Relationship, Sex & Health Education Policy

RSHE

Approved by:	Governing Body	**Date:**	May 2026
Last reviewed on:	May 2026		
Next review due by:	May 2028		

POLICY FOR RELATIONSHIPS, SEX AND HEALTH EDUCATION

Implementation and Review of Policy

Implementation of this policy took place after initial consultation with the Governors in Term 6 2021.

This policy will be reviewed every year by the Head teacher, RSHE Co-ordinator, the Governing Body and Staff. The next review date is May 2028.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office and on the school website. Details of the content of the RSHE curriculum will also be published on the school's website and emailed to parents three times a year (before terms 2, 4 & 6 when lessons will be taught in classes).

Defining Relationship and Sex Education

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way"[1]. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."[2] This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSHE should "give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)."[3]

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1 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science. (There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections. This does not apply to academies).

However, the reasons for our inclusion of RSHE go further.

Rationale

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'

(Jn.10.10**)**

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSHE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSHE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

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2 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

3 Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 25

Values and Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Aim of RSHE and the Mission Statement

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commitourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"[4] which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures
- responsibility for their own actions and a recognition of the impact of these on others
- celebrating the gift of life-long, self-giving love
- recognising the importance of marriage and family life.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity
- managing conflict positively, recognising the value of difference
- cultivating humility, mercy and compassion, learning to forgive and be forgiven
- developing self-esteem and confidence, demonstrating self-respect and empathy for others
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love
- the Church's teaching on marriage and the importance of marriage and family life
- the centrality and importance of virtue in guiding human living and loving
- the physical and psychological changes that accompany puberty
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation.

Outcomes

Inclusion and Differentiated Learning

We will ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances, and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (Also see school's inclusion policy). All children must be able to access lesson content.

The Right of Withdrawal

The following statutory guidance for Relationships Education and Health Education came into effect in all primary schools from September 2020, including academies, free schools and independent schools.

- Parents are not able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).
- Parents are able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education is not statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age-appropriate sex education)
- Any parental request for withdrawal will require discussion with the Headteacher and/or RSHE co-ordinator to discuss the benefits of this important education and any detrimental effects that withdrawal may have on the child.
- Where pupils are withdrawn from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils.

Broad Content of RSHE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships, sex and health curriculum.

Programme/Resources

In 2020 we adopted the RSHE programme – Ten:Ten 'Life to the Full'

'Life to the Full' is based on 'A Model Catholic RSE Curriculum' by the Catholic Education Service, which was highlighted as a work of good practice by the Department of Education. It is an entire platform of creative resources designed to engage, inform and inspire children, parents and staff. It includes interactive video content, story-based activities and original worship music, all whilst employing a wide range of teaching tools and an accompanying programme of classroom prayers.

Parent Portal – This is a useful tool to allow parents to engage with the teaching that is taking place in each classroom and deepen the experience for their children. Parents are reminded of the passcodes to access this tool, on the Ten:Ten website, before the teaching of RSHE takes place across the school in terms 2,4&6 (This information is also available from the school office).

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

Evidence

Evidence of class lessons can be seen in the class 'RSHE/PSHE/SMSC Big Books' and may also be evidenced (where appropriate) on Seesaw. Assessment sheets and a selection of worksheets from class lessons will be retained by the class teacher and RSHE co-ordinator.

Assessment

Each Unit will begin with a baseline assessment activity for the children to complete. At the end of the unit, the children will revisit the assessment and add to it in a different colour, to show any additional learning that may have taken place during the unit.

Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered, in order that they can be prepared to talk and answer questions about their children's learning.

Parents will continue to be informed each academic year, of the content and timing of the RSHE programme for their child's class. A reminder to parents will be emailed prior to lessons taking place in Terms 2, 4 & 6. They will be guided to the parent portal for more information and extra-curricular support for these topics for extra home learning (if they wish).

Parents will be consulted at every stage of the development of the RSHE programme, as well as during the process of monitoring, review and evaluation. They are welcome to view the resources used by the school in the RSHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have ***the right to withdraw*** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher. Parents are invited to speak to the class teacher and RSHE co-ordinator before teaching takes place, to address any questions or concerns about the programme. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as 'the right to withdraw').

Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for Teaching the Programme

Responsibility for the specific relationships, sex and health education programme lays with the RSHE co-ordinator and Headteacher. However, all school staff will be involved in developing the attitudes and values aspect of the RSHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills throughout all aspects of the school day.

External Visitors

If appropriate, our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools [5].

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Other Roles and Responsibilities Regarding RSHE

Governors

- draw up the RSHE policy, in consultation with parents and teachers
- ensure that the policy is available to parents
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs
- ensure that parents know of their right to withdraw their children
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Headteacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

[5] CES Checklist for External Speakers to Schools, 2016

PSHE/RSHE Co-Ordinator

The co-ordinator, with the Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSHE and the provision of in-service training. *(They may be supported by the member of staff with responsibility for child protection).*

All Staff

RSHE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE and training modules are also freely available on the 'Ten:Ten Life to the Full' site. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Relationship to Other Policies and Curriculum Subjects

This RSHE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, PSHE, Bullying policy, Safeguarding Policy etc)

Pupils with particular difficulties, whether of a physical or intellectual nature, will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSHE in PSHE lessons will link to/complement learning in those areas identified in the RSHE audit, school data and local data trends, feedback from parent questionnaire, children's questionnaires and teacher feedback.

Children's Questions

The governors want to promote a healthy, positive atmosphere in which RSHE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive Issues

There will always be sensitive or controversial issues in the field of RSHE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church. We believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Each class will also have a question box which can be used to help in the process of dealing with more sensitive issues which may arise outside of the lesson content - some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time. Such issues will be dealt with sensitively by class teachers and RSHE co-ordinator, Headteacher and parents if deemed necessary.

Supporting Children and Young People Who Are At Risk

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers and FLO will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, Headteacher, but that the pupils would always be informed first that such action was going to be taken

Monitoring and Evaluation

The RSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated annually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation will be reported to interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.