



St. Jérôme  
Church of England  
Bilingual School

# Relationships, Sex and Health Education Policy

September 2022

Headteacher.....

Revd D. R. Norris

Chair of the Board of Trustees.....

Ian Fernandes

Date of next Review:~ September 2023

## **Rationale**

St. Jérôme Church of England Bilingual School aims to provide a caring and stimulating environment in which each child experiences high standards of education and is prepared for the future. We are committed to keeping children safe and healthy and contributing to their personal, social, and emotional wellbeing. This policy is written in accordance with this philosophy and takes account of the Government's statutory requirements and guidance from the Church of England Education Office. We aim to help children to make responsible and well-informed decisions, carefully considering the diverse nature of our school community.

Relationships Education is compulsory for all pupils receiving primary education. Health Education is also compulsory in all schools except independent schools. The Government guidance states that parents and carers have the right to withdraw their children from Sex Education but not from Relationships or Health Education, or from specific elements covered in the Science curriculum.

At the heart of our approach is our school Christian Values of Love, Respect, Hope, Joy, Peace, Justice and Courage and our vision for every member of our community to grow and flourish.

## **Aims of RSHE**

Relationships, Sex and Health Education aims to:

- Provide the knowledge and information to which all pupils are entitled
- Provide a framework in which sensitive discussions can take place
- Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- Help children to respect and care for their bodies
- Answer pupils' questions honestly and sensitively – referring children to their parents where appropriate
- Give information on where individuals and families can get help and support
- Prepare pupils for puberty and encourage them to take responsibility for their own actions
- Give pupils an understanding of reproduction and sexual development
- Give pupils an understanding of the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Foster pupil well-being and develop resilience and character to support mental well-being

In order to achieve our aims, at St. Jérôme Church of England Bilingual School, we will endeavour to:

- Be sensitive to pupils of all cultures and religious communities
- Ensure that teachers and pupils respect each other's privacy
- Make the RSHE programme appropriate to the age and understanding of the pupils

## **How is RSHE taught at St. Jérôme Church of England Bilingual School?**

Whilst there will inevitably be a number of overlaps, our topics are split into three broad areas:

- Relationships Education
- Health Education
- Sex Education

In addition to this, there are statutory elements of the Science curriculum that will teach children about the human body, growth and reproduction.

As a Church of England School, we also include teaching in Religious Education lessons about the Christian understanding of Marriage. During the Year 6 Christianity topic about Rites of passage and Sacraments we teach:

- Christians believe that Marriage is a gift from God.
- Marriage is a public declaration of love and commitment. This declaration is made in front of friends and family.
- The vows that are made in church are made in the presence of God.
- Marriage is a covenant. This means a two-sided promise between two parties or people. In a Christian marriage, the couple promise to love and honour the other person, to share everything with their partner.
- Marriage is exclusive. This means it is only between the couple. The couple promise to be faithful to each other. Sexual relations should only occur between the married couple.
- The ring is a symbol of unbroken love.
- The House of Bishops state that the Christian understanding and doctrine of marriage is that it is a lifelong union between one man and one woman. The Church therefore is not able to marry same sex couples. This is different to the law of the land which allows for same sex couples to get married.
- Roman Catholics and many Anglican churches, consider marriage to be a sacrament. They believe that God has joined couples together and what God has joined together no one can divide. **Mark 10.9:** Therefore, what God has joined together, let no one separate. It is for this reason Roman Catholics do not believe in or allow divorce. The Church of England allows people to re-marry in the Church though this is left to the discretion of the parish priest.

## Relationships Education

At St. Jérôme Church of England Bilingual School we use Heartsmart to deliver this strand of our RSHE curriculum. Children will be taught about positive relationships with particular reference to friendships, family relationships, and relationships with other children and adults. From the time they start school, children will be taught how to take turns and how to treat each other with kindness, consideration and respect. Children will be taught the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Respect for others will be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. When teaching children about healthy relationships, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

We recognise that teaching about families and relationships requires sensitive and well-judged teaching based on the knowledge of our children and their personal circumstances. Families of many forms provide a nurturing environment for children. Families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs. We recognise that some children may have a different structure of support around them; for example, looked after children or young carers.

Relationships Education also creates an opportunity to develop different strategies for positive emotional and mental wellbeing. Through Relationships Education, children will be taught how to keep themselves safe and how to recognise different forms of abuse. There will be a focus on

boundaries and privacy, ensuring that young people understand they have rights over their own bodies.

Children will be taught how to report any concerns they may have and how to seek advice when they suspect or know that something is wrong. Children will be taught how to make sensible decisions about staying safe (including online) whilst being clear it is never the fault of a child who is abused and that victim blaming is always wrong. These subjects complement Health Education and support the safeguarding of children.

At St. Jérôme Church of England Bilingual School, the following content will be covered in Relationships Education:

Relationships Education	
<b>Families and people who care for me</b>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> </ul>

<b>Online relationships</b>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

## Health Education

At St. Jérôme Church of England Bilingual School we also use Heartsmart to deliver this strand of our RSHE curriculum, alongside our Science curriculum and Physical Education curriculum. Children will be taught how to make good decisions about their own health and wellbeing. This will enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

At St. Jérôme Church of England Bilingual School, the following content will be covered in Health Education:

<b>Physical Health and Mental Wellbeing</b>	
<b>Mental Wellbeing</b>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>

	<ul style="list-style-type: none"> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right</li> </ul>
<b>Internet Safety and Harms</b>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>

<b>Physical Health and Fitness</b>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>

	<ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science</li> </ul>
<b>Basic first aid</b>	Pupils will be taught: <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	Pupils will be taught: <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Sex Education

Following consultation with parents during 2021-22, it has been decided that it is not currently necessary to teach anything beyond the content that is statutory for Relationships and Health Education and that which forms part of the statutory Science curriculum taken from the National Curriculum for England. This decision will remain under review and any parent who feels that the school needs to teach any further content should contact the Headteacher or Deputy Headteacher. As the current curriculum only contains the statutory elements parents do not have the right to withdraw their children.

Should any future consultation result in additional aspects of Sex Education being taught, parents would have the right to review this content and decide to withdraw their child if they felt it appropriate. Parents considering withdrawing their child from these sessions would be asked to contact a member of the Senior Leadership Team to discuss their concerns.

The National Curriculum for Science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

This table outlines when objectives in Science, Relationships Education, and Health Education linked to the body and changing body are taught at St. Jérôme Church of England Bilingual School:

	<b>Health &amp; Science</b> (taken from the National Curriculum – statutory)	<b>Relationships Education</b> (taken from the statutory guidance)	<b>Sex Education</b> (taken from the statutory guidance)
<b>Year R</b>			
<b>Year 1</b>	Pupils should be taught to identify, name, draw and label the basic parts of the human body.	Autumn 2: I know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	
<b>Year 2</b>	Pupils should be taught to notice that animals, including humans, have offspring which grow into adults		
<b>Years 3 &amp; 4</b>		Summer 1: I know that each person’s body belongs to them, and the differences between appropriate and	

		inappropriate or unsafe physical, and other, contact.	
Year 4			Summer 2: I know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
Year 5	<p>Pupils should be taught to describe the life processes of reproduction in some plants and animals (including sexual and asexual reproduction).</p> <p>Pupils should be taught to describe the changes as humans develop to old age (including puberty).</p>		<p>Summer 2: I know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Summer 2: I know about menstrual wellbeing including the key facts about the menstrual cycle.</p>
Year 6			Summer 2: I know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

### National Curriculum Science

Primary Science (which is a statutory subject) includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing. Children also learn about the changes experienced in puberty (Year 5).

Key Stage 1 Science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body.' Although not mentioned specifically, it is important that children are taught the names of different body parts and know the differences between boys and girls. This is vital for safeguarding so that a child has language to describe the parts of their body and to seek help if they are abused.

It is a statutory requirement for all children to be taught the **science**. Parents do not have the right to withdraw their child from any aspects of these lessons.

### Resources

The use of a range of resources can enhance and enrich the teaching of RSHE. At St. Jérôme Church of England Bilingual School, teachers will use resources from 'Heartsmart.' These resources are highly recommended by the PSHE Association. Parents are invited to view samples of these resources if they wish (please contact the school office).



## **Dealing with sensitive issues and managing difficult questions**

Primary-aged children will often ask their teachers or other adults questions which go beyond what is set out in our planned curriculum. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. The following are protocols for discussion-based lessons with pupils:

- Class teachers will use their professional judgement when responding to any questions that children raise during lessons, carefully considering the age and maturity of the children. In some circumstances, teachers may decline to answer questions and encourage children to speak to their parents instead
- Meanings of words will be explained in a sensible and factual way
- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion if they don't want to

## **What is the school's responsibility to parents?**

The government guidance on Relationships and Sex Education (DfE 2019) emphasises the importance of schools working in partnership with parents. Parents have a legal right to see the school's Relationships and Sex Education policy and to be given a copy of it (Education Act 1996).

Relationships and sex topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. It is important to note that when such content arises from an educational resource e.g. A novel a child is reading or from a comment a child makes, it does not constitute Sex, Health and Relationships Education and staff will respond as they would when dealing with sensitive issues or managing difficult questions.

If a parent becomes aware of or has a concern about any potentially inappropriate content or discussion, they should report this to the school as soon as possible.

## **Safeguarding**

St. Jérôme Church of England Bilingual School will ensure that children's safety lies at the heart of this policy through a number of ways. RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

The school follows all guidance set out in Keeping Children Safe in Education.

Children cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence in the home. They have a right to expect school to provide a safe and secure environment. Staff at St. Jérôme Church of England Bilingual School will take notice of any fears or worries that children bring into the classroom. Relationships, Sex and Health Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. If a member of a school's staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they will carry out the procedures set out in the School's Child Protection and Safeguarding policy. Any signs of abuse, concerns or suspicions will be reported to the Designated Safeguarding Lead.

## **Monitoring and Evaluation**

The RSHE Policy will be monitored by the Leadership Team, the PSHE & RSE Co-ordinator, and Trustees through planning, lesson visits and regular discussions with class teachers.

## **Equal Opportunities**

The Board of Trustees will comply with current legislation regarding Equal Opportunities. The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people. Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 (*DfE 2019*).

All pupils at St. Jérôme Church of England Bilingual School will be given equal opportunities to access the RSHE curriculum regardless of race, gender, religion, ethnicity, sexual orientation, culture or ability.

### **Special Educational Needs**

Children identified as having Special Educational Needs and/or a Disability will be supported through differentiated teaching and learning activities and, where necessary, through additional adult support.

### **Parental Involvement**

Parents and Carers are recognised as important stakeholders in the school community and parental involvement is welcomed. Consultation with parents will take place whenever the RSHE Policy is reviewed.

School policy documents are an important point of reference and will be made available to parents on request.

Parents will be informed before discrete Sex Education lessons are taught and will have the opportunity to view resources which are to be used.