

Relationships, Sex and Health Education Policy 2025



'Loving God in all we do'

Rationale

'I have come that you might have life and have it to the full'

(Jn.10.10)

We are involved in Relationship, Sex and Education (RSHE) 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 RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

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

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE/RSHE 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 Relationship, Sex and Health Education (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.

Aim

St Anne's Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2020 which meets the ethos of its Catholic identity and mission. RSHE is linked with the PSHE curriculum.

The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today's world.

Our School's mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to Relationship and Sex Education (RSHE) using the Archdiocesan recommended resource 'Journey In Love' 2020 we believe that we can promote the development of the whole child, so that children can grow in virtue, wisdom and stature, understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

We have developed our curriculum in line with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching and the advice from the PSHE Association. The other aspects of the Statutory curriculum intent will be met by the RE Curriculum (Appendix 2), Science (Appendix 3), Computing and PE.

The Purpose

The aims of Relationship, Sex and Health Education (RSHE) at St Anne's Catholic Primary School are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of dignity, self-worth, self-respect, confidence and empathy.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory Requirements

At St Anne's Catholic Primary School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationship and Sex Education, we must have regard to Catholic Education Service guidance issued by the Bishops Conference of England and Wales 2017.

The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The statutory guidance from the Department for Education Equality Act 2010.

Policy Development

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

1. Review – SLT, Chris Knowles (RSHE & PSHE Lead), 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 and any interested parties including the Diocesan adviser/school officers were invited to attend meetings about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their Relationship Sex and Health Education.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

Relationship, Sex and Health Education involves a combination of sharing information, and exploring issues underpinned by our Catholic values.

Relationship Sex and Health Education is about the emotional, social and cultural development of pupils, and involves learning about personal relationships, sexual health, healthy lifestyles, diversity and personal identity.

Curriculum

We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching.

Relationship Sex Education will be covered using the Archdiocesan recommended resource 'Journey in Love' 2020 this includes conception at Year 6. (See right of withdrawal)

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs.

We have adapted the PSHE Association Primary Scheme of Work that has three core themes:

- Health and Well-Being
- Relationships
- Living in the Wider World

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Overview

YN: Wonder at God's love

YR: God loves each of us in our uniqueness

Y1: We meet God's love in our family

Y2: We meet God's love in the community

Y3: How we live in love

Y4: God loves us in our differences

Y5: God loves me in my changing and development

Y6: The wonder of God's love in creating new life

Delivery of Relationship, Sex and Health Education (RSHE)

Relationship and Sex Education (RSHE) is taught both discretely and within the Personal, Social and Health Education (PSHE) curriculum lessons. Some aspects of the RSHE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science, Computing and Physical Education. Our RSHE will ensure that content is relevant to the age, experience and maturity of pupils.

The new statutory guidance for Relationships Education (Appendix 1) focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

These areas of learning are taught within the context of 'family life' and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships.

Equal Opportunities

All pupils have access to the RSHE curriculum. Where pupils have specific educational needs, arrangements for support from support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

Roles and Responsibility

The Governing Body

The governing body will approve the RSHE policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory element of Relationship and Sex Education in Year 6* (see right of withdrawal)

Staff

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher. Staff are responsible for:

- Delivering RSHE in a sensitive way which complies with Church teaching.
- 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 components of RSE.

Pupils

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

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory teaching component of conception in Year 6. We ask that if parents feel that their child may not be quite ready for the content within this part of the Archdiocese programme, they should contact their class teacher, Mr Knowles as the RSHE Subject Leader or Ms Dewhurst the Headteacher to discuss their thoughts on the matter.

Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.

Monitoring arrangements

The delivery of RSHE is monitored by Ms Dewhurst, Mrs Cleary, Miss Whiteside and Mr Knowles by undertaking learning walks, staff and pupil consultations, planning and work scrutinises and questionnaires.

Pupils' development in RSHE is monitored by class teachers as part of our internal informal assessment systems.

This policy will be agreed annually by the governors and reviewed every three years.

Resources

The PSHE Association www.pshe-association.org.uk

Education Equality Act 2010

Early Years Foundation Stage

Journey In Love 2020

Key Stage One

Journey In Love 2020

Key Stage Two

Journey In Love 2020

Appendix 1

Primary Relationships Education Statutory Learning Opportunities

Families and people who care for me

That families are important for children growing up because they can give love, security and stability	All year groups (RE, A Journey in Love, PSHE)
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	Y2 Y1 Y5 Y3 Y6 Rec (RE, A Journey in Love, PSHE)
That others' 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	Y2 Y1 Y3 Y4 Rec Y6 (RE, A Journey in Love, PSHE)
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	All year groups (RE, A Journey in Love, PSHE)
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Year 5 and 6 (RE, A Journey in Love)
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Y2 Y6 (RE, A Journey in Love, PSHE)

Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends	All year groups (RE, A Journey in Love, PSHE)
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Y1 Y2 Y3 Y5 Y6 Rec (PSHE, RE, Journey in Love, Gospel Values, British Values)
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Y1 Y2 Y5 Y6 Rec (RE, A Journey in Love, PSHE, Gospel Values, British Values)
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.	All year groups (RE, A Journey in Love, PSHE, Gospel Values, British Values)
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	Y1 Y2 Y6 Rec (RE, A Journey in Love, PSHE, Gospel Values, British Values)

Respectful relationships

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	All year groups (RE, A Journey in Love, PSHE, Gospel Values, British Values)
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Practical steps they can take in a range of different contexts to improve or support respectful relationships	Y2 Y1 Y6 Rec y4 (RE, A Journey in Love, PSHE, Gospel Values, British Values)
The conventions of courtesy and manners	All year groups (RE, A Journey in Love, PSHE, Gospel Values, British Values)
The importance of self-respect and how this links to their own happiness	All year groups (RE, A Journey in Love, PSHE, Gospel Values, British Values)
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	All year groups (RE, A Journey in Love, PSHE, Gospel Values, British Values)
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	Y1 Y2 Y6 Rec (RE, A Journey in Love, PSHE, Gospel Values, British Values, Computing)
What a stereotype is, and how stereotypes can be unfair, negative or destructive	y4 Y6 (RE, A Journey in Love, PSHE, Gospel Values, British Values)
The importance of permission-seeking and giving in relationships with friends, peers and adults	Y2 Y5 Y6 (RE, A Journey in Love, PSHE, Gospel Values, British Values, Computing)

Online relationships

That people sometimes behave differently online, including by pretending to be someone they are not	Y1 Y2Y3 Y5 Y4 Y6 (PSHE, Computing)
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	Y1 Y2Y3 Y5 Y4 Y6 (PSHE, Computing)
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	All year groups (PSHE, Computing)
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Year 2, 3, 4, 5 and 6 (PSHE, Computing)
How information and data is shared and used online	Year 2, 3, 4, 5 and 6 (PSHE, Computing)

Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Y2 Y3 Y5 Y6 (RE, A Journey in Love, PSHE, Gospel Values, British Values, Computing)
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	Y2 Y6 (RE, A Journey in Love, PSHE, Gospel Values, British Values, Computing)
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	Rec Y3 Y6 (RE, A Journey in Love, PSHE, Gospel Values, British Values, Computing)
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	Y1 Y2 Y3 Y5 Y6 (RE, A Journey in Love, PSHE, Gospel Values, British Values, Computing)

How to recognise and report feelings of being unsafe or feeling bad about any adult	Y2 Y5 Y6 (RE, A Journey in Love, PSHE, Gospel Values, British Values, Computing)
How to ask for advice or help for themselves or others, and to keep trying until they are heard	Y6 Y3 (RE, A Journey in Love, PSHE, Gospel Values, British Values, Computing)
How to report concerns or abuse, and the vocabulary and confidence needed to do so	All year groups (RE, A Journey in Love, PSHE, Gospel Values, British Values, Computing)
Where to get advice from e.g. family, school and/or other sources	All year groups (RE, A Journey in Love, PSHE, Gospel Values, British Values, Computing)

Mental wellbeing

That mental wellbeing is a normal part of daily life, in the same way as physical health	All year groups (RE, PSHE)
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	Y1 Y2 Y3 Rec Y5 Y6 (RE, PSHE)
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	Y1 Y2 Y3 Rec Y5 Y6 (RE, PSHE)
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Y2 Rec Y5 Y6 (RE, PSHE)
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	All year groups (RE, PSHE)
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Y1 Y2 Y3 Y5 Y6 y4 (RE, PSHE, Science)
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Y6 (RE, PSHE)
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Y1 Y2 Y5 Y6 y4 (RE, PSHE, Computing)
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)	Y1 Y2 Y3 Y5 Y6 y4 (RE, PSHE)
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	Y1 Y2 Y3 Y5 Y6 (RE, PSHE)

Internet safety and harms

That for most people the internet is an integral part of life and has many benefits	All year groups (PSHE, Computing)
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	Y5 Y6 y4 Y3 (PSHE, Computing)

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	All year groups (PSHE, Computing)
Why social media, some computer games and online gaming, for example, are age restricted	Y1 Y2 Y5 Y6 y4 Y3 (PSHE, Computing)
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	Y1 Y2 Y5 Y6 y4 Y3 (PSHE, Computing)
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Y6 y4 (PSHE, Computing)
Where and how to report concerns and get support with issues online	Y2 Y5 Y6 y4 Y3 (PSHE, Computing)

Physical health and fitness

The characteristics and mental and physical benefits of an active lifestyle	All year groups (PSHE, PE, Science)
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	Y1 Y2 Y5 Y6 Rec Y3 (PSHE, PE, Science)
The risks associated with an inactive lifestyle (including obesity)	Y5 Y6 y4 (PSHE, PE)
How and when to seek support including which adults to speak to in school if they are worried about their health	Y6 y4 (PSHE, PE)

Healthy eating

What constitutes a healthy diet (including understanding calories and other nutritional content)	All year groups (PSHE, PE, Science)
The principles of planning and preparing a range of healthy meals	Y1 Y2 Y6 Rec Y3 (PSHE) Year 2, 3, 4 and 6 y4 (Science/ DT)
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)	Y1 Y2 Y5 Y6 Y3 (PSHE) Year 2, 3, 4 and 6 (Science / PSHE)

Drugs, alcohol and tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Years 3, 4, 5 and 6 (PSHE)
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Health and prevention

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Y6 (PSHE)
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	EYFS, Year 1, 2, 3, 5 and 6 (PSHE, PE, Science)
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	EYFS, Year 1 and 2, 3, 5 and 6 (PSHE, PE, Science)
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	EYFS, Year 1 and 2, 5, 6, Rec, y4

	(PSHE, PE, Science)
About personal hygiene and germs including bacteria, viruses, how They are spread and treated, and the importance of handwashing	All year groups (PSHE)
The facts and science relating to allergies, immunisation and vaccination	Years 5 and 6 (PSHE)

Basic first aid

How to make a clear and efficient call to emergency services if necessary	Y2 Y6 Y3 (PSHE)
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	Year 1, 2, 3, 4, 5 and 6 (PSHE)

Changing adolescent body

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	Year 3, 4, 5 and 6 (A Journey in Love)
About menstrual wellbeing including the key facts about the menstrual cycle	Year 5 and 6 (Journey in Love)

Appendix 2

RE and Relationship and Sex Education

Introduction

The following is intended as a guide for linking Relationship and Sex Education with RE using RED and (2024) and Come and See Curriculums. To be reviewed September 2025.

Appendix 3

Statutory Science Curriculum

Early Years Foundation Stage

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals, including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

ⁱ Equality Act 2010