



Mission Statement

Christ taught us to love one another.

As a school we follow his example, appreciating everyone as a unique gift from God.

We encourage each individual in the BEC Federation to achieve their true potential, giving them a firm foundation through love, learning and worship, to guide them on their journey through life.

Jesus said, "Love one another as I have loved you." (John 13: 34)

Relationship, Health and Sex Education Policy

Policy Type	Policy Number	Prepared by (job title) and date
Statutory	S20	Executive Headteacher Autumn 2025
Approval Date	Review Frequency	Review Due Date
02.12.25	Annual	Autumn 2026
Signed on behalf of the Full Governing Body	<i>G.M.Kendrick</i> (Chair of Governors)	02.12.25



Our Lady Help of Christians Catholic Academy Trust

Providing an inspirational, outstanding Catholic education for
all the children and young people in our schools.

FEDERATION MISSION STATEMENT

Christ taught us to love one another.

As a school we follow his example, appreciating everyone as a unique gift from God.

We encourage each individual in the BEC Federation to achieve their true potential, giving them a firm foundation through love, learning and worship, to guide them on their journey through life.

Jesus said, "Love one another as I have loved you." (John 13: 34)

Taking these words of Christ to our heart, the Blessed Edward Campion Federation strives to offer all those involved in the community of our schools the best opportunities to realise their full potential. As a Catholic Federation, we offer an environment where every child is welcomed and valued. We seek to form the whole person intellectually, physically, spiritually and emotionally to encourage all in our schools to use their God given talents in order that they may live full, interesting and purposeful lives.

In our schools we will:

Intellectual formation

- provide an exciting and relevant curriculum which motivates the children to learn, working both collaboratively and independently
- promote high standards of achievement through careful planning and assessment of children's progress, which maximises each child's individual potential
- deliver a well-rounded education which inspires and makes children aware of their own abilities encouraging them to be evaluative, to take appropriate risks, and to work with concentration and perseverance.
- provide attractive, safe and stimulating learning environments

Physical Formation

- promote respect for their own bodies in terms of self-care, safety, healthy eating and personal hygiene and sexual development in age-appropriate ways
- encourage everyone to use their talents in play, physical education and arts, trying new experiences, in extra-curricular activities such as sports clubs, choir and learning to play a musical instrument
- teach care for the environment both in and outside school

Spiritual Formation

- engender a genuine love and understanding of Jesus Christ by fostering a true understanding of the Catholic Faith in order to help those in our communities to know God and themselves more clearly
- enable all to see that every aspect of our schools' life is rooted in the Gospel values of peace, truth, holiness, justice, love, faithfulness, integrity and forgiveness.
- create times of prayer and opportunities to join the wider parish communities in liturgies and the celebration of the Sacraments.
- encourage an awareness of and respect for all traditions and different beliefs in our world

Emotional Formation

- encourage everybody to accept personal responsibility for their own behaviour and to be caring and sensitive towards the needs of others and the environment
- foster a spirit of charity, respectfulness and generosity towards others, by empathising with those in need (e.g. CAFOD)
- develop good and long-lasting relationships which are based on mutual understanding of and respect for one another
- provide support for those who face emotional challenges, difficulties or needs within the school communities and identify specialist professionals from our education partners

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about Relationships, Health and Sex Education (RHSE). We set out our rationale for and approach to Relationships Health, and Sex Education in the school.

Consultation that has taken place:

- Pupil focus group
- Staff questionnaire
- Parent information letter
- Review of the RHSE curriculum content with staff - Consultation with school governors

2. IMPLEMENTATION AND REVIEW OF POLICY

Implementation of the policy will take place after consultation with the Governors in the Autumn term 2021. This policy will be reviewed Annually by the Head Teacher, RHSE Co-ordinator, the Governing Body and Staff. The next review date is Autumn 2024.

3. DISSEMINATION`

The 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 website and a paper copy is available if requested at a charge for the photocopying. Details of the content of the RHSE curriculum will also be published on the school's website.

4. DEFINING RELATIONSHIP AND SEX EDUCATION

The DfE guidance defines RHSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health"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. The DfE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding".

¹Sex and Relationship Education Guidance, DfE, 2000

5. STATUTORY CURRICULUM REQUIREMENTS

The Department for Education states that 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education

and Relationships and Sex Education (RHSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.’ *However, the reasons for our inclusion of RHSE go further.*

6. 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 RHSE 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. RHSE, 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) RHSE 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 RHSE 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, and support will be provided to help pupils deal with different sets of values.

7. 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.

8. AIM OF RHSE 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 RHSE 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 commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"³ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person. ³Gravissimum Educationis

Objectives

a) 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;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

b) 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;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

c) 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;

9. INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RHSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture 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. (In looking at these questions, it is important to draw links to the school's inclusion policy).

10. 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, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

11. BROAD CONTENT OF RHSE

Three aspects of RHSE - 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 Health and Sex Curriculum. RHSE is taught on a whole school level through gospel assemblies, whole-school prayer, Picture News assemblies, focus days and charity fundraising. RHSE is covered in many cross curricular subjects, including Religious Education, Science, Physical Education and Computing.

Our RHSE programme will cover:

Module 1: Created by God

- *Religious Understanding*
- *Me, my body, my health*
- *Emotional well-being*
- *Life cycles*

Module 2: Created to Love Others

- *Religious Understanding*
- *Personal Relationships*
- *Keeping Safe*

Module 3: Created to Live in Community

- *Religious understanding*
- *Living in the Wider World*

12. PROGRAMME / RESOURCES

RHSE will be taught through the Ten:Ten scheme of work, 'Life to the Full'. This scheme will be taught to pupils throughout the year and each year group will focus on 10 to 14 sessions. Appendices to this policy provide further information about the programme and resources for suggested use. (Appendix 2)

a) The Scheme of Work: Ten:Ten – Life to the Full

RHSE will be taught using the Ten:Ten scheme of work, 'Life to the Full'. It is made up of three Modules as outlined below. See Module Overview below from Ten:Ten.

Module 1: Created by God

Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

- *Key Stage One* – This unit explores how we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying healthy, understanding feelings and emotions including strong feelings such as anger, and the cycle of life from birth to old age.
- *Lower Key Stage Two* – Children understand differences, respecting our bodies, puberty and changing bodies (recommended for Year 4+), strategies to support emotional wellbeing including practising thankfulness, and the development of pupils understanding of life before birth.
- *Upper Key Stage Two* – To understand the appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys' bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional well-being (including teaching on pornography), a more nuanced and scientific understanding of the life in the womb and how babies are made, and menstruation.

Module 2: Created to Love Others

Created and Loved by Others explores the individual's relationship with others. Building on the understanding that we have been created out of the love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

- *Key Stage One* – In the unit 'Personal Relationships', children are taught to identify the special people in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. In the Unit 'Keeping Safe', we explore the risks of being online by incorporating 'Smartie the Penguin', a resource from Childnet, the differences between good and bad secrets, and the teaching of physical boundaries (incorporating the PANTS resource from the NSPCC).

- *Lower Key Stage Two* – The sessions here help children to develop a more complex appreciation of different family structures and there are activities and strategies to help them develop healthy relationships with family and friends; here, they are also taught simplified Cognitive Behaviour Therapy techniques for managing thoughts, feelings and actions. In the 'Keeping Safe' unit, we have incorporated some excellent NSPCC resources, as well as teaching on bullying and abuse through a series of animated stories.
- *Upper Key Stage Two* – These sessions for UKS2 in 'Personal Relationships' module aim to equip children with strategies for more complex experiences of relationships and conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and further teaching on how our thoughts and feelings have an impact on how we act. In the 'Keeping Safe' unit, the programme explores the risks of sharing and chatting online at a level more appropriate to Years 5 and 6, and a more complex understanding of different forms of abuse.

Module 3: Created to Live in Community

Finally, Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community by service, through dialogue and through working for the Common Good. In the first Unit, Religious Understanding, the story sessions help children to develop a concept of the Trinity. In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and though exploring the work of charities which work for the Common Good.

- *Key Stage One* – The 'Religious Understanding' unit uses stories to show children that God made us to be in loving relationships with one another. Living in the Wider World helps children to learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.
- *Lower Key Stage Two* – In the 'Religious Understanding' unit, children will learn that as they are made in God's image, they too are created to live in community. Children will learn some of the principles of Catholic Social Teaching from *Together for the Common Good*, which will help them to live in communities in the way God intends. Teaching includes the common good, the human person, social relationships and stewardship.
- *Upper Key Stage Two* – The unit 'Religious Understanding' explores an allegorical story of three-part community love, the Trinity, with the endpoint of discussing the Trinity as it might be discussed in a church setting. Children will learn that the Trinity demonstrates the perfect loving community, and we are called to emulate this self-giving and self-sacrificing love in our communities. 'Living in the Wider World' teaches children some of the principles of Catholic Social Teaching from *Together for the Common Good*, which will help them to fulfil their purpose of making a difference in the world around them.

b) How is RHSE taught?

RHSE will be taught using the Ten:Ten scheme of work 'Life to the Full'. Teachers will follow the suggested activities and may adapt these to suit the needs of their class to include differentiation.

- **Kester's Adventures**

Kester's Adventures follows the story of Kester who is in search of his Maker. When he finds his maker, Abraham, Kester develops a deep and personal relationship with him over many years. As the children grow through the learning stages, Kester's story grows in complexity as he tries to understand his place in the world when faced with more challenging life decisions. Ultimately, he is always reminded that he was created by Abraham, along with his parents, and was loved and cared for even before he was born.

- **The Paradise Street**

Paradise Street is an original drama series for Upper Key Stage Two which follows the story of 4 friends Finn, Leyla, Marcus and Siobhan – who have different personal and social experiences related to growing up and puberty. Each episode lasts around 10 minutes and is followed by a time of teacher-led discussions with the pupils. Each session also includes an episode of 'Delving Deeper into Paradise Street' in which two fun presenters explore the issues in the drama and provide some teaching for pupils (which also acts as guidance and support for teachers). Each session may conclude with a time of personal writing in a module workbook which will help the pupils to digest and personalise the teaching.

- **Gospel Stories**

At the start of each learning stage, we begin with a series of story sessions based on a key Gospel story which provides the religious foundation for the teaching that will follow. For example, through an imaginative retelling of the Prodigal Son, children deepen their understanding of the concept of sin and the importance of forgiveness in relationships.

- **Prayer**

Each unit has its own unique classroom prayer. Sometimes, these are simple prayers to be prayed collectively, at other times they might be more traditional prayers or adopt a variety of prayer styles.

- **Music**

There are 9 songs with 'Life to the Full'. They are pitched age-appropriately and either relate directly to the sessions for the module, or provide a Spirit-filled focus, which is particularly helpful when teaching some of the more sensitive topics.

Other teaching strategies will include:

- class discussions
- project learning
- reflection
- experiential
- active lessons
- brainstorming
- film and video
- group work

- role-play
- values clarification

(See also 'Sex and Relationship Guidance'. DCSF 2000 for more detail)

c) How will RHSE be recorded?

It has been agreed that RHSE will be recorded in 'floorbooks'. **Floorbooks** are blank **books** where we can record children's voices and their ideas to use it to display a sample of the children's work. Group writing in a floorbook allows shared thinking as children recall each other's ideas and record them through writing, diagrams and photographs. Some units may use a booklet to record their learning as suggested by the 'Life to the Full' scheme of work. Each child will complete a 'before' and 'after' assessment for each unit which will be filed appropriately.

d) How is RHSE assessed?

Each unit of work has an assessment activity associated with it. Not only is it important to assess the outcomes that are being achieved, but it will also provide evidence of this. As Relationships Education becomes statutory, thorough evidence of assessment will become even more important. Each unit has a simple assessment activity which take into account the learning objective of the sessions within the unit and provide before and after evidence that learning has taken place.

13. 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 RHSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

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

Parents have the right to withdraw their children from RHSE 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 Executive Head Teacher. 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.

14. 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 RHSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects

of the law pertaining to RHSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

15. RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific Relationships Health and Sex Education programme lies with:

Mr G Hawes – Executive Headteacher

Mrs M Price – Head of School (St Patrick's) and Mr Paul Higgins – Head of School (SCCPS and N)

Teaching staff when covering curriculum subjects; this will normally include science, religious education, physical education, RHSE and PSHE. However, all staff will be involved in developing the attitudes and values aspect of the RHSE 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.

16. EXTERNAL VISITORS

Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of RHSE. 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 'Protocol for Visitors to Catholic Schools'⁴. ⁴ Protocol for Visitors to Catholic Schools, CES, Feb. 2011

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.

17. OTHER ROLES AND RESPONSIBILITIES REGARDING RHSE

a) Governors

- Review the RHSE 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., SEND, 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 RHSE within PSHE.

b) Executive Head Teacher

The Executive 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.

c) PSHE/RHSE Co-ordinator

The co-ordinator with the Head Teacher 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 RHSE and the provision of in-service training. *(They may be supported the member of staff with responsibility for child protection).*

d) All Staff

RHSE 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 RHSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RHSE. 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.

18. RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RHSE 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, Bullying policy, Safeguarding Policy).

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 RHSE in PSHE classes will link to/complement learning in those areas identified in the RHSE audit.

19. CHILDREN'S QUESTIONS

The school wants to promote a healthy, positive atmosphere in which RHSE can take place. We 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.

20. CONTROVERSIAL OR SENSITIVE ISSUES

There will always be sensitive or controversial issues in the field of RHSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RHSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

21. SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RHSE takes place. Effective RHSE 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.

22. 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 RHSE 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 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 circumstance they would have to inform others, e.g., parents, Head Teacher, but that the pupils would always be informed first that such action was going to be taken

23. MONITORING AND EVALUATION

The RHSE 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 biannually 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 should be reported to these groups of 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.

Appendix 1: From DFE Statutory Guidance

published 2019, updated July 2025

By the end of primary school:

Relationships Education: Primary

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 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.
- 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.

** Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.*

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.

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. Physical Health and Mental Wellbeing

Physical health and wellbeing:

By the end of Primary school:

Pupils should know

Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- 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.
- 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 made available, especially if accessed early enough.

Internet safety and harms

Pupils should know

- that for most people the internet is an integral part of life and has many benefits.
- 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.
- 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.
- why social media, some computer games and online gaming, for example, are age restricted.
- 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.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle.
- 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.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.
- **Healthy eating**

Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- 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).

Drugs, alcohol and tobacco

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 2: Scheme of work overview for year group 1-6

Pathway #2: 2-year cycle over 3 terms

Life to the Full Primary



EYFS

Preschool

Term	Module and Unit	Session Title	Session Length
Autumn II	EYFS, Module 1, Unit 1	Story Sessions: Handmade With Love	5 x 15-minute sessions over 5 days
Spring I	EYFS, Module 2, Unit 1	Session 1: Role Model	2 x 15-minute sessions
Spring II	EYFS, Module 2, Unit 2	Session 1: Who's Who?	20 minutes
		Session 2: You've Got A Friend in Me	20 minutes
		Session 3: Forever Friends	20 minutes
Summer I	EYFS, Module 2, Unit 3	Session 1: What is the Internet?	20 minutes
		Session 2: Playing Online	20 minutes
	EYFS, Module 2, Unit 4	Session 1: Safe Inside and Out	20 minutes
		Session 2: My Body, My Rules	20 minutes
		Session 3: Feeling Poorly	20 minutes
		Session 4: People Who Help Us	20 minutes
Summer I or II	EYFS, Module 3, Unit 1	Session 1: God is Love	20 minutes
		Session 2: Loving God, Loving Others	20 minutes
	EYFS, Module 3, Unit 2	Session 1: Me, You, Us	20 minutes

Pathway #2: 2-year cycle over 3 terms

Life to the Full Primary



Reception

Term	Module and Unit	Session Title	Session Length
Autumn II	EYFS, Module 1, Unit 1	Story Sessions: Handmade With Love	5 x 15-minute sessions over 5 days
Spring I	EYFS, Module 1, Unit 2	Session 1: I Am Me	20 minutes
		Session 2: Heads, Shoulders, Knees and Toes	20 minutes
		Session 3: Ready Teddy?	20 minutes
Spring II	EYFS, Module 1, Unit 3	Session 1: I Like, You Like, We All Like!	20 minutes
		Session 2: All The Feelings!	20 minutes
		Session 3: Let's Get Real	20 minutes
Summer I	EYFS, Module 1, Unit 4	Session 1: Growing Up	20 minutes
Summer I or II	EYFS, Module 3, Unit 1	Session 1: God is Love	20 minutes
		Session 2: Loving God, Loving Others	20 minutes
	EYFS, Module 3, Unit 2	Session 1: Me, You, Us	20 minutes

Pathway #2: 2-year cycle over 3 terms

Life to the Full Primary

KS1

Year 1

Term	Module and Unit	Session Title	Session Length
Autumn II	KS1, Module 1, Unit 1	Story Sessions: Let the Children Come	5 x 10-minute sessions over 5 days
	KS1, Module 2, Unit 1	Session 1: God Loves You	40 minutes
Spring I	KS1, Module 2, Unit 2	Session 1: Special People	30 minutes
		Session 2: Treat Others Well...	35 minutes
		Session 3: ...and Say Sorry	30 minutes
Spring II	KS1, Module 2, Unit 4	Session 1: Good and Bad Secrets	35 minutes
		Session 2: Physical Contact	45 minutes (or 2 x 25 minutes)
		Session 3: Harmful Substances	30 minutes
		Session 4: Can You Help Me? (Part 1)	35 minutes
		Session 5: Can You Help Me? (Part 2)	35 minutes
Summer I or II	KS1, Module 3, Unit 1	Session 1: Three In One	25 minutes
		Session 2: Who is My Neighbour?	30 minutes
	KS1, Module 3, Unit 2	Session 1: The Communities We Live In	35 minutes

Pathway #2: 2-year cycle over 3 terms

Life to the Full Primary

Year 2

Term	Module and Unit	Session Title	Session Length
Autumn II	KS1, Module 1, Unit 1	Story Sessions: Let the Children Come	5 x 10-minute sessions over 5 days
Spring I	KS1, Module 1, Unit 2	Session 1: I Am Unique	30 minutes
		Session 2: Girls and Boys	30-40 minutes
		Session 3&4: Clean and Healthy (My Body)	40 minutes (2 sessions)
Spring II	KS1 Module 1, Unit 3	Session 1: Feelings, Likes and Dislikes	40 minutes
		Session 2: Feeling Inside Out	30 minutes
		Session 3: Super Susie Gets Angry	40 minutes
Summer I	KS1 Module 1 Unit 4	Session 1: The Cycle of Life	30 minutes
		Session 2: Beginnings and Endings	40 minutes
	KS1, Module 2, Unit 3	Session 1: Real Life Online	30 minutes
		Session 2: Rules To Help Us	30 minutes
Summer I or II	KS1, Module 3, Unit 1	Session 1: Three In One	25 minutes
		Session 2: Who is My Neighbour?	30 minutes
	KS1, Module 3, Unit 2	Session 1: The Communities We Live In	35 minutes

Pathway #2: 2-year cycle over 3 terms

Life to the Full Primary

LKS2

Year 3

Term	Module and Unit	Session Title	Session Length
Autumn II	LKS2 Module 1, Unit 1	Story Sessions: Get Up!	5 x 15-minute sessions over 5 days
		Session 2: The Sacraments	45 minutes
	LKS2 Module 2, Unit 1	Story Sessions: Jesus, My Friend	5 x 15-minute sessions over 5 days
Spring I	LKS2 Module 2, Unit 2	Session 1: Family, Friends and Others...	45 minutes
		Session 2: When Things Feel Bad	45 minutes
	LKS2 Module 2, Unit 3	Session 1: Sharing Online	45 minutes
		Session 2: Chatting Online	45 minutes
Spring II	LKS2 Module 2, Unit 4	Session 1: Safe In My Body	45 minutes
		Session 2: Drugs, Alcohol and Tobacco	45 minutes
		Session 3: First Aid Heroes	45 minutes
Summer I or II	LKS2 Module 3, Unit 1	Session 1: A Community of Love	30 minutes
		Session 2: What is the Church?	45 minutes
	LKS2 Module 3, Unit 2	Session 1: How Do I Love Others?	50 minutes

Pathway #2: 2-year cycle over 3 terms

Life to the Full Primary

Year 4

Term	Module and Unit	Session Title	Session Length
Autumn I	LKS2 Module 1, Unit 1	Story Sessions: Get Up!	5 x 15-minute sessions over 5 days
Spring I	LKS2 Module 1, Unit 2	Session 1: We Don't Have to be the Same	45 minutes
		Session 2: Respecting our Bodies	45 minutes
		Session 3: What is Puberty?	45 minutes
		Session 4: Changing Bodies	45 minutes
		Session 5: Male/Female Discussion Groups (optional)	45 minutes
Spring II	LKS2 Module 1, Unit 3	Session 1: What Am I Feeling?	45 minutes
		Session 2: What Am I Looking At?	45 minutes
		Session 3: I Am Thankful	45 minutes
Summer I	LKS2 Module 1, Unit 4	Session 1: Life Cycles	45 minutes
		Session 2: A Time For Everything	45 minutes
Summer I or II	LKS2 Module 3, Unit 1	Session 1: A Community of Love	30 minutes
		Session 2: What is the Church?	45 minutes
	LKS2 Module 3, Unit 2	Session 1: How Do I Love Others?	50 minutes

Pathway #2: 2-year cycle over 3 terms

Life to the Full Primary

UKS2

Year 5

Term	Module and Unit	Session Title	Session Length
Autumn I	UKS2 Module 1, Unit 1	Story Sessions: Calming the Storm	5 x 15-minute sessions over 5 days
	UKS2 Module 2, Unit 1	Session 1: God Is Calling You	45-60 minutes
Spring I	UKS2 Module 2, Unit 2	Session 1: Under Pressure	45-60 minutes
		Session 2: Do You Want A Piece of Cake?	45-60 minutes
		Session 3: Self-Talk	45-60 minutes
	UKS2 Module 2, Unit 3	Session 1: Sharing Isn't Always Caring	45-60 minutes
		Session 2: Cyberbullying	45-60 minutes
Spring II	UKS2 Module 2, Unit 4	Session 1: Types of Abuse	45-60 minutes
		Session 2: Impacted Lifestyles + Classroom Shorts	45-60 minutes
		Session 3: Making Good Choices	45-60 minutes
		Session 4: Giving Assistance	45-60 minutes
Summer I or II	UKS2 Module 3, Unit 1	Session 1: The Holy Trinity	45-60 minutes
		Session 2: Catholic Social Teaching	45-60 minutes
	UKS2 Module 3, Unit 2	Session 1: Reaching Out	45-60 minutes

Pathway #2: 2-year cycle over 3 terms

Life to the Full Primary

Year 6

Term	Module and Unit	Session Title	Session Length
Autumn II	UKS2 Module 1, Unit 1	Story Sessions: Calming the Storm	5 x 15-minute sessions over 5 days
	UKS2 Module 1, Unit 2	Session 1: Gifts and Talents	45-60 minutes
		Session 2: Girls' Bodies	45-60 minutes
		Session 3: Boys' Bodies	45-60 minutes
		Session 4: Spots and Sleep	45-60 minutes
Spring I	UKS2 Module 1, Unit 3	Session 1: Body Image	45-60 minutes
		Session 2: Peculiar Feelings	45-60 minutes
		Session 3: Emotional Changes	45-60 minutes
		Session 4: Seeing Stuff Online	45-60 minutes
Spring II	UKS2 Module 1, Unit 4	Session 1: Making Babies (Part 1)	45-60 minutes
		Session 2: Making Babies (Part 2) May be omitted or may be set as a homework task with parents.	45-60 minutes
		Session 3: Menstruation	45-60 minutes
		Session 4: Hope Beyond Death	60 minutes
Summer I or II	UKS2 Module 2, Unit 2	Session 4: Build Others Up	60 minutes
	UKS2 Module 3, Unit 1	Session 1: The Holy Trinity	45-60 minutes
		Session 2: Catholic Social Teaching	45-60 minutes
	UKS2 Module 3, Unit 2	Session 1: Reaching Out	45-60 minutes

