	• the sacredness of all human life, as all life is created by God • Christians' belief in valuing and protecting themselves and other people as part of creation • every person is made, valued and loved by God as unique • Biblical stories of courage • every person has worth and is worthy of dignity and respect • humans sometimes do things to hurt others and let themselves down • bad behaviour has consequences • Christian ideas of repentance, forgiveness and reconciliation - people can make a fresh start • their own values and recognise the influences of their peers and others • the nature of friendship including online friendships in relation to virtues and personal attributes • the Christian values which form part of school life and how these can help pupils to recognise and establish boundaries for themselves, make wise decisions and stay safe • belief in the incarnation (God made human in the person of Jesus Christ) and the power of the Holy Spirit as evidence of the worth of humans. Humans are worthy of God dwelling in them and with them • God being at their side through both difficult and joyful times • everyone can call on God's help for courage and support when facing challenging situations and difficult decisions	• Christians believe that all people are made in the image of God and are known and loved by him. All human life is sacred and of innate worth. As a result of this belief, Christians value themselves and others and delight in their own uniqueness • that we all fall short at some time but should take responsibility for our own wrongdoing. Christians believe that we all have a tendency to go our own way and against the teaching of God and often fail to live up to expectations. However, this recognition of human sin is also set alongside a belief in a loving and forgiving God • sometimes in our lives we will face difficult and challenging times when we are called upon to act courageously and stand up for what we know to be right. God is always with us and we can call upon him for help and guidance at all times. This does not mean that life will always be plain sailing. Bad things will happen, but God will not abandon us when times are tough • Christians are called upon to stand up for what they believe to be right even when this may be at their own personal cost

DfE Content	Context for teaching in a Church School	Christian Beliefs and Church of England Teaching
By the end of Primary pupils should know	In addition to statutory content pupils should be given the opportunity to explore, learn and think about	Background Information for Teachers
Mental Wellbeing	**Mental Wellbeing**	**Mental Wellbeing**
• that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	• that God loves every individual and always will • valuing themselves as uniquely and wonderfully made and explain why they themselves and others are special and of value • all people are valued by God and deserve to be loved and cherished • humans as beautifully created trying to live their lives celebrating, enjoying and looking after all of creation • everyone deserves dignity and respect • their own values and influences of their peers and others in light of the school's Christian values • God will respond to prayer • the Church community as a source of support for our well-being and health • collective prayer provides support and sustenance for individuals • prayer and meditation can help make sense of emotions and help us navigate our way through different experiences and situations • spiritual practices can be calming • worship can have a positive impact on emotions and feelings	• Christians believe in the sacredness of all human life as all people are made in the image of God and created by God • all humans are uniquely and wonderfully made • humans have a special place within creation and a special responsibility to care for themselves and the rest of creation • however people feel about themselves and others, everyone is of equal worth and importance to God, who knows each and every person. • Christians believe in God's future for the world, God's ongoing love and compassion for all people and the whole of creation, God's promise of life in all its fullness and therefore work to fulfil the God-given potential of all • Jesus's life, teaching, death the resurrection inspires a confidence in a transformation for the better • Christian trust and hope in Jesus inspires perseverance, patience, gratitude, openness and joy • Christians believe that humans are beautifully created by God and try to live their lives celebrating, enjoying and looking after the rest of creation • belief that humans are made in the image of God and that everyone is sacred and has inherent worth teaches Christians to cherish and look after themselves and all other people • Christians believe in the mind, body and spirit and the need to nourish and sustain all three elements in order to live a truly healthy and fulfilled life • prayer and reflection play an important part in the lives of Christians and helps to nurture and sustain their physical and mental wellbeing

DfE Content	Context for teaching in a Church School	Christian Beliefs and Church of England Teaching
By the end of Primary pupils should know	In addition to statutory content pupils should be given the opportunity to explore, learn and think about	Background Information for Teachers
Mental Wellbeing	**Mental Wellbeing**	**Mental Wellbeing**
		• taking time out of each day to speak and listen to God/taking time to listen to God is important • Christian believe that they are never alone. God is always present and we can always talk to him
Internet Safety and Harms	**Internet Safety and Harms**	**Internet Safety and Harms**
• that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.	• the internet can be and is often a source for good in the world • examples where the internet has positive outcomes and is transforming lies and communities around the world, including examples of Christian organisations and their work • their own values and attributes in light of the school's Christian values and apply these to the digital world • that too much screen time can be detrimental to mental heath • the importance of face to face relationships as well as on-line relationships • taking responsibility for our own actions drawing on Biblical stories and teaching where appropriate • the Bible contains wisdom which can help people to make wise choices and be discerning • Christian stories and examples of wisdom and discernment • the Bible contains wisdom which is relevant today and can help us make wise choices in our lives	• Jesus's life, teaching, death the resurrection inspires a confidence in a transformation for the better • Christians seek to bring about God's kingdom here on earth by following the example of Jesus • the concept of wisdom is deeply rooted within Christianity and Biblical teaching • the Bible demonstrates the value of wisdom-seeking and the importance of teaching and learning. Part of Biblical wisdom is about our knowledge of and relationship to creation, about understanding the whole of culture and about how to live before God in family, friendship, community and nation • the Bible challenges Christians to consider knowledge, experience, tradition, continuity, change and innovation wisely • Christians seek truth and wisdom in relation to all aspects of reality and see the world as a place of wonder, exploration, reflection and self-discovery.

DfE Content	Context for teaching in a Church School	Christian Beliefs and Church of England Teaching
By the end of Secondary pupils should know:	In addition to statutory content, learning should build on learning undertaken at primary school and pupils should be given the opportunity to explore, learn and think about:	Background for Teachers. Teachers should read the background information outlined in the table for primary teachers:
Families	**Families**	**Families**
• that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • 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 of children, including the characteristics of successful parenting. • how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed	• family as a metaphor making links to the Christian belief in Trinity, church family, family of nations; religious family; family of churches etc • the UK legal definition of marriage and the legal status of other long-term relationships • the Church of England's teaching on marriage • marriage as a spiritual relationship based on Christ's relationship with the church • Christian understanding of marriage as the context for sexual relationships • different beliefs and rituals involved in Christian marriage – the vows that people make and commitment to these vows • marriage ceremonies and other rituals and promises made by people of other faiths and the commitments they undertake toward one another • different options that Christians may choose to make in living their lives – single life, celibacy, etc exploring these within the context of wider religious and cultural beliefs • Christian and other faith teaching on refraining from sex outside of marriage • parenthood as a privilege and a responsibility • the relative value of different types of relationships	• Christians often refer to God as 'Father' and believe in a loving and faithful God who created humankind in his image and wants to be in relationship with them • Christians often use the term family as a metaphor, recognising the importance different families can provide e.g. the church as a family, the school as family etc • a wider concept of 'family' within the Bible and church links to teachings about commitment, loyalty and faithfulness to others • the Church of England has its own positions and its own debates and differences about what's OK in love and family life • there is a range of perspectives and beliefs about human sexuality and relationships across the Anglican world-wide community* • There are different opinions within Christianity and within other faiths/worldviews about same sex relationships, marriage and divorce • Anglicans and many other Christians believe in the sacrament of marriage as a 'holy' commitment • Christians believe in the ideal of marriage as a life-long commitment but acknowledge that sometimes marriages break down. Christians believe that people should be loved and supported when this happens. • CE doctrine states that only heterosexual couples can marry in a Church of England Church and this is enshrined in law • Anglicans acknowledge that many types of stable and loving relationships exist which contribute to human flourishing and happiness

DfE Content	Context for teaching in a Church School	Christian Beliefs and Church of England Teaching
By the end of Secondary pupils should know:	In addition to statutory content, learning should build on learning undertaken at primary school and pupils should be given the opportunity to explore, learn and think about:	Background for Teachers. Teachers should read the background information outlined in the table for primary teachers:
Families	Families	Families
		• Christians believe that stable loving relationships are important for raising children and that parenthood is a gift to be cherished

* The C of E is currently working on a substantial project called 'Living in Love and Faith' which is due to be published in November 2020. The official teaching on marriage in the Church of England, the C of E doctrine on marriage is set out in Canon B30 (See Appendix 1). |

DfE Content	Context for teaching in a Church School	Christian Beliefs and Church of England Teaching
By the end of Secondary pupils should know:	In addition to statutory content, learning should build on learning undertaken at primary school and pupils should be given the opportunity to explore, learn and think about:	Background for Teachers. Teachers should read the background information outlined in the table for primary teachers:
Respectful Relationships including friendships	**Respectful Relationships including friendships**	**Respectful Relationships including friendships**
• the characteristics of positive and healthy friendships, in all contexts including online, such as: - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict - reconciliation and ending relationships, this includes different (non-sexual) types of relationship • practical steps they can take in a range of different contexts to improve or support respectful relationships • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice) • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control • what constitutes sexual harassment and sexual violence and why these are always unacceptable • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	• the diversity of healthy relationships and the values these are built upon, linking these values to the school's Christian values • different lifestyle choices and beliefs • Christian values/virtues and their relevance in people's lives and society • good life-long friendships should be recognised as a gift to be honoured and cherished • importance of commitment to relationship and cherishing the relationship • the importance of trust, loyalty and fidelity as the basis for forming and sustaining positive relationships • exploration of key ideas of: faithfulness, forgiveness, service, sacrifice, commitment, justice, reconciliation, etc and difference these make to how a Christian choses to live their lives and form relationships • talk about relationship in terms of an everlasting relationship with God • Christian perspectives compared with other faiths/worldviews/personal beliefs • extent to which having a religious belief affects the way people chose to live their lives and difference this makes to communities and societies. Explore where religious beliefs come from, how they changed over time, helpfulness and relevance in world today • hold healthy, honest and respectful conversations with those who share different beliefs and perspectives • appreciate difference • how their own views are shaped and develop • the meaning of consent	• central to Christian faith is the belief in an eternal love, which cannot be broken, existed before the world was made by God and continues after death in a life everlasting with God • the Christian belief in the Trinity (God the Father, God the Son and God the Holy Spirit) reflects an understanding of a God made in and for relationship • Christians believe in faithfulness and commitment in family, friendships, relationships and across communities and the importance of building security, trust and happiness • all humans made in the image of God and therefore of innate worth and should be treated with respect and love • friendship was crucial for Jesus. He picked special friends to help him with his work and forgave them when they let him down • Jesus showed by his actions that he was a friend to everyone, particularly those people that were not valued and loved by others • Christians understand that all people are loved by God and try to follow the teachings of Jesus to love God and love other people. This Golden Rule provides the foundation for living • Christians try to show love and support to everyone and are respectful of different relationships. They condemn discriminatory behaviour and are aware of the danger of stereotyping

DfE Content	Context for teaching in a Church School	Christian Beliefs and Church of England Teaching
By the end of Secondary pupils should know:	In addition to statutory content, learning should build on learning undertaken at primary school and pupils should be given the opportunity to explore, learn and think about:	Background for Teachers. Teachers should read the background information outlined in the table for primary teachers:
Respectful Relationships including friendships	**Respectful Relationships including friendships**	**Respectful Relationships including friendships**
	• relationships that are hopeful and aspirational • bullying and explore the negative impact and harm that bullying behaviour of all types can have on individual lives • all members of the school community deserve dignity and respect • instances of prejudice - language and behaviour – including faith-based prejudice; recognising and condemning this behaviour • Christian beliefs require a Christian to intervene to prevent bullying • Christian beliefs of forgiveness and reconciliation	

DfE Content	Context for teaching in a Church School	Christian Beliefs and Church of England Teaching
By the end of Secondary pupils should know:	In addition to statutory content, learning should build on learning undertaken at primary school and pupils should be given the opportunity to explore, learn and think about:	Background for Teachers. Teachers should read the background information outlined in the table for primary teachers:
Online and Media	**Online and Media**	**Online and Media**
• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • about 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 • the impact of viewing harmful content • that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • how information and data is generated, collected, shared and used online	• understand the innate worth and sacredness of all people as created by God • accuracy of information, so pupils understand consent as it relates to online situations • how to stay safe and be responsible, reflecting upon personal attributes and virtues • their own values and influences of their peers and others in relation to the school's Christian values • examples of objectification in real life and online settings • how to seek help and support	• Christian belief in imago dei and people as 'thou' - shape Christian attitudes to objectification, advertising, pornography and sex • Christians believe that people are never 'it' but are all sacred individuals /beings. This belief is counter to much online advertising based on the objectification of humans

DfE Content	Context for teaching in a Church School	Christian Beliefs and Church of England Teaching
By the end of Secondary pupils should know:	In addition to statutory content, learning should build on learning undertaken at primary school and pupils should be given the opportunity to explore, learn and think about:	Background for Teachers. Teachers should read the background information outlined in the table for primary teachers:
Being Safe	**Being Safe**	**Being Safe**
• 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 • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online	• knowledge and understanding, vocabulary and strategies to keep themselves safe and thrive in long term stable relationships of all kinds • reflect on Christian values and virtues which underpin healthy relationships and help people make wise decisions • Christian perspective of making wise choices/good and bad decisions	• Christians understand that in spite of knowing what is a good or making a good choice, we often fail to make good choices in our lives • understanding of temptation, forgiveness, redemption, • Developing a personal relationship to God can help people overcome temptations and help individuals do what is right. • the Christian concept of 'Fall' recognises that people make risky and bad choices and need to face up to their responsibilities and actions

DfE Content	Context for teaching in a Church School	Christian Beliefs and Church of England Teaching
By the end of Secondary pupils should know:	In addition to statutory content, learning should build on learning undertaken at primary school and pupils should be given the opportunity to explore, learn and think about:	Background for Teachers. Teachers should read the background information outlined in the table for primary teachers:
Intimate and Sexual Relationships, including sexual health	**Intimate and Sexual Relationships, including sexual health**	**Intimate and Sexual Relationships, including sexual health**
• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • that they have a choice to delay sex or to enjoy intimacy without sex • the facts about the full range of contraceptive choices, efficacy and options available • the facts around pregnancy including miscarriage • that 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) • how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	• relationships and sex are good gifts from God and should bring joy • intimate relationships have an emotional component as well as a physical one • intimate relationships should bring delight as two people cherish each other • abstinence and celibacy are positive life choices for some people. Discuss and explore the validity and value of celibacy • importance of commitment and cherishing other • sex is a gift from god and part of creation • marriage is the perfect context for sexual expression • sex is intrinsically connected to human relationship which involve questions of love, trust, faithfulness, and loyalty • healthy and responsible sexual relationships can be a positive element in human flourishing • within Christianity there are a range of views about sexuality • factual knowledge about sex, sexual health and sexual identity • importance of valuing themselves and taking responsibility for their own sexual health • factual knowledge about pregnancy and that parenthood is a privilege and responsibility • sexual desire is natural • promote reverence for the gift of human sexuality	• there is a range of perspectives and beliefs about human sexuality and relationships across the Anglican world-wide community • sexual relationships outside heterosexual marriage are regarded as falling short of God's purposes for human beings • belief in reverence for gift of sexuality. Sex is a gift from God and part of creation • creating life is a sacred responsibility – we are entrusted by God with creating life • belief in duty and honour as parents • Anglicans believe that the best context for intimate relationships is a long and faithful marriage between a man and a woman

DfE Content	Context for teaching in a Church School	Christian Beliefs and Church of England Teaching
By the end of Secondary pupils should know:	In addition to statutory content, learning should build on learning undertaken at primary school and pupils should be given the opportunity to explore, learn and think about:	Background for Teachers. Teachers should read the background information outlined in the table for primary teachers:
Intimate and Sexual Relationships, including sexual health	**Intimate and Sexual Relationships, including sexual health**	**Intimate and Sexual Relationships, including sexual health**
• how the use of alcohol and drugs can lead to risky sexual behaviour • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment		

DfE Content	Context for teaching in a Church School	Christian Beliefs and Church of England Teaching
By the end of Secondary pupils should know:	In addition to statutory content, learning should build on learning undertaken at primary school and pupils should be given the opportunity to explore, learn and think about:	Background for Teachers. Teachers should read the background information outlined in the table for primary teachers:
Mental Wellbeing	**Mental Wellbeing**	**Mental Wellbeing**
• how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	• value themselves as uniquely and wonderfully made and be able to explain why they themselves and others are special and of value • humans are beautifully created and try to live their lives celebrating, enjoying and looking after all of creation • reflect on their own values and influences of their peers and others in light of the school's Christian values • all people are valued by God and deserve to be loved and cherished • everyone deserves dignity and respect • God will respond to prayers • the Church community can be a source of support for our well-being and health • collective prayer provides support and sustenance for individuals • prayer and meditation can help make sense of our emotions and help us navigate our way through different experiences and situations • spiritual practices can be calming • worship can have a positive impact on emotions and feelings • explore questions of self-identity and uniqueness of other people • value diversity of faith, belief, culture, race etc, gender equality and challenges stereotyping • aware of bullying of all kinds – different manifestations	• Christians believe in the sacredness of all human life and all humans are uniquely and wonderfully made • belief that humans are made in the image of God and that everyone is sacred and has inherent worth teaches Christians to cherish and look after themselves and all other people • however people feel about themselves and others, everyone is of equal worth and importance to God, who knows each and every person. • Christians believe in God's future for the world, God's ongoing love and compassion for all people and the whole of creation, God's promise of life in all its fullness and therefore work to fulfil the God-given potential of all • Jesus's life, teaching, death the resurrection inspires a confidence in a transformation for the better • Christian trust and hope in Jesus inspires perseverance, patience, gratitude, openness and joy • Christians believe in the mind, body and spirit and the need to nourish and sustain all three elements in order to live a truly healthy and fulfilled life • prayer and reflection play an important part in the lives of Christians and helps to nurture and sustain their physical and mental wellbeing • taking time out of each day to speak and listen to God/taking time to listen to God is important • Christian believe that they are never alone. God is always present and we can always talk to him

DfE Content	Context for teaching in a Church School	Christian Beliefs and Church of England Teaching
By the end of Secondary pupils should know:	In addition to statutory content, learning should build on learning undertaken at primary school and pupils should be given the opportunity to explore, learn and think about:	Background for Teachers. Teachers should read the background information outlined in the table for primary teachers:
Internet Safety and Harms	**Internet Safety and Harms**	**Internet Safety and Harms**
• the similarities and differences between the online world and the physical world including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image) • how people may curate a specific image of their life online, over-reliance on 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 • how to identify harmful behaviours online (including bullying, abuse or harassment) • how to report, or find support, if they have been affected by those behaviours	• dangers of media framed market driven culture and impact on e.g. body image • different philosophical perspectives on human worth and develop their own ideas and relate these ideas to how people might choose to live their lives and look after their bodies and minds	• belief in Imago Dei and Christian concept of stewardship shape a Christian's understanding of why humans are worth looking after

DfE Content	Context for teaching in a Church School	Christian Beliefs and Church of England Teaching
By the end of Secondary pupils should know:	In addition to statutory content, learning should build on learning undertaken at primary school and pupils should be given the opportunity to explore, learn and think about:	Background for Teachers. Teachers should read the background information outlined in the table for primary teachers:
The Law	**The Law**	**The Law**
It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example: • marriage • consent, including the age of consent • violence against women and girls • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) • pornography • abortion • sexuality • gender identity • substance misuse • violence and exploitation by gangs • extremism and radicalisation • criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • hate crime • female genital mutilation (FGM)	• accurate knowledge of the law • understand the importance of diversity and equality • Christian ideas about Fall and Salvation inform a belief in hope for change and transformation • Christian beliefs and right and wrong	• Biblical wisdom and Christian teaching provide moral guidance for Christians • Christians believe in a shared responsibility to challenge prejudice and extremism wherever it exists • Christians work to bring about the transformation of society following the teaching and example of Jesus and seeking to establish love, fairness and justice etc

Handling Difficult Questions

Pupils at both primary and secondary settings may ask questions which go beyond the content of the RSE curriculum. The school's policy should set out how these will be handled and staff should have the opportunity to discuss this prior to implementation. Helpful and practical guidance can be found at www.goodnessandmercy.co.uk

Writing Policies

As with all other policies a school's distinctive Christian vision should be the starting point. This vision will reflect both the school's local context – the opportunities and challenges presented by the community and locality - and its Anglican foundation.

Policies are likely to include:

- the school's context and distinctive Christian vision
- details of content and scheme of work and when each topic is taught, taking account of the age of pupils
- who delivers either Relationships Education or RSE
- how the policy has been produced, and how it will be kept under review, in both cases working with parents
- how delivery of the content will be made accessible to all pupils, including those with SEND
- explanation of the right to withdraw
- requirements on schools in law, such as The Equality Act 2010: advice for schools
- how often the policy is updated
- who approves the policy.

In secondary schools, RSE will often address aspects of relationships and sex education in an integrated way within a single topic. Schools should develop programmes of teaching which prioritise effective delivery of the content, and do not need artificially to separate sex education and Relationships Education.

The policy should also reflect 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.

Links to exemplar policies and further information can be found on the Diocese of Chichester Education website. (https://schools.chichester.anglican.org)

Responsibilities

Headteachers need to ensure that:

- the RSE curriculum is well planned, structured, and has clear outcomes and expectations
- RSE is integrated with other subject areas and the wider curriculum
- they have provided adequate training for staff
- they have consulted with parents
- they provide adequate resources to deliver RSE effectively

As well as fulfilling their legal obligations Governors should also ensure:

- all pupils make progress and achieve the expected outcomes
- RSE is well led and managed
- the quality of the provision for RSE is regularly evaluated
- teaching of RSE is delivered in a way that makes it accessible to all pupils including SEND pupils
- clear information is provided for parents on the content of RSE and the parental rights to withdraw
- RSE is resourced, staffed and timetabled in a way that ensure the school can implement the requirements effectively
- RSE is delivered in a way that develops and maintains the religious ethos of the school

In Church of England schools Foundation governors and trustees of faith academy trusts also have wider responsibilities to monitor and develop the religious ethos of the school.

Handling the Right to withdraw

There is the right to withdraw from some or all of sex education (including the elements which are part of statutory RSE). It is important for schools to work with parents from the start. Before September 2020 the school should have consulted with parents about the content of RSE and how it will be taught in school. Schools should obtain views and feedback from parents, so that parents feel well informed and confident about RSE.

Good practice:

- discuss the request to withdraw with parents, and as appropriate, with the pupil

- ensure parents' wishes are understood

- clarify the purpose and content of the RSE curriculum

- discuss with the parent the benefits of their child receiving the education and the detrimental effects withdrawal may have

- outline the Christian vision of the school and how it informs the RSHE curriculum

- document the process and ensure good records are kept

Key Documents and resources for Church Schools

All the documents and resources listed below can be accessed from the RSHE page of the Diocese of Chichester Education website (https://schools.chichester.anglican.org)

- www.goodnessandmercy.co.uk – major online resource produced by Katy Staples for the Church of England specifically to support C of E schools

- Church of England Charter for Faith Sensitive and Inclusive RSHE

- RSHE Policy Exemplar for Church Schools (Diocese of Bristol) available to download from www.goodnessandmercy.co.uk

- Planning Parents and Carers Consultation Meeting (Education Office, Church of England)

- Keeping Children Safe in Education DfE

- Guidance for holding a Governors' meeting available to download from www.goodnessandmercy.co.uk

- Valuing All God's Children, 2019 (Education Office, Church of England)

There are a lot of excellent resources available, free-of-charge, which schools can draw on when delivering these subjects. Schools should assess each resource that they propose to use to ensure that it is appropriate for the age and maturity of pupils, and sensitive to their needs. Schools within Brighton and Hove, East Sussex and West Sussex should also refer to the information, guidance and resources provided by each local authority.

Schools should also ensure that, when they consult with parents, they provide examples of any specific resources that they plan to use when teaching relationships, relationships and sex education and health education, as this can be reassuring for parents and enables them to continue the conversations started in class at home.

There are a variety of resources targeted at young people that can be helpful to use to complement teaching in the classroom. Public Health England, for example, have produced a website for young people which covers a broad range of health issues in a format which is accessible for young people, targeted at secondary-age pupils. This includes Rise Above resources for lessons linked from the PSHE Association website.

Appendices

Appendix 1

Within the Anglican Communion there are many different perspectives and view-points about human sexuality and relationships. Outlined below is a short summary of the Church of England's current teaching on marriage, relationships and human sexuality. A major review of marriage, same sex relationships and human sexuality is underway in the 'Living in Love and Faith' project. This work is expected to be completed in 2020 and published in November. In the context of the introduction of opposite sex, as well as same sex civil partnerships and marriage, the teaching of the church remains unchanged.

The Church of England's Teaching on Marriage and Relationships

It has always been the position of the Church of England that marriage is a gift of God in creation and a means of his grace. Marriage within the Church of England is defined as a faithful, committed, permanent and legally sanctioned relationship between a man and a woman making a public commitment to each other and is seen as central to the stability and health of human society. Anglicans believe that marriage continues to provide the best context for the raising of children, although it is not the only context that can be of benefit to children. The Church of England teaching below is taken primarily from 'Men and Women in Marriage, 2013) and a Pastoral Statement from the House of Bishops (2019)

The Church of England's long-standing teaching on marriage is set out in Canon B30:

'The Church of England affirms, according to our Lord's teaching, that marriage is in its nature a union permanent and lifelong, for better for worse, till death them do part, of one man with one woman, to the exclusion of all others on either side, for the procreation and nurture of children, for the hallowing and right direction of the natural instincts and affections, and for the mutual society, help and comfort which the one ought to have of the other, both in prosperity and adversity.'

The Book of Common Prayer introduces the Solemnisation of Matrimony by saying,

'Dearly Beloved, we are gathered here in the sight of God, and in the face of this congregation to join together this Man and this Woman in holy Matrimony; which is an honourable estate, instituted of God in the time of man's innocency, signifying unto us the mystical union that is betwixt Christ and his Church; which holy estate Christ adorned and beautified with his presence, and first miracle that he wrought, in Cana of Galilee...'

The Church of England's Common Worship Marriage Service declares, **'Marriage is a gift of God in creation'**. The teaching of Jesus on marriage began with creation:

'he who created them at the beginning made them male and female, and said, "Therefore a man shall leave his father and his mother and hold fast to his wife, and the two shall become one flesh"'

(Matthew 19.4-5 (ESV)).

The House of Bishops teaching document of 1999 noted that:

'Marriage is a pattern that God has given in creation, deeply rooted in our social instincts, through which a man and a woman may learn love together over the course of their lives.'

The Lambeth Conference in 1998 stated that for those people who are not called to marriage that abstinence from sexual activity was right. This remains the declared position of the Anglican Communion. In the light of this understanding the Church of England teaches that

'sexual intercourse, as an expression of faithful intimacy, properly belongs within marriage exclusively'.

For Anglicans marriage is a gift from God and not simply a cultural development (though it has undergone much cultural development) nor simply a political or economic institution (though often embedded in political and economic arrangements). It is an expression of the human nature which God has willed for people. Although marriage may fall short of God's purposes in many ways and be the scene of many human weaknesses, it receives the blessing of God and is included in his judgment that creation is 'very good' (Genesis 1.31). In calling it a gift of God in creation, Anglicans view marriage within its wider life-context: as an aspect of human society and as a structure of life that helps shapes the journey from birth to death.

The greater involvement of the state was never understood to mean that there were two kinds of marriage, a 'religious' and a 'civil' marriage, with different laws appropriate to each. There have simply been two kinds of marriage ceremony. Correspondingly, the Church has generally not questioned the reality of marriages performed in civil ceremonies.

Not all who marry are Christians. The Church guards a common traditional understanding of marriage as a human, not only a religious act. In presiding over the making of Christian marriages, it also points to how marriage is a form of committed Christian discipleship for those who understand their own love as part of God's love towards the world. (Church of England Men and Women in Marriage)

The introduction of same sex marriage, through the Marriage (Same Sex Couples) Act 2013, has not changed the church's teaching on marriage or same sex relationships. Sexual relationships outside heterosexual marriage are regarded as falling short of God's purposes for human beings.

'Because of the ambiguity about the place of sexual activity within civil partnerships of both sorts, and the church's teaching that marriage between a man and a woman is the proper context for sexual intercourse, we do not believe that it is possible for the church unconditionally to accept civil partnerships as unequivocally reflecting the teaching of the church'.

(House of Bishops, 2019)

Some couples who have registered a civil partnership (same sex or heterosexual) or same sex marriage are keen to have their status recognised in church through a blessing within an act of worship. People in a variety of relationships are eligible to register as civil partners, some living consistently with the teaching of the Church and others who are not. In these circumstances, the House of Bishops continues to believe that it would not be right to produce an authorised public liturgy in connection with the registering of civil partnerships. Clergy of the Church of England should not therefore provide services of blessing for those who register a civil partnership.

The House of Bishops recognises that registered partnerships do allow for a range of different situations - including those where the relationship is simply one of friendship – and states that clergy need to have regard to the teaching of the church on sexual morality, celibacy, and the positive value of committed friendships in the Christian tradition. Where clergy are approached by people asking for prayer in relation to entering into a civil partnership they should respond pastorally and sensitively in the light of the circumstances of each case.

'With opposite sex civil partnerships, and with those for same sex couples, the Church's teaching on sexual ethics remains unchanged. For Christians, marriage – that is the lifelong union between a man and a woman, contracted with the making of vows – remains the proper context for sexual activity. In its approach to civil partnerships the Church seeks to uphold that standard, to affirm the value of committed, sexually abstinent friendships and to minister sensitively and pastorally to those Christians who conscientiously decide to order their lives differently.'

(House of Bishops, 2019)

Further reading on the doctrines of the Church of England can be found at:

https://www.churchofengland.org/more/media-centre/news/house-bishops-pastoral-guidance-same-sex-marriage

The Wedding Ceremony in the Church of England

In the Church of England, there are three legally approved forms of words for a marriage service. Most Church of England weddings use the words from The Marriage Service from Common Worship (2000). It is in contemporary language and offers the most flexibility in the choice of readings and prayers. However, sometimes couples have special reasons for wanting a ceremony that uses old language, such as 'thee' and 'thou' instead of 'you'. A service from the Book of Common Prayer (1662) is also a legally approved service. There is also a slightly updated version of the 1662 service, known as Alternative Services: Series One, which was used by the Duke and Duchess of Cambridge for their wedding. The language is still old and traditional.

More information can be found at https://www.yourchurchwedding.org/section/more-about-marriage/

Mixed Faith Marriages

When couples get married in church, vows are exchanged in the presence of God and witnesses. The Church of England ceremony will be of course a Christian one – the vows and the Christian nature of the ceremony cannot be changed. However, if the basic legal requirements have been met then couples from different faith backgrounds can be married in church. The Vicar can give advice on incorporating elements of other traditions, cultures and languages into the service.

More Information on inter-faith marriages in church can be found at https://www.yourchurchwedding.org/article/mixed-faith-marriages/

Further information on inter-faith marriages can also be found on the Inter-faith Marriage Network website.

Appendix 2

Subject Management – Some practical considerations

For the senior leadership team:

Principles: approach with humility and sensitivity, make no assumptions.

1. Are there any teachers for whom teaching this area of the curriculum would be inappropriate?

2. Any teachers for whom emotional and open discussions about relationships are difficult?

3. Any teachers who are recently bereaved?

4. Any teachers who are going through a recent significant relationship breakdown?

5. Are there any sensitive issues to do with individual pupils (e.g. safeguarding or family breakdown) that the teacher delivering RSHE may not be aware of and that they need to be informed of before the lessons take place (within the bounds of confidentiality and professionalism).

For individual teachers:

Principles: approach with humility and sensitivity, make no assumptions, be informed.

It is important to think about or find out about the individuals in the group that you are about to teach.

1. What is the religious and cultural make up of this group? Are there any views you need to consider or research into before teaching RSHE? Will pupils all feel safe airing their views and experiences?

2. Are there any pupils in the group who have parents who have recently separated or divorced?

3. Are there pupils with same-sex or transgender parents?

4. To anyone's knowledge, have any pupils in the group experienced any trauma that might affect their ability to participate easily in discussions about relationships.

5. What provision will you make for any SEND pupils in the group to ensure that the lessons are accessible and appropriate.

6. Are there any pupils who are transgender, non-binary or questioning? How will you ensure that the relationships education provided includes them?

7. Are there any 'out' gay or lesbian pupils, or those who may be, and how will lessons ensure that they are not excluded but are informed and engaged?

8. Are there any parents of pupils in this group who may have strong opinions? Can you anticipate any questions and be prepared with appropriate responses?

9. If a pupil were to make a disclosure because of the discussions in an RSHE lesson do you know how you would handle it and who the safeguarding lead is in your school should further action be appropriate?

10. What boundaries would you need to put in place to create a safe space for discussion? How would you handle a question from a child/young person that was inappropriate for the age of the other pupils?

Taken from the resource 'In Goodness and Mercy' by Katy Staples (www.goodnessandmercy.co.uk)

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TO KNOW GOD AND SHAPE THE WORLD