



St John's C of E Primary School, Lemsford



Relationships, Sex and Health Education Policy

Policy Administration

Policy Author:	Headteacher and Rebekah Ng
Ownership:	Quality of Education Committee
Last Review:	Feb 2023
Next Review:	Feb 2025
Ratified By/Date:	FGB March 2023
Updates and Changes	March 2023

Policy Statement

As a Church of England School, our Christian vision shapes all we do:

***"I came that they may have life and have it abundantly."* John 10:10.**

We believe that **all** are made in the image of God and loved by God and encourage pupils to know how to cherish the gift of themselves, how to protect themselves from harm and how to care well for themselves. Pupils are equally encouraged to understand the unique gift of everyone else.

Pupils will consider the importance of long-term relationships as building blocks for family stability. This will encompass the teachings of the Church, including the Christian understanding of marriage as the context for sexual relationships and the importance of trust, loyalty, fidelity and choice.

In St John's Church of England Voluntary Aided School, we want young people to flourish and to gain every opportunity to lived fulfilled lives. Relationship, Sex and Health Education is about the emotional, social and physical aspects of growing up and healthy relationships. It is also about the spiritual and moral aspects of relationships within the context of a Christian vision for the purpose of life, where the sense of God, love and forgiveness in all relationships is present.

As such, in Church of England schools, Relationship, Sex and Health Education lessons will help pupils explore the foundational ethic of *"Love your neighbour as yourself"* (Mark 12.31).

Pupils will have considered how to ensure that they treat themselves and others with dignity and respect, at all times and in all contexts.

Relationship Education is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong, positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

Sex Education:

The National Curriculum for Science includes content about human body parts, growth, puberty and reproduction. Parents do not have the right to withdraw their child/ren from this aspect of the curriculum. In St John's C of E Primary School, we do not include a description of sexual intercourse. However, it is this aspect of sex education only that parents do have the right to excuse their children from and would do



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so by applying in writing to, and meeting with, the Headteacher. Excusing your child from this element of sex education in primary school remains a statutory right as a parent or legal guardian.

At St John's, any content that might be regarded as sex education (e.g. learning about human body parts, growth, puberty and reproduction) will be taught through the Science curriculum.

Health Education:

Health Education is learning about physical health and mental well-being, so pupils can make wise choices to support their own flourishing and the flourishing of others. (Please also see our Mental Health and Well-being Policy).



Overview of Primary Curriculum Content (DfE)

Relationship Education:

As outlined by the DfE, the focus in primary schools is to help children to understand how to have a variety of positive and healthy relationships in a variety of contexts, including friendship, family relationships, relationships with other children and with adults, and relationships online or in person. Children will be taught what friendship is, what family means, and who the people are who can support them.

In connection with our School Vision and Values, children will be taught the importance of treating each other with kindness, consideration and respect, and the importance of personal space and privacy, boundaries, and safe/unsafe or appropriate/inappropriate behaviours. Children will be supported in understanding that they have rights over their own bodies and will be taught how to recognise and report abuse to a trusted adult, including emotional, physical and sexual abuse.

By the end of primary school pupils will have learnt:

Families and people who care for me

Pupils should know:

- 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

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.



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- 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.
- 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

Respectful relationships

Pupils should know:

- 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.

Online relationships

Pupils should know:

- 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.



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Being safe

Pupils should know:

- 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 e.g. family, school and/or other sources.

Health and Well Being Education:

Learning to be in a healthy relationship with myself and how to look after myself

(See also Mental Health and Well-being Policy)

Mental wellbeing

Pupils should know:

- 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 accessed early enough



SPECIFIC ISSUES STATEMENTS

Child Protection

Effective RSHE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. These can be found in the Child Protection Policy.

Dealing with Questions

Both formal and informal RSHE arising from pupils' questions are answered, according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Head/Designated Senior Person or Deputy Senior Person, if they are concerned.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, he/she talks to the named Designated Senior Person (DSP) or Deputy DSP before any decision is made.

The child concerned will be told why it is important to share this information and the child will be supported throughout the process.