



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

Hordle CE (VA) Primary School & Nursery

Relationships, Sex and Health Education POSITION STATEMENT 2020

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

This statement aims to set out the position of the school in relation to the school policy on relationships, sex and health education (RSHE) within the context of our Christian foundation.

At its core, this policy is set within the context of our overarching **VISION STATEMENT**:



In respect of this policy - 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





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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:

<p>Acknowledge Prejudice</p>	<p>We are all powerfully and wonderfully made. The journey from prejudice to hatred is a short one and we will therefore:</p> <ul style="list-style-type: none"> - 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
<p>Speak into Silence</p>	<p>We acknowledge that silence can shelter abuse and so we seek to be a place of welcome, acceptance, challenge and hospitality. We will therefore:</p> <ul style="list-style-type: none"> - 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
<p>Address Ignorance</p>	<p>We understand that learning about difference is the key to understanding one another. We will therefore:</p> <ul style="list-style-type: none"> - 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
<p>Cast out Fear</p>	<p>We aim to consciously demonstrate and live out what it means for perfect love to cast out all fear. Therefore, we will:</p> <ul style="list-style-type: none"> -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)
<p>Admit Hypocrisy</p>	<p>We know that we will all have different views but we will:</p> <ul style="list-style-type: none"> -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
<p>Pay Attention to Power</p>	<p>We acknowledge that inequalities of power lead to abuse. We therefore aim to:</p> <ul style="list-style-type: none"> - Empower and encourage those who may be vulnerable



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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	isten attentively and openly
O	pen our hearts and minds without judgment
V	alue everyone's vulnerability and perspective
E	xpress concern and show empathy

This statement was reviewed by the Governing Body in the year:	2020
This statement is scheduled for review in the year:	2021