



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	Headteacher Autumn 2026
Approval Date	Review Frequency	Review Due Date
	Annual	Autumn 2027
Signed on behalf of the Full Governing Body	<i>Gay Kendrick</i>	6.10.26



Our Lady Help of Christians Catholic Academy Trust

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

1. Mission Statement

St Patrick's Catholic Primary School Mission Statement

We work, we love, we learn, we pray – we spread the Gospel message every day.

The Blessed Edward Campion Federation Mission Statement

"Love one another as I have loved you."

(John 13:34)

Christ calls us to love one another, and as a school community we strive to follow His example by recognising and valuing every person as a unique gift from God.

At St Patrick's Catholic Primary School, we encourage every individual to achieve their full potential by providing a strong foundation rooted in love, learning and worship. Through this, we seek to guide and support each child on their journey through life.

Taking Christ's words to heart, the Blessed Edward Campion Federation is committed to providing all members of its school communities with the best possible opportunities to flourish and realise their God-given potential. As a Catholic Federation, we foster an inclusive and nurturing environment where every child is welcomed, respected and valued.

We are committed to the formation of the whole person: intellectually, physically, spiritually and emotionally. Through our curriculum, pastoral care and faith life, we encourage all members of our community to develop and use their God-given talents so that they may lead fulfilling, purposeful and meaningful lives.

In our schools we will promote:

Intellectual Formation

- Provide an engaging, challenging and relevant curriculum that motivates children to learn both independently and collaboratively.
- Promote high standards of achievement through effective teaching, assessment and support that enables every child to reach their potential.
- Deliver a broad and balanced education that inspires curiosity, resilience and a willingness to take appropriate risks in learning.
- Maintain attractive, safe and stimulating learning environments where all children can thrive.

Physical Formation

- Promote respect for the dignity of the human person and the importance of caring for our bodies through healthy lifestyles, personal safety and age-appropriate understanding of physical development.

Blessed Edward Campion Federation

- Encourage participation in sport, the arts and extra-curricular activities, enabling children to discover and develop their talents.
- Foster care and responsibility for the environment, both within school and the wider world.

Spiritual Formation

- Nurture a love and understanding of Jesus Christ through the teaching of the Catholic faith and Gospel values.
- Ensure that all aspects of school life are rooted in the values of peace, truth, justice, holiness, love, faithfulness, integrity and forgiveness.
- Provide opportunities for prayer, liturgy, reflection and participation in the sacramental life of the Church.
- Promote respect for people of all faiths, cultures and beliefs, recognising the dignity of every person.

Emotional Formation

- Encourage personal responsibility, self-awareness and positive behaviour based on care and respect for others.
- Foster compassion, generosity and a commitment to serving those in need, inspired by Catholic Social Teaching and charitable works such as CAFOD.
- Develop positive, respectful and lasting relationships founded on mutual understanding and trust.
- Provide appropriate pastoral support for those facing emotional challenges and work collaboratively with specialist professionals where needed.
-

Rationale for Relationships, Health and Sex Education (RHSE)

At St Patrick's Catholic Primary School, Relationships, Health and Sex Education (RHSE) is rooted in the Church's teaching on the dignity of the human person and the belief that every individual is created and loved by God. RHSE supports the moral, emotional, social, physical and spiritual development of all pupils and is firmly embedded within our mission and Catholic ethos.

Through RHSE, we aim to help children develop healthy and respectful relationships, an understanding of their own dignity and worth, and the knowledge and skills needed to make informed and responsible choices. We work in partnership with parents and carers, recognising them as the primary educators of their children.

In this policy, Governors and staff, in partnership with parents, carers and pupils, set out the school's intentions, rationale and approach to the teaching of Relationships, Health and Sex Education, ensuring that it reflects both statutory requirements and the values of the Catholic faith.

Consultation

In developing this Relationships, Health and Sex Education (RHSE) Policy, the school has worked collaboratively with pupils, staff, parents and governors to ensure that the content reflects the needs of our school community and remains consistent with our Catholic ethos and statutory requirements.

The following consultation activities have taken place:

- Consultation with the School Governing Body.
- Review of the RHSE curriculum and policy content with teaching staff.
- Parent consultation, including the distribution of an information letter outlining the RHSE curriculum.
- Parent questionnaires to gather views and feedback regarding RHSE provision.
- Discussions with pupils through the school's Safeguarding Committee and pupil focus groups.
- Ongoing evaluation of RHSE provision and curriculum content by staff and school leaders.

The views gathered through these consultation processes have informed the development and implementation of this policy and will continue to be considered as part of the school's regular policy review cycle.

2. Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Autumn Term 2026.

This policy will be reviewed every year by the Head teacher, RHSE Co-ordinator, the Governing Body and Staff. The next review date is Autumn 2027.

3. 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. Details of the content of the RHSE curriculum will also be published on the school's web site.

4. Defining relationship and sex education

The DfE guidance states that "children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships". High quality RHSE does this by promoting their "moral, social, mental and physical development" and cultivating "positive characteristic including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness" It is about the 1. 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 skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe." 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 RHSE should "provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds... By supporting confidence and self-esteem, RHSE will enable young people to make their own choices about whether and when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex." 3

1 Relationships Education, Relationships and Sex Education (RHSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.2

2 Relationships Education, Relationships and Sex Education (RHSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.7

3 Relationships Education, Relationships and Sex Education (RHSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.11

5. Statutory Curriculum requirements

We are legally required to teach those aspects of RHSE 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.

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. It will also prepare pupils for life in modern Britain.

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"⁴ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

4 *Gravissimum Educationis* 1

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;
- 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.

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;
- how to keep themselves safe by assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

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;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

9. Inclusion and adaptive teaching and 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 and sex curriculum.

Our RHSE Programme

At St Patrick's Catholic Primary School, we deliver Relationships, Health and Sex Education (RHSE) through the **Life to the Full** programme. This programme is rooted in the teachings of the Catholic Church and supports children in developing healthy relationships, emotional well-being, personal safety and an understanding of their God-given dignity.

The programme is organised into three modules:

Module 1: Created and Loved by God

This module develops children's understanding of their identity and value as individuals uniquely created and loved by God. It covers:

- Religious Understanding
- Me, My Body, My Health
- Emotional Well-being
- Life Cycles

Module 2: Created to Love Others

This module explores the importance of positive relationships and equips children with the knowledge and skills to build healthy, respectful and safe relationships with others. It covers:

- Religious Understanding
- Personal Relationships
- Keeping Safe

Module 3: Created to Live in Community

This module helps children to understand their role within the wider community and their responsibility towards others, inspired by Gospel values and Catholic Social Teaching. It covers:

- Religious Understanding
- Living in the Wider World

Through these modules, pupils are encouraged to recognise their own dignity and the dignity of others, develop healthy relationships, make positive choices and understand their role as responsible members of society, living out our mission to **work, love, learn and pray while spreading the Gospel message every day.**

12. Ten:Ten scheme of work, 'Life to the Full' - PROGRAMME / RESOURCES

Relationships, Health and Sex Education (RHSE) at St Patrick's Catholic Primary School is delivered through the **Ten:Ten Resources programme, *Life to the Full***. This fully resourced programme has been approved by the Catholic Education Service and is rooted in the teachings of the Catholic Church. It supports pupils in developing healthy relationships, understanding their own dignity and worth, and growing spiritually, emotionally, socially and physically.

RHSE is taught throughout the academic year as part of the school's wider curriculum and Catholic life. Each year group will typically complete between **10 and 14 age-appropriate RHSE sessions**, carefully adapted to meet the needs and developmental stages of pupils.

The programme is structured around three core modules, which reflect the Church's vision of the human person and support children in understanding their identity, relationships and role within society.

Module One: Created and Loved by God

Module One: 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.

At the start of each learning stage in Module One, are a series of short Story Sessions to be completed on consecutive days throughout the week.

Story Sessions

Each learning stage focuses on a different Gospel story, which is repeated in various ways over the week, giving rise to times of discussion, imaginative reflection and creative response, for example, in Key Stage One children will hear and reflect on the story of Jesus telling the little children to come to Him and through imaginative reflection will put themselves into the story to experience Jesus' call personally. In Upper Key Stage Two, the story is that of Jesus calming the storm, and is used to reflect on how whatever might come their way through puberty and beyond, Jesus is with them and will help them.

All of these Story Sessions communicate and help children know more deeply the key idea that we were created by God out of love and for love. Building on this religious understanding of the meaning and purpose of our bodies, children are then taken through a variety of age-appropriate sessions which explore body and health issues.

In these sessions, we explore:

Early Years Foundation Stage – our uniqueness in real terms, including celebrating difference and individual gifts, talents and abilities, looking after and using our bodies (including vocabulary around this topic), the necessity of when and how to say sorry in relationships, a basic exploration of Jesus's forgiveness and growing up as God's plan for us.

Key Stage One – that 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 physically 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 – understanding 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 – 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 seeing images online i.e pornography), a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.

There are 11 sessions in Module 1 of Upper Key Stage Two which are structured around our very own TV drama series, Paradise Street.

The Paradise Street Sessions

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 about 10 minutes and is followed by a time of teacher-led discussion with the pupils. Each session also includes an episode of ‘Made for Love’ 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 concludes with a time of personal writing in a Module 1 Workbook which will help the pupils to digest and personalise the teaching.

Module Two: Created to Love Others

Module Two: Created to Love Others explores the individual’s relationship with others. Building on the understanding that we have been created out of 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 both online and in our daily lives.

Gospel Stories

At the start of each learning stage, we begin with a session 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.

This religious understanding is then applied to real-world situations relevant to the age and stage of the children:

Early Years Foundation Stage – In Unit 2 ‘Personal Relationships’, children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. They will learn to resolve conflict and the importance of asking for forgiveness when necessary.

In the Unit 3 'Life Online', Freddy Teddy learns to use a new device, serving as an introduction for children to the internet and how we use it. This draws on both positives and negatives of internet use, moving into children learning some basic rules to help them stay safe online.

While in Unit 4, 'Keeping Safe', children learn about practical ways to stay safe inside and out, including medicine safety and people who help us in emergencies (a session that can be linked to the 'People Who Help Us' topic in EYFS).

Key Stage One – In Unit 2 '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 3 'Life Online', helps children to understand that just like we can feel joy and feel upset in the different places we go physically, we can feel joy and feel upset in the different places we go to digitally too. We explore the risks of being online and develop an understanding that not everything presented to them online is true.

While in Unit 4, 'Keeping Safe', children learn the difference between good and bad secrets and learn about physical boundaries. They also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid and what makes a 999 emergency and what they should do if in an emergency situation.

Lower Key Stage Two – The Unit 2 'Personal Relationships' 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 CBT techniques for managing thoughts, feelings and actions.

For Unit 3 'Life Online', children learn how to keep safe online and in real life and will learn to think critically about what they encounter online and know how to access help if they come across inappropriate material online.

Then in Unit 4 'Keeping Safe', as well as teaching on bullying and abuse through a series of animated stories. They will understand the importance of recognising and reducing risks associated with roads, railways, water and fire. Children will also learn in greater depth about the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older.

Upper Key Stage Two – The sessions for UKS2 in Unit 2 'Personal Relationships' aims to equip children with strategies for more complex experiences of relationships and conflict. This covers how to respond to spoken and unspoken pressure, the concept of consent and further teaching on how our thoughts and feelings have an impact on how we act. The concept of fairness is introduced, where pupils will consider what bullying, prejudice and discrimination are.

Unit 3, 'Life Online' builds on the NSPCC Share Aware resources used in Lower Key Stage Two, equipping children to make safe and sensible decisions about what online content they should/shouldn't share, cyberbullying and how to report and get help if they encounter inappropriate messages or material.

In Unit 4 'Keeping Safe', considers safety in the real world beginning with the four types of abuse: sexual, physical, emotional and neglect. Children will learn how to spot each type of abuse and who they can go to

for help. The final three sessions in this module explore how drugs, alcohol and tobacco can negatively affect people's lifestyles and the body's natural functioning, discuss how to make good choices even in pressured situations, and teach essential First Aid such as DR ABC and the recovery position.

Drugs, Alcohol, Smoking and Vaping

At each learning stage, two* sessions in Unit 4 share age-appropriate teaching about drugs, alcohol and tobacco and First Aid. Through teaching from the eccentric, animated character Dr Datfa, as well as role play, discussions and activities, children will be equipped with facts and figures to help them make good choices – all underpinned by the religious understanding that we are created to love God and love others, so we should look out and care for one another and the bodies we have been given.

*Three sessions in Upper Key Stage Two

Module Three: Created to Live in Community

Finally, Module Three: 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 through service, through dialogue and through working for the Common Good.

In the first Unit, Religious Understanding, the sessions help children to develop a concept of the Trinity at a level appropriate for their learning stage.

In subsequent Unit 2 sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.

Other 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

How will RHSE be recorded?

To capture and celebrate pupils' learning in Relationships, Health and Sex Education (RHSE), the school will use a combination of **floorbooks**, pupil assessment activities and, where appropriate, individual recording booklets.

Floorbooks provide a collaborative and engaging way of recording children's learning. They allow staff to capture pupils' thoughts, discussions, questions and reflections through written comments, photographs, drawings, diagrams and examples of shared work. This approach promotes discussion and shared thinking, enabling children to build upon one another's ideas and demonstrate their understanding collectively.

In addition to floorbooks, some units may utilise individual workbooks or recording sheets, as recommended within the **Ten:Ten Life to the Full** programme, to support and evidence individual learning.

To assess progress and understanding, pupils will complete a **'before' and 'after' assessment activity** at the beginning and end of each unit of work. These assessments will enable teachers to measure pupils' knowledge, understanding and personal development throughout the programme. Assessment records will be stored securely and maintained in line with the school's assessment and record-keeping procedures.

The recording of RHSE learning will focus on pupils' developing knowledge, understanding, attitudes and values, while recognising the sensitive and personal nature of some aspects of the curriculum.

How is RHSE assessed?

Each RHSE unit within the **Ten:Ten Life to the Full** programme includes an assessment activity designed to measure pupils' knowledge, understanding and learning. Effective assessment is an important element of RHSE, enabling teachers to evaluate the impact of teaching and identify areas where further support or development may be required.

As Relationships Education is a statutory part of the curriculum, it is essential that schools maintain clear evidence of pupils' learning and progression. To support this, each unit includes a simple age-appropriate assessment activity linked to the learning objectives of the lessons within that unit.

Pupils will complete a **'before' assessment** at the start of each unit to establish their prior knowledge and understanding, followed by an **'after' assessment** at the end of the unit to demonstrate the progress that has been made. These assessments provide valuable evidence of learning and help teachers evaluate the effectiveness of the RHSE curriculum.

Assessment records will be retained alongside other RHSE evidence, including floorbooks, pupil work and discussion records, to provide a comprehensive overview of pupils' learning and development throughout the programme. Assessment within RHSE will focus on pupils' understanding, personal reflection and application of learning, recognising the sensitive and developmental nature of the subject.

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 must be consulted before this policy is ratified by the governors. They 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 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. 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's RSE and Health Education guidance, July 2025 p.6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

14. Balanced curriculum

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 (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). 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 – Headteacher

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 will often 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 '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.

5 CES Checklist for External Speakers to Schools, 2016

17. Other roles and responsibilities regarding RHSE

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 the policy meets statutory requirements;
- 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.

Head teacher

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, Academy Trustees (where appropriate) and the Local Education Authority, also appropriate agencies.

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 by the curriculum deputy and the member of staff with responsibility for child protection).*

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 etc)

Pupils with specific challenges, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills within their capacity. 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 governors want to promote a healthy, positive atmosphere in which RHSE 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.

20. Controversial or sensitive issues

There will always be sensitive or controversial issues in the field of RHSE. These may be a 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 Relationships Education, Relationships and Sex Education (RHSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.40 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 circumstances 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:

Link to Relationships Education, Relationships and Sex Education (RHSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers.

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Appendix 2: Scheme of work overview

Pathway #2: 2-year cycle over 3 terms

Life to the Full Primary

Ten:Ten
Resources

EYFS

Preschool

Term	Module and Unit	Session Title	Session Length
Autumn II	EYFS, Module 1, Unit 1	Story Sessions: Handmade With Love	5 x 5-10 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? + Classroom Short	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

Ten:Ten
Resources

Reception

Term	Module and Unit	Session Title	Session Length
Autumn II	EYFS, Module 1, Unit 1	Story Sessions: Handmade With Love	5 x 5-10 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? + Classroom Shorts	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

Blessed Edward Campion Federation

Pathway #2: 2-year cycle over 3 terms

Life to the Full Primary

Ten:Ten
Resources

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 + Classroom Shorts	40 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	40 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

Ten:Ten
Resources

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) + Classroom Shorts	75 minutes (to be split over two 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	40 minutes
		Session 2: Rules To Help Us	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

Blessed Edward Campion Federation

Pathway #2: 2-year cycle over 3 terms

Life to the Full Primary

Ten:Ten
Resources

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	40 minutes
	LKS2 Module 2, Unit 1	Story Sessions: Jesus, My Friend	4 x 15-minute sessions over 4 days
Spring I	LKS2 Module 2, Unit 2	Session 1: Family, Friends and Others...+ Classroom Shorts	45 minutes
		Session 2: When Things Feel Bad	45 minutes
		Session 3: Balancing Needs	45 minutes
	LKS2 Module 2, Unit 3	Session 1: Sharing Online	35 minutes
		Session 2: Chatting Online	35 minutes
Spring II	LKS2 Module 2, Unit 4	Session 1: Safe In My Body	45 minutes
		Session 2: Recognising Risk	45 minutes
		Session 3: Drugs, Alcohol and Tobacco	45 minutes
		Session 4: First Aid Heroes	45 minutes
Summer I or II	LKS2 Module 3, Unit 1	Session 1: A Community of Love	40 minutes
		Session 2: What is the Church?	35 minutes
	LKS2 Module 3, Unit 2	Session 1: How Do I Love Others?	45 minutes

Pathway #2: 2-year cycle over 3 terms

Life to the Full Primary

Ten:Ten
Resources

Year 4

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
Spring I	LKS2 Module 1, Unit 2	Session 1: We Don't Have to be the Same	40 minutes
		Session 2: Respecting our Bodies + Classroom Shorts	40 minutes
		Session 3: What is Puberty?	40 minutes
		Session 4: Changing Bodies	40 minutes
		Session 5: Male/Female Discussion Groups (optional)	45 minutes
Spring II	LKS2 Module 1, Unit 3	Session 1: What Am I Feeling? + Classroom Shorts	40 minutes
		Session 2: What Am I Looking At?	35 minutes
		Session 3: I Am Thankful	40 minutes
Summer I	LKS2 Module 1, Unit 4	Session 1: Life Cycles	40 minutes
		Session 2: A Time For Everything	45 minutes
Summer I or II	LKS2 Module 3, Unit 1	Session 1: A Community of Love	40 minutes
		Session 2: What is the Church?	35 minutes
	LKS2 Module 3, Unit 2	Session 1: How Do I Love Others?	45 minutes

Blessed Edward Campion Federation

Pathway #2: 2-year cycle over 3 terms

Life to the Full Primary

Ten:Ten
Resources

UKS2

Year 5

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 2, Unit 1	Session 1: God Is Calling You	60 minutes
Spring I	UKS2 Module 2, Unit 2	Session 1: Under Pressure + Classroom Short	60 minutes
		Session 2: Do You Want A Piece of Cake?	60 minutes
		Session 3: Self-Talk	60 minutes
	UKS2 Module 2, Unit 3	Session 1: Sharing Isn't Always Caring	60 minutes
		Session 2: Cyberbullying	60 minutes
Spring II	UKS2 Module 2, Unit 4	Session 1: Types of Abuse	60-90 minutes
		Session 2: Impacted Lifestyles	60 minutes
		Session 3: Making Good Choices	60 minutes
		Session 4: Giving Assistance	60 minutes
Summer I or II	UKS2 Module 3, Unit 1	Session 1: The Holy Trinity	60 minutes
		Session 2: Catholic Social Teaching	60 minutes
	UKS2 Module 3, Unit 2	Session 1: Reaching Out	60 minutes

Pathway #2: 2-year cycle over 3 terms

Life to the Full Primary

Ten:Ten
Resources

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	60 minutes
		Session 2: Girls' Bodies	60 minutes
		Session 3: Boys' Bodies	60 minutes
		Session 4: Spots and Sleep + Classroom Shorts	60 minutes
Spring I	UKS2 Module 1, Unit 3	Session 1: Body Image	60 minutes
		Session 2: Peculiar Feelings	60 minutes
		Session 3: Emotional Changes	60 minutes
		Session 4: Seeing Stuff Online	60 minutes
Spring II	UKS2 Module 1, Unit 4	Session 1: Making Babies (Part 1)	60 minutes
		Session 2: Making Babies (Part 2) May be omitted or may be set as a homework task with parents.	60 minutes
		Session 3: Menstruation	60 minutes
		Session 4: Hope Beyond Death	60 minutes
Summer I or II	UKS2 Module 2, Unit 2	Session 4: Confidence vs Control	60 minutes
		Session 5: Build Others Up	60 minutes
	UKS2 Module 3, Unit 1	Session 1: The Holy Trinity	60 minutes
		Session 2: Catholic Social Teaching	60 minutes
	UKS2 Module 3, Unit 2	Session 1: Reaching Out	60 minutes