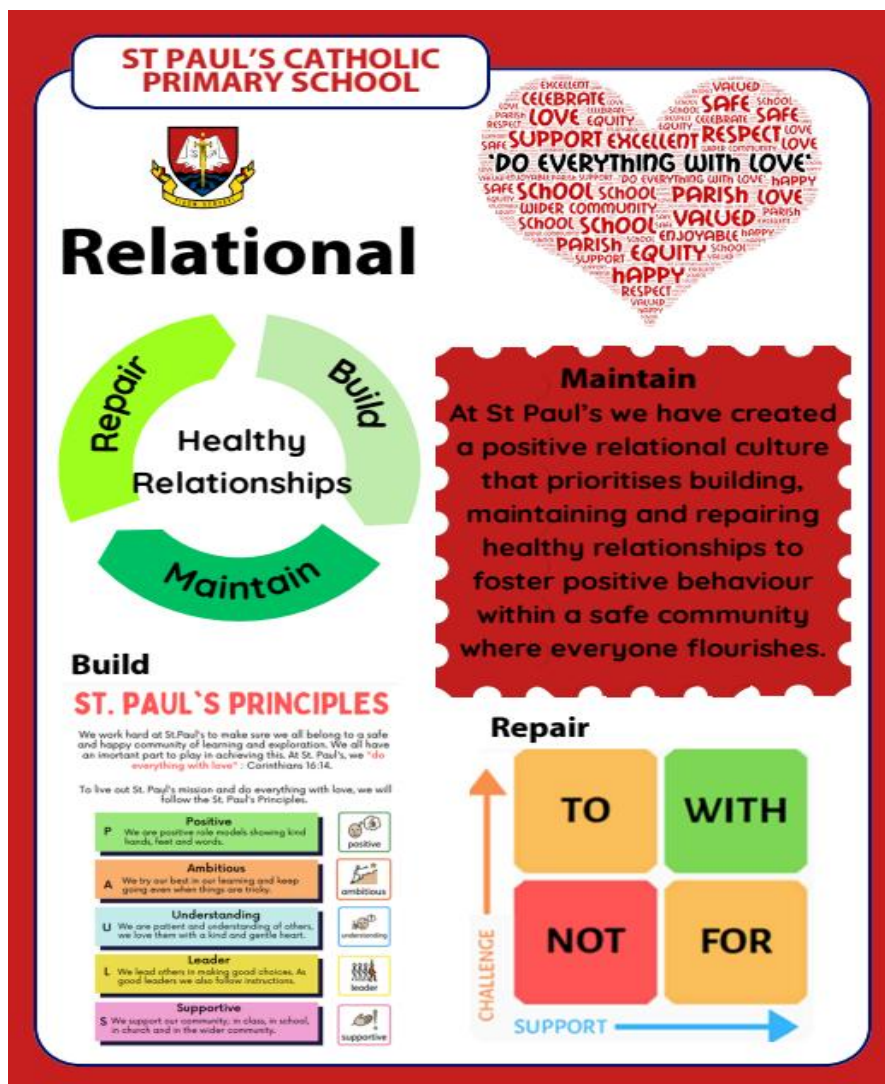


ST PAUL'S CATHOLIC PRIMARY SCHOOL AND NURSERY



RSHE Policy



Policy agreed: September 2026
Review date: September 2027

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships, sex and health education (RSHE). We set out our rationale for, and approach to relationships, sex and health education in the school.

IMPLEMENTATION AND POLICY REVIEW

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a staff working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents, Governors and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSHE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified. It was then sent to the Diocese for further approval. Details of the content of the RSHE curriculum will also be published on the school's website.

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, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

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

'RSE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life.' CES 2015

St Paul's is a Catholic School which has Jesus Christ as the centre of all it does and our teaching reflects the church's teaching on RSHE. RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity. In primary schools, the subject is entitled 'Relationships and Health Education'. There is no compulsory mention of the word 'sex' in the subject for primary schools. This means that 'sex education' is an optional subject

N.B. No sex education should be taught without prior consultation with parents.

STATUTORY CURRICULUM REQUIREMENTS

As a maintained primary school, we must provide relationships education to all pupils under sections 34 and 35 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In July 2025, the Department for Education published new statutory guidance for Relationships, Sex and Health Education (RSHE). These updated requirements have become statutory in September 2026. This new guidance replaces the existing 2019 RSHE guidance.

This is the statutory guidance from the Department of Education issued under section 80A of the Education Act 2002 and section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

RATIONALE

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

(Jn.10.10)

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

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

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

All RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain. (CES A Model Policy for Relationships and Sex Education 2016 Revised 2020).

Relationships, Sex and Health education will be taught throughout the school within the context of personal relationships and marriage as part of the TEN TEN programme 'Life to the Full'. It will be delivered through PSHE, Religious Education and Science lessons. Other activities where discussion and learning may take place will be assemblies and circle time.

VALUES AND VIRTUES

Our RSHE curriculum 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: forgiveness, honesty, kindness, respectfulness, fairness, being caring and selfless.

AIMS

- To engender growth in self respect and self worth, recognising that each of us is created in the image of God
- To enable pupils to understand that love is central to the basis of meaningful relationships
- To encourage pupils to be aware of their attitudes and values and have a sense of responsibility for themselves
- To prepare children for puberty and to develop the skills and self esteem to help children enter adolescence
- To be sensitive to the fact that children come from a variety of family models
- To teach children about the nature of marriage and its importance for family life and for bringing up children
- To ensure that they have the ability to accept their own and other children's sexuality in positive ways and to enjoy relationships based on mutual respect, dignity and responsibility, free from any abuse
- To correct misinformation and misunderstanding that children may have gained
- To help pupils develop their critical faculties and be aware of the values conveyed by the media in relation to self-image and sexuality
- To explore the meaning and value of life and give some appreciation of the values of family life

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum and through our TEN TEN modules.

In teaching RSHE, we must have regard to guidance issued by the Department of Education issued under section 80A of the Education Act 2002 and section 403 of the [Education Act 1996](#).

At St Paul's Catholic Primary School, we teach RSHE as set out in this policy. Below you will find the new curriculum content from the statutory RSHE guidance 2025 that will be covered by the end of primary education.

New Content- Primary RSHE

Families and people who care for me

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, Kind Relationships

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online Safety and Awareness

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

DELIVERY OF RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are also taught within the science curriculum, and other aspects are included in religious education (RE). RSHE is taught to all pupils sensitively and inclusively with the support of the RSHE lead, PSHE coordinator and Senior Leadership team (SLT) to adapt to the needs of all our children.

PSHE is taught for at least one hour a week. Whilst there are statutory requirements for PSHE, our curriculum will be personalised to the needs of our pupils involving all stakeholders; including parents and governors. The subject leader for RSHE and PSHE will meet SLT to evaluate provision to ensure that teaching and learning in PSHE is outstanding. Where necessary, staff will receive coaching and training in PSHE/RSHE.

- Ten Ten 'Life to the full plus' provides our PSHE planning
- PSHE lead to monitor lesson plans, evidence book and high-quality teaching and learning in PSHE.
- Carefully designed schemes of learning in PSHE ensure consistency and progress of all learners.
- High-quality teaching responds to the needs of children. High-quality input from experts and educational resources complement the delivery of specialist learning. Children understand how PSHE is used in the wider world including careers.

PUBERTY AND PERSONAL HYGIENE

Girls and boys will be taught in groups about their changing bodies and emotions, menstruation, puberty and human development in Year 4 (summer term) and Year 6 (summer term).

Disposal facilities will be available to all menstruating females, and all staff will deal with requests for supplies in a helpful manner without embarrassment.

LANGUAGE

Appropriate language that has been agreed by the whole staff will be used to communicate about sexual health. Pet names, swear words and slang can mystify, confuse and offend children.

The following key words may be used as and when appropriate:

KEY STAGE 1

Penis
vagina
testicles
urethra
vulva

KEY STAGE 2

penis
menstruation
reproduction
nipples
puberty
testicles
pubic hair
vagina
uterus
genitalia
genitals
breasts
fallopian tube
womb
placenta
embryo
foetus
umbilical cord

If a child asks a question relating to any of the issues not open to discussion, they will be spoken to individually adhering to the above guidelines and parents will be informed.

N.B. Contraception will not be taught as part of the curriculum but we will be sensitive to individual concerns and they will be recognised and dealt with within the context of Catholic teaching.

INCLUSION

Relationship Sex Health Education is inclusive. As such a wide range of learning and teaching strategies are planned into the programme. We will ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; 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).

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.

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children.

'Parents have the first responsibility for the education of their children' Catechism of the Catholic Church 2023

The Catholic Church further expands on this by saying that God has given each family its own specific and unique mission, and that the role of the school is to complement the educational responsibilities that have been bestowed upon parents.

According to the Congregation for Catholic Education in Rome:

'Catholic tradition teaches that God has bestowed on the family its own specific and unique educational mission... The educational task of the family and that of the school complement one another in many concrete areas.'

So, parents are the first educators of their children. It is their right and responsibility to inform and educate their children in matters relating to human growth and development, particularly sexual development. Therefore, schools should always seek to work in partnership with parents and carers. The teaching offered by schools should complement and not replace their primary role. In doing so, we are fulfilling the mission of the Church and enacting the Home-Parish-School triangle: supporting the Church in its duty to educate on these matters and assisting parents in their duties.

As part of Ten Ten 'Life to the Full', we have access to an Online Parent Portal. This section of the website is available to all parents whose child's school uses Life to the Full. The Online Parent Portal provides a summary of each lesson, links to specific content and suggestions for further engagement at home. Our school is given a unique username and password which they can distribute to parents to provide all-year-round access to the portal.

www.tentenresources.co.uk/parent-portal

Username: st_pauls-po6

Password: peter- friend

Parents/carers will be informed by letter and invited to a workshop when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning. This is notified to teachers via the long-term plan and teachers need to co-ordinate this with their parents.

Parents in England have the right to withdraw their children from lessons that teach 'Sex Education'. They can do so up to three terms before their children reach the age of 16.

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 guidance Page 6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSHE. 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.

ROLES AND RESPONSIBILITIES

Responsibility for the specific relationships and sex education programme lays with the RSHE, PSHE, RE and Science leaders. However, all staff will be involved in developing the attitudes and values aspect of the RSHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with Catholic Education Service guidance.

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.

The Governing Board

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

The Headteacher

The Headteacher 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.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher. All teachers will be responsible for teaching PSHE including RSHE within their classrooms. The RSHE lead teacher is responsible for monitoring RSHE and will communicate back to the Headteacher.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

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

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

TRAINING

Staff are trained on the delivery of RSHE using the Catholic Education Service statutory training and is included in new staff induction training and it is included in our continuing professional development calendar.

From September 1st, the RSHE lead will deliver training to ensure all staff are complicit with the new statutory guidance for Relationships, Sex and Health Education (RSHE).

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

CHILDREN'S QUESTIONS

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSHE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, 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 RSHE programme.

The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. 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.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

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

CONFIDENTIALITY AND ADVICE

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

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

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers 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.

MONITORING AND EVALUATION

The RSHE lead teacher 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.