



Saint Jérôme
Church of England
Bilingual School

Relationships, Sex and Health Education Policy

Policy created:	September 2022
Policy reviewed and updated:	September 2026
Date of next review:	September 2027
Review cycle:	Annually, with parents consulted whenever the policy is substantively reviewed. This exceeds LDBS's minimum requirement that governors renew this policy at least every three years.
Linked policies:	Collective Worship Policy, Child Protection and Safeguarding Policy, Anti-Bullying Policy, Equality Scheme and Accessibility Plan, Online Safety Policy, SEND and Inclusion Policy.

Version history

Date	Version	Summary of changes
September 2022	V1	Original policy, based on the 2019 DfE statutory guidance. Never signed off; review date of September 2023 was never met.
September 2026	V2	Full rewrite grounded in the new DfE statutory RSHE guidance (published July 2025, mandatory from 1 September 2026) and aligned with the LDBS Primary and Secondary School Policy Template for RSHE (2026), which the school must follow. Added content new to the primary phase: change, loss and bereavement, and personal safety around water, roads and railways. Online safety is integrated throughout. Teaching about gender identity reflects the new guidance's position and is stated factually. Added a Roles and Responsibilities section naming the Governing Board's and Headteacher's duties and requiring Lead Governor and Lead Teacher appointments for RSHE. Added the school's vision and parish context as the foundation for our approach, the Church of England Charter for faith-sensitive and inclusive RSHE (with its two grounding scripture passages) as an explicit undertaking, and a citation of Canon B30 (Of Holy Matrimony) for our marriage teaching. Added an explicit statement that RSHE is not about the promotion of sexual activity. Added missing legislation and guidance: Children and Social Work Act 2017, Working Together to Safeguard Children, SEND Code of Practice 0 to 25, Domestic Abuse Statutory Guidance 2022, DfE Political Impartiality Guidance, SIAMS Inspection Question 4, and guidance on promoting Fundamental British Values through SMSC. Sections renumbered to accommodate the new section, and two internal cross-references corrected.

Headteacher:

Kate Schutte

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(*Kate Schutte*)

Co-Chairs of Governors: Approved by Governors on 17th September 2026

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(*Vas Lappas and Edward Stowell*)

1. Rationale and Legal Framework

Saint 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.

Our vision is for an aspirational, multilingual, multicultural education community that empowers everyone to grow and flourish, to gain in knowledge, wisdom and skills, and to translate the love of God for all people into words and actions. This distinctive Christian vision, and the perspective of our parish church, St John's, Harrow, shapes our approach to RSHE: we want every member of our community to flourish, and to be treated with the dignity owed to a person made in the image of God.

The Church of England Charter

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships and sex education and health education (RSHE). This is underpinned by two key biblical passages:

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

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

Everyone will be treated with dignity, as all people are made in the image of God and loved equally by God.

This policy is written in accordance with this vision and has regard to the following legislation and guidance:

- The Children and Social Work Act 2017, which places Relationships Education (and, where a school chooses to teach it, Relationships and Sex Education) on a statutory footing
- DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, published July 2025, mandatory for all schools from 1 September 2026
- The Education Act 1996, under which parents have a legal right to see this policy and to be given a copy of it
- The Education and Inspections Act 2006, section 38, under which state-funded schools have a legal duty to promote pupil wellbeing
- The Equality Act 2010, ensuring compliance with the protected characteristics set out in Chapter 1
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- The SEND Code of Practice: 0 to 25 Years
- The Early Years Foundation Stage (EYFS) statutory framework, whose safeguarding and welfare requirements in section 3 cover children from 0 to 5 and so apply to our Reception year
- The Domestic Abuse Statutory Guidance 2022
- The DfE's Political Impartiality Guidance
- Guidance on Promoting Fundamental British Values as part of pupils' spiritual, moral, social and cultural (SMSC) development
- The National Curriculum programmes of study for citizenship, religious education, computing, science and physical education
- SIAMS Inspection Question 4
- LDBS's Primary and Secondary School Policy Template for RSHE, which this policy has been directly checked against and aligned with
- Our Child Protection and Safeguarding Policy and our Anti-Bullying Policy, both of which reference RSHE under curriculum.

Relationships Education is compulsory for all pupils receiving primary education. Health Education is also compulsory in all schools except independent schools. 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 the elements covered in the Science curriculum.

As set out by LDBS, Church schools are given the flexibility to teach the content of RSHE in a way that reflects the context of their school, including the context of faith, religion and belief, while ensuring compliance with the Equality Act 2010, under which religion or belief is itself among the protected characteristics. We recognise that some elements

of the RSHE curriculum are sensitive and may be contentious; a range of viewpoints will be held within our school and church community, and these will be taught with care and respect, in a manner that is faith-sensitive and inclusive.

RSHE involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity.

2. Aims of RSHE

Relationships, Sex and Health Education aims to:

- Reflect the school's Church of England status
- Include the teachings of the Church of England on marriage and relationships, according to Canon B30 of Holy Matrimony
- Reflect and strengthen the school's distinctly Christian character
- Take place within a school environment which enables pupils and adults to flourish
- Provide the knowledge and information to which all pupils are entitled, and a framework in which sensitive discussions can take place
- Help children 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 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 give them an understanding of sexual development and the importance of health and hygiene
- Create a respectful culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies, including genitalia
- Develop pupils' age-appropriate understanding of healthy relationships, including respect and consent
- Safeguard adults and pupils
- Foster pupil wellbeing and develop resilience and character to support mental wellbeing
- Build skills, not just knowledge, including communicating effectively, being assertive, expressing needs and boundaries, and managing difficult feelings, both offline and online
- Ensure RSHE meets the requirements of the Equality Act 2010, safeguarding guidance and the SEND Code of Practice.

In order to achieve our aims, we will endeavour to be sensitive to pupils of all cultures and religious communities; ensure that teachers and pupils respect each other's privacy; and make the RSHE programme appropriate to the age and understanding of the pupils.

3. Roles and Responsibilities

The Governing Body

In line with the responsibilities of foundation governors to maintain and develop the school's Christian distinctiveness, and following consultation with parents, the Governing Body approves and oversees this policy and the curriculum resources used to teach RSHE. The Governing Body holds the Headteacher to account for the intent, implementation and impact of this policy.

The Governing Board will appoint a Lead Governor for RSHE.

[Name of Lead Governor for RSHE to be confirmed and added here.]

The Headteacher

The Headteacher is responsible for ensuring the intent, implementation and impact of this policy. This includes:

- Embedding a whole-school approach to RSHE in the school curriculum
- Providing high-quality training for teachers, ensuring effective teaching
- Keeping resources updated
- Staying up to date with current themes
- Ensuring dedicated curriculum time for RSHE.

The Headteacher will appoint a Lead Teacher for RSHE, and will ensure that staff who have concerns about the teaching of RSHE have an opportunity to discuss these.

The Lead Teacher for RSHE is Ms Farhan Abukar.

4. How RSHE is Taught

Whilst there will inevitably be a number of overlaps, our topics are split into three broad areas: Relationships Education, Health Education, and Sex Education. In addition, there are statutory elements of the Science curriculum that teach children about the human body, growth and reproduction. Online safety is not treated as a separate topic, but is integrated throughout our Relationships and Health Education teaching wherever it is relevant.

As a Church of England school, we also include teaching in Religious Education lessons about the Christian understanding of marriage, in line with Canon B30 of Holy Matrimony in the Canons of the Church of England. During the Year 6 Christianity topic on 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, made in front of friends and family
- The vows made in church are made in the presence of God
- Marriage is a covenant: a two-sided promise between two people, who promise to love, honour and share everything with their partner
- Marriage is exclusive: the couple promise to be faithful to each other, and sexual relations should only occur between the married couple
- The ring is a symbol of unbroken love
- The House of Bishops states that the Christian understanding and doctrine of marriage is a lifelong union between one man and one woman, and that the Church is therefore not able to marry same-sex couples, which differs from the law of the land, which allows same-sex couples to marry
- Roman Catholics and many Anglican churches consider marriage to be a sacrament, believing that God has joined couples together; for this reason Roman Catholics do not believe in or allow divorce, though the Church of England allows people to re-marry in church at the discretion of the parish priest.

The religious background of all pupils is taken into consideration when planning teaching. We teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious.

5. Relationships Education

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, and in negotiations about space, toys, books and resources. 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, and can include, for example, single parent families, same-sex parents, families headed by grandparents, adoptive parents, foster parents and carers, among other structures. We include same-sex parents alongside other family arrangements when teaching about healthy, loving relationships. Care will be taken to ensure there is no stigmatisation of children based on their home circumstances and needs, including looked after children and young carers.

Relationships Education also creates an opportunity to develop strategies for positive emotional and mental wellbeing, including content on change, loss and bereavement, recognising that this can cause a range of feelings and that everyone grieves differently. Children will be taught how to keep themselves safe and how to recognise different forms of abuse, with a focus on boundaries and privacy, and an understanding that they have rights over their own bodies. Children will be taught how to report concerns and seek advice when they suspect or know something is wrong, and how to make sensible decisions about staying safe, including online, while being clear it is never the fault of a child who is abused, and that victim-blaming is always wrong.

The following content is covered in Relationships Education:

Families and people who care for me	Pupils will be taught: that families are important for children growing up, as they give love, security and stability; the characteristics of healthy family life, including commitment, protection, care, and spending time together; that other families, in school or the wider world, may look different from their own, but should be respected, and are equally characterised by love and care; that stable, caring relationships, which may be of different types, are at the heart of happy families; that marriage represents a formal and legally recognised commitment of two people to each other, intended to be lifelong; and how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help.
Caring friendships	Pupils will be taught: how important friendships are for happiness and security, and how people choose and make friends; the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness and support; that healthy friendships are positive and welcoming; that most friendships have ups and downs that can be worked through, and that violence is never right; and how to recognise who to trust, judge when a friendship is unhealthy, and seek help if needed.
Respectful relationships	Pupils will be taught: the importance of respecting others, even when they are different or make different choices; practical steps to support respectful relationships; the conventions of courtesy and manners; the importance of self-respect; and that they can expect to be treated with respect by others, and should show respect in turn, including to those in positions of authority.
Online relationships	Pupils will be taught: that people sometimes behave differently online, including by pretending to be someone they are not; that the same principles apply to online relationships as face-to-face, including respect for others even when anonymous; the rules and principles for keeping safe online, and how to recognise and report risks and harmful content or contact; how to critically consider online friendships and sources of information, including the risks associated with people never met in person; and how information and data is shared and used online.
Being safe	Pupils will be taught: what sorts of boundaries are appropriate in friendships, including in a digital context; the concept of privacy, including that it is not always right to keep secrets that relate to safety; that each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe contact; how to respond safely to adults they do not know, including online; how to recognise and report feelings of being unsafe; how to ask for advice or help and keep trying until they are heard; how to report concerns or abuse, with the vocabulary and confidence to do so; and where to get advice, such as family, school or other sources.
Change, loss and bereavement	Pupils will be taught that change and loss, including bereavement, are a normal part of life; that these experiences can cause a range of feelings; and that everyone grieves differently, in age-appropriate ways suited to our pupils.
Personal safety	Pupils will be taught age-appropriate personal safety, including around water, roads and railways, as part of our wider approach to keeping pupils safe.

6. Health Education

We also use Heartsmart to deliver this strand of our RSHE curriculum, alongside our Science and Physical Education curriculum. Children will be taught how to make good decisions about their own health and wellbeing, to recognise what is normal and what is an issue in themselves and others, and, when issues arise, how to seek support as early as possible. Physical health and mental wellbeing are interlinked, and pupils will understand that good physical health contributes to good mental wellbeing, and vice versa.

The following content is covered in Health Education: mental wellbeing, including recognising and talking about emotions and knowing where to seek support; internet safety and harms, including the benefits and risks of time online and how to be a discerning consumer of information; physical health and fitness; healthy eating; the facts about drugs,

alcohol and tobacco; health and prevention, including recognising early signs of illness, sun safety, sleep, dental health and personal hygiene; basic first aid; and the changing adolescent body, including puberty and menstrual wellbeing.

7. Sex Education and Parents' Right to Withdraw

Following consultation with parents, 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. This decision remains under review; any parent who feels the school should teach further content should contact the Headteacher or Deputy Headteacher.

As a primary school, and because our curriculum currently contains only statutory elements, parents do not have the right to withdraw their children from any part of it, in line with LDBS's guidance that parents do not have the right to withdraw their children from Relationships Education, and that this extends to our current position on Sex Education.

Should any future consultation result in additional, non-statutory Sex Education content being introduced, parents would have the right to withdraw their child from those specific components. Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work would be given to any pupil withdrawn from Sex Education in these circumstances. Parents considering withdrawal would be asked to contact a member of the Senior Leadership Team to discuss their concerns.

The National Curriculum for Science includes related subject content, such as the main external body parts, how the human body grows from birth to old age including puberty, and reproduction in some plants and animals. It is a statutory requirement for all children to be taught this science content, and parents do not have the right to withdraw their child from any aspect of it.

8. Teaching About Gender

The new DfE statutory guidance states that schools should not teach as fact that all people have a gender identity. This differs from the previous 2019 guidance, which referred to teaching 'the facts about... gender identity in an age-appropriate and inclusive way'. Our teaching reflects the current DfE position. Gender reassignment remains a protected characteristic under the Equality Act 2010, and pupils and staff with this characteristic are treated with the dignity and respect due to every member of our school community, in line with our Equality Scheme and Accessibility Plan.

9. 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 children raise during lessons, carefully considering the age and maturity of the children; in some circumstances, teachers may decline to answer 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.

In line with the new guidance, in late primary, the school may exercise its discretion to discuss the pressure to share images if this is affecting our pupils, or to discuss online sexual content if we become aware that pupils have encountered it. This is discretionary, and would only be considered where a genuine need is identified, with parents informed as set out in section 10.

10. The School's Responsibility to Parents

DfE guidance emphasises the importance of schools working in partnership with parents. Parents have a legal right to see this policy and to be given a copy of it. Relationships and sex topics can arise incidentally in other subjects, and it is not possible to withdraw pupils from these relatively limited and unplanned discussions. When such content arises from an educational resource, such as 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 set out in section 9.

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.

The school will take steps to proactively engage parents and ensure they are aware of what is being taught, sharing RSHE materials with parents via our parent portal or paper copies, in line with copyright limits, before content is taught, and showing parents a representative sample of the resources used, so they can continue conversations started in class at home. Parents are able to view all curriculum materials used to teach RSHE on request. Parents must be consulted when this policy is developed or reviewed, and must be shown a representative sample of any resources the school plans to use; while parents are not able to veto curriculum content, it is right that they can see what their children are being taught, especially on sensitive topics.

11. Safeguarding

Saint Jérôme Church of England Bilingual School will ensure that children's safety lies at the heart of this policy. RSHE plays an important part in fulfilling the statutory safeguarding duties all schools must meet, including the legal duty to promote pupil wellbeing under section 38 of the Education and Inspections Act 2006. The school follows all guidance set out in Keeping Children Safe in Education and Working Together to Safeguard Children.

Children cannot learn effectively if they are concerned or frightened about being abused or being the victim of violence at home. They have a right to expect the school to provide a safe and secure environment. Staff will take notice of any fears or worries 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 the disclosure of a child protection issue. If a member of staff, teaching or non-teaching, suspects a child is a victim of abuse, or has reason to believe a child is at risk of abuse, they will follow the procedures set out in our Child Protection and Safeguarding Policy. Any signs of abuse, concerns or suspicions will be reported to the Designated Safeguarding Lead.

12. Monitoring and Evaluation

This policy is monitored by the Senior Leadership Team, the Lead Teacher for RSHE (the PSHE and RSE Co-ordinator), and the Governing Body, including the Lead Governor for RSHE, through planning, lesson visits, learning walks and regular discussions with class teachers. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

13. Equal Opportunities

The Governing Body will comply with current legislation regarding equal opportunities. The Equality Act 2010 covers the way the curriculum is delivered; schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination, and that teaching is accessible to all children and young people. Inclusive RSHE fosters good relations between pupils, tackles all types of prejudice, including homophobia, biphobia and transphobia, in line with Church of England guidance on challenging such bullying, and promotes understanding and respect.

All pupils will be given equal opportunities to access the RSHE curriculum regardless of race, gender, religion, ethnicity, sexual orientation, culture or ability.

14. 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, additional adult support, in line with the SEND Code of Practice: 0 to 25 Years and our SEND and Inclusion Policy. We consider how pupils with SEND will be prepared for adulthood, and how delivery and content can be made accessible to all pupils.

15. 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 this 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 any discrete Sex Education lessons are taught, should the school's position in section 7 change, and will have the opportunity to view resources to be used.