



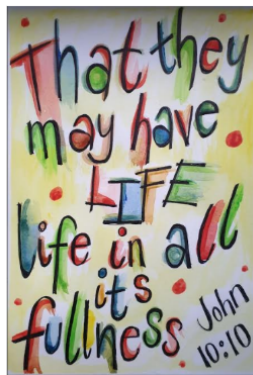
That they may have life; life in all its fullness - John 10:10

Hordle CE (VA) Primary School & Nursery

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RHSE) POSITION STATEMENT 2024/25

Any reference to 'the school' throughout this policy shall mean Hordle CE (VA) Primary School and Nursery.

Through an education rooted in God's love and grounded in our community through teamship, our children will shape their identity to become aspirational learners, with enquiring minds and deeply held personal values ready to take on their responsibilities; living life in all its fullness as Global Citizens of the future



In respect of this policy statement, it is our expectation that ALL children, no matter what their perceived differences, will lead life in all its fullness and we will act courageously as educators to protect and advocate for those who might be vulnerable. It is also set in the context of our **CHRISTIAN VALUES**:

- **Teamship** - showing love and respect for all
- **Aspiration** - giving hope to all, particularly the most vulnerable
- **Identity** - respecting the unique identity of each individual in our community
- **Learning** - that through learning and open- mindedness we can understand each other better

In drawing up this position statement, we have consulted the **PASTORAL PRINCIPLES** of the Church of England '**Held Together in the Love of Christ**' and as such we commit to:

1. Acknowledge Prejudice

We are all powerfully and wonderfully made. The journey from prejudice to hatred is a short one. We will therefore:

- welcome people as they are
- love our pupils and their families unconditionally
- find out how the things we do and the language we use affect people in ways that are harmful and we don't intend





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2. Speak into Silence

We acknowledge that silence can shelter abuse and so we seek to be a place of welcome, acceptance, challenge and hospitality. We will therefore:

- be courageous advocates for those whose voices may be quiet
- acknowledge that our school is composed of people who are different from each other, and people who embody particular kinds of difference are missed when they are not there

3. Address Ignorance

We understand that learning about difference is the key to understanding one another. We will therefore:

- Ensure that the experiences and perspectives of everyone in our school are acknowledged and valued
- That these experiences are taken into account in our teaching and learning about living healthy and happy lives together

4. Cast Out Fear

We aim to consciously demonstrate and live out what it means for perfect love to cast out all fear. Therefore, we will:

- be powerful and courageous advocates for those who may be fearful or alone
- be a school where we all respect each others' rights (United Rights of the Child)

5. Admit Hypocrisy

We know that we will all have different views but we will be a school that is marked by attentive listening, courtesy, kindness and the absolute belief that nobody is outside the love of God

- encourage one another to practise deep and care-filled listening, to what is said and unsaid
- show heartfelt respect in the way we speak with one another - build open and trusting relationships in the face of disagreement

6. Pay Attention to Power

We acknowledge that inequalities of power lead to abuse. We therefore aim to:

- Empower and encourage those who may be vulnerable

In acknowledging this, we commit to the transformational power of **LOVE** in our school, using it as a means to bring together our community and prepare our children for life in a complex and wonderful world;

L - listen attentively and openly

O - open our hearts and minds without judgment

V - value everyone's vulnerability and perspective

E - express concern and show empathy

	DATE	Ethos	Equality	Practice	Guidance
This policy was reviewed and screened by the Governing Body	2024/25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Next scheduled review:	Academic Year 2025/2026				