

Sacred Heart R.C. Primary School

RSHE Policy **Relationship, Sex and Health Education Policy**



Policy composed by L.Williams (RE Leader)

Spring 2026

Shared with Governors: Summer 2026

Shared with staff: Summer 2026

Shared with parents: Summer 2026

With Christ as our guide, we inspire and thrive

Mission Statement:

‘With Christ as our Guide, we Inspire and Thrive’

Rationale

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’
(John 10:10)

We are involved in Relationship, Sex and Education (RSE) 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. RSE, 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

Sacred Heart 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.

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 (RSE) 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.

The Purpose

The aims of Relationship, Sex and Health Education (RSHE) at Sacred Heart 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 Sacred Heart 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 Appendix A.
- 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 – Lauren Williams, Ian McDermott
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/schools 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, sexuality, 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.

After consultation with parents, Relationship Sex Education will be covered using the Archdiocesan recommended resource 'Journey In Love' 2020 this includes *sexual intercourse 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.

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.

Delivery of Relationship, Sex and Health Education (RSHE)

Relationship and Sex Education (RSE) 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 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 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 and receive regular training.

Equal Opportunities

All pupils have access to the RSHE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and 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 component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the Physical aspect within Journey in Love, the Archdiocesan recommended resource.

Requests for withdrawal should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

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 the subject leader by undertaking learning walks, staff and pupil consultations, planning and work scrutinies 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.

Resource

Lifewise <https://lifewise.co.uk/>

Pol.Ed <https://www.pol-ed.co.uk/>

Journey In Love 2020

Diversity

The Underwear PANTS Rule www.nspcc.org.uk

Early Years Foundation Stage

Lifewise <https://lifewise.co.uk/>

Journey In Love 2020

Diversity

The Underwear PANTS Rule www.nspcc.org.uk

Key Stage One

Lifewise <https://lifewise.co.uk/>

Pol.Ed <https://www.pol-ed.co.uk/>

Journey In Love 2020

Diversity

The Underwear PANTS Rule www.nspcc.org.uk

Key Stage Two

Lifewise <https://lifewise.co.uk/>

Pol.Ed <https://www.pol-ed.co.uk/>

Journey In Love 2020

Diversity

The Underwear PANTS Rule www.nspcc.org.uk

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	Y1, Y3
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	Y1, Y3, Y5, Y6
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	Y1, Y3, Y6
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	Y1, Y3, Y5, Y6
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Y1, Y3, Y6
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Y1, Y2, Y3, Y5

Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends	Y2, Y3, Y6
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Y2, Y3, Y6
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Y1, Y2, Y3, Y5
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	Y2, Y3
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, Y3, Y5

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	Y1, Y2, Y3, Y4, Y5, Y6
Practical steps they can take in a range of different contexts to improve or support respectful relationships	Y2, Y3, Y4, Y5
The conventions of courtesy and manners	Y1, Y2, Y3, Y4, Y5, Y6
The importance of self-respect and how this links to their own happiness	Y1, Y2, Y4, Y5

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	Y1, Y2, Y4, Y5
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, Y3, Y4, Y5, Y6
What a stereotype is, and how stereotypes can be unfair, negative or destructive	Y1, Y5
The importance of permission-seeking and giving in relationships with friends, peers and adults	Y2, Y3, Y4, Y5

Online relationships

That people sometimes behave differently online, including by pretending to be someone they are not	Y1, Y2, Y3, Y4, Y5, Y6
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, Y2, Y3, Y4, Y5, Y6
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	Y1, Y2, Y3, Y4, Y5, Y6
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Y1, Y2, Y3, Y4, Y5, Y6
How information and data is shared and used online	Y1, Y2, Y3, Y4, Y5, Y6

Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Y2, Y3, Y4
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	Y1, Y3, Y4
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	Y1, Y2, Y3, Y4, Y5, Y6
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	Y1, Y2, Y3, Y4
How to recognise and report feelings of being unsafe or feeling bad about any adult	Y1, Y2, Y4, Y5
How to ask for advice or help for themselves or others, and to keep trying until they are heard	Y1, Y2, Y4, Y5
How to report concerns or abuse, and the vocabulary and confidence needed to do so	Y1, Y2, Y4, Y5, Y6
Where to get advice from e.g. family, school and/or other sources	Y1, Y2, Y3, Y5, Y6

Mental wellbeing

That mental wellbeing is a normal part of daily life, in the same way as physical health	Y1, Y2, Y3, Y4, Y5, Y6
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	Y2, Y4
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	Y2, Y4
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Y2, Y4, Y6
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Y2, Y3, Y6
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Y2, Y4, Y6
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Y1, Y3
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Y1, Y2, Y3, Y4, Y5, Y6
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)	Y2, Y4, Y6
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, Y4, Y5, Y6

Internet safety and harms

That for most people the internet is an integral part of life and has many benefits	Y2, Y5, Y6 All Year Groups - Internet/Online Safety
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	All Year Groups - Internet/Online Safety
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	Y2, Y4, Y5, Y6 All Year Groups - Internet/Online Safety
Why social media, some computer games and online gaming, for example, are age restricted	Y4, Y6 All Year Groups - Internet/Online Safety
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	Y2, Y4, Y5, Y6 All Year Groups - Internet/Online Safety

How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Y4, Y5, Y6 All Year Groups - Internet/Online Safety
Where and how to report concerns and get support with issues online	Y3, Y4 All Year Groups - Internet/Online Safety

Physical health and fitness

The characteristics and mental and physical benefits of an active lifestyle	Y1, Y3, Y6
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	Y2, Y3, Y6
The risks associated with an inactive lifestyle (including obesity)	Y2, Y3, Y5, Y6
How and when to seek support including which adults to speak to in school if they are worried about their health	Y1, Y2, Y3, Y4, Y5, Y6

Healthy eating

What constitutes a healthy diet (including understanding calories and other nutritional content)	Y2, Y3, Y5, Y6
The principles of planning and preparing a range of healthy meals	Y2, Y3, Y5, Y6
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)	Y2, Y3, Y5, Y6

Drugs, alcohol and tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Y1, Y4, Y5, Y6
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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
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	Y2, Y4, Y6
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	Y2, Y3, Y6
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	Y1, Y3, Y6
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	Y1, Y3, Y6
The facts and science relating to allergies, immunisation and vaccination	Y1, Y3

Basic first aid

How to make a clear and efficient call to emergency services if necessary	Y1, Y3, Y5
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	Y1, Y3, Y5

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	Y1, Y3, Y4
About menstrual wellbeing including the key facts about the menstrual cycle	Y4, Y5, Y6

Appendix 2

Statutory Science Curriculum

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