The Rosary Catholic Primary School

Aspire, Believe, Achieve: Together in Christ

Relationships, Sex and Health Education (RSHE)

Policy Approved by:	Full Governing Body
Date of Approval:	March 2026
Date of next Review:	March 2027

The Rosary Mission Statement

'Together, God's children,
We realise our dreams,
Inspiring and encouraging one another to reach our true potential,
Transforming our world through our unique gifts.'

Rationale

'I have come that you might have life and have it to the full' (Jn 10:10)

At the heart of Christian life is the Trinity: Father, Son and Spirit in communion, united in a loving relationship and embracing all people and all creation in this love. We teach **Relationships, Sex and Health Education (RSHE)** because of our Christian belief about God's relationship with humanity, that each person is formed in His image and likeness and therefore has infinite value. This value is not earned but is a gift that demands absolute respect and must underpin all the relationships that we form. These relationships must reflect God's beauty and it is from these relationships that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and the guidance provided by the DfE *(Relationships Education, Relationships and Sex Education and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers, July 2025)*, **Relationships and Sex Education** (RSE) is firmly embedded in our school's **PSHE and RSHE** framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of our pupils. At The Rosary Catholic Primary School, we consider an understanding of healthy relationships to be an integral part of the growing process as our children develop and flourish in Christ, and to be reflective of our school motto:

'*Together in Christ, we aspire, we believe and we achieve.'*

Our **Relationships, Sex and Health Education (RSHE)** also prepares our pupils for life in modern Britain; an embedded understanding of what it means for our pupils to keep themselves safe and to keep others safe.

Policy development

This policy has been developed in consultation with staff, pupils, parents and governors.
All parties have been given access to the policy and have been given the opportunity to comment.

Parents have the on-going right to voice any concerns regarding this policy and the teaching of RSHE at The Rosary Catholic Primary School. The school will always endeavour to work with parents in a supportive and collaborative capacity. This policy will be reviewed every 2 years by the Executive Head teacher, the Head of School, RSHE Co-ordinator, the Governing Body and Staff.

Statutory guidance

Statutory guidance published from the DfE (July 2025) 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.*

Guiding Principles for Relationships, Sex and Health Education (RSHE)

We abide by the guiding principles outlined in *Relationships Education, Relationships and Sex Education and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers, July 2025*.

We aim to ensure:

- full engagement with pupils
- engagement and transparency with parents
- the development of positive attitudes and skills
- careful sequencing of topics
- skilled delivery by school staff
- that our curriculum is relevant, age-appropriate and responsive
- that we adopt a whole school approach

Our Aims in delivering Relationships, Sex and Health Education (RSHE)

We aim to develop the following **attitudes and virtues**:

- reverence for the gift of human relationships and life
- respect for the dignity of every human being – in their own person and in the person of others
- awe and wonder in the goodness of the created world and their own bodies
- responsibility for their own actions and a recognition of the impact of these on others
- recognising and valuing their own identity and that of others
- celebrating the gift of life-long, self-giving love
- recognising the importance of marriage and family life
- building and maintaining positive relationships

We aim to develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying
- managing emotions within relationships, with confidence, sensitivity and dignity, including when relationships break down
- 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 so that they are well-informed and that changes to their bodies are understood as part of their body's natural development and a God-given process of human flourishing
- 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
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity

We aim to help children **know and understand**:

- the Church's teaching on relationships
- 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 and the sacredness of procreation

In addition, we aim to:

- provide a framework in which sensitive discussions can take place
- prepare pupils for puberty, and give them an understanding of the development of their bodies and the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy
- create a culture of understanding of what healthy relationships look like
- equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, and to keep themselves and others safe
- understand the correct terms for different parts of the body and to be able to confidently use these terms
- include topics related to preventing sexual abuse e.g PANTS
- teach children about not sharing inappropriate material online

Relationships and Sex Education

The delivery of our **Relationships and Sex Education** curriculum is in accordance with the Catholic Church's teaching. It emphasises the central importance of marriage (as this reflects the relationship between Christ and His church) and the family, whilst acknowledging that all pupils have a fundamental right to have their life and personal circumstances respected.

'All schools may teach about faith perspectives ... In particular, schools with a religious character may teach their distinctive faith perspective on relationships, and balanced debate may take place about issues that are contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex. Schools should be clear when they are delivering content that reflects religious belief.' *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.

Parents' and Carers' right to request withdrawal from Relationships and Sex Education (RSE)

Our Mission as a Catholic school centred in the teaching of Christ and His church commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) as a child of God. We believe that **RSE** is an integral part of this education. We teach **Relationships and Sex Education** in the context of our bodies as formed in the image of God and His likeness, and in the respect that we must have for our bodies as precious God-given gifts. 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*

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 and enable them to answer their child's questions. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Parents do have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education (RSE). The Executive Head Teacher or Head of School must automatically grant a request to withdraw a pupil from Relationships and Sex Education (RSE), **other than content that is taught as part of the science curriculum.** We will ensure that withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.

Parents do not have the right to withdraw their pupils from Relationships and Health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction. This is stipulated in the DfE guidance (*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).*

Curricula

Curriculum for Relationships and Health Education

We use the Ten Ten programme for the delivery of our R(S)HE curriculum. This curriculum is characterised by an understanding of ourselves and others as made in God's image and likeness.

Teaching strategies include:

- establishing ground rules
- discussion
- project learning
- reflection
- active
- brainstorming
- group work
- role-play

We enable our pupils to explore questions that they may have, especially those that are of concern to them. We do this because pupils may feel uneasy, on occasion, about asking questions at home. Our belief is that pupils should be able to ask questions in a safe, controlled environment led by school staff where they will receive answers in line with Catholic teaching. Allowing children to ask questions prompted by life in modern society and to explore differing viewpoints or 'un-truths' is not the same as promoting viewpoints or moulding opinions incompatible with Catholic teaching. Whilst embedding our curriculum in Catholic values, we believe it to be imperative that pupils have access to the learning they need to stay safe, healthy, to understand their rights as individuals. Please see page 11 **Children's Questions** for further information.

Class teachers are responsible for delivery of the **Relationships and Health Education** programme.

Relationship and health education is important in primary school and starts with the benefits and importance of positive relationships, physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. We emphasise the relationships between physical health and mental wellbeing, health protection and prevention.

We aim to enable our pupils to:

- recognise and foster positive relationships with themselves (through a sense of purpose and self-esteem; understanding that making mistakes is part of life; understanding and harnessing their potential, by being both reflective and resilient)
- foster positive, fruitful relationships with others in all areas of their life and to know what happy, well-adjusted relationships look like and feel like
- make good decisions about their own health and wellbeing
- to understand the links between physical and mental health
- to recognise when things are not right in their own health or the health of others and to seek support when needed.

Our **Relationship and Health Education** curriculum abides by the **Content to be Covered by the end of Primary** section of the *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.*

It includes:

- general wellbeing
- wellbeing online
- physical health and fitness
- healthy eating
- drugs, alcohol and vaping
- personal safety
- basic first aid
- developing bodies

We aim to reduce any stigma attached to health issues, in particular relating to mental health, and to discourage negative use of language related to ill health. We promote openness so that pupils can check their understanding and seek any necessary help and advice.

We aim to pro-actively engage with parents and to make sure that they are aware of what is being taught in **Relationship and Health Education**. These steps include explaining content to parents at curriculum meetings held at the beginning of the academic year and displaying the content on our website. We invite them to discuss any concerns and support them in managing conversations with their children about sensitive topics.

Curriculum for Relationships and Sex Education (RSE)

We use the Ten Ten programme for the delivery of our RSE curriculum. This curriculum is characterised by an understanding of ourselves and others as made in God's image and likeness. It 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 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, integrity, prudence.

Our curriculum also abides by the **Content to be Covered by the end of Primary** section of the *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.*

It includes:

- Families and People who Care for Me
- Caring Friendships
- respectful, kind relationships
- online safety and awareness
- being safe

Where appropriate, pupils are made aware of the relevant legal provisions when relevant topics are being taught e.g. online safety.

In Year 6 the teaching is in-line with content about conception and birth - this forms part of the national curriculum for science. We will offer parents support in talking to their children about Relationships and Sex Education and we will offer advice about parents' right to request withdrawal.

We aim to pro-actively engage with parents and to make sure that they are aware of what is being taught in **Relationship and Sex Education (RSE)**. These steps include explaining content to parents at curriculum meetings held at the beginning of the academic year and displaying the content on our website. However, the overall importance of **RSHE** in general for children's wellbeing and safety cannot be over-emphasised. We invite parents therefore to discuss any concerns and support them in managing conversations with their children about sensitive topics.

For parents' right to withdraw their child from **Relationships and Sex Education (RSE),** please see page 5.

External Visitors

Our school may 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 for Child Protection and Safeguarding.
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.

Pupils with special educational needs and disabilities (SEND)

We are aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities. We ensure that our curricula for **Relationships and Sex Education** and **Relationship Education and Health Education** is adapted to enable pupils with SEND to participate fully in respect of different abilities, levels of maturity and personal circumstances, 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. Pupils with identified difficulties 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.

Equalities Act 2010

The governing body has wider responsibilities under the Equalities Act 2010 to ensure that our school strives to do the best for all of the pupils, to actively promote equality, prevent discrimination, and foster good relations by eliminating unlawful discrimination, advancing opportunities, and encouraging positive relationships, including those with disabilities, different protected characteristics (race, sex, religion, sexual orientation, etc.) or whether they are looked-after children.

Safeguarding

Discussions about sensitive topics in RSHE can lead to increased safeguarding reports. Our staff are fully trained to know what to do if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse. Staff are aware of their mandatory reporting duties, including relating to FGM. Where lessons are delivered by external agencies, we agree in advance of the session that any safeguarding concern is referred by the external visitor to school staff who will act promptly in line with the school's Child Protection and Safeguarding policy.

Roles and Responsibilities regarding Relationships Sex and Health Education

Governors will:

- ensure that this **Relationships Sex and Health Education policy** is available to parents
- ensure that the policy is in accordance with other whole school policies e.g., SEND
- ensure that parents know of their right to withdraw their children from **Relationships and Sex Education**
- name a governor to share in the monitoring and evaluation of the RSHE/RSE programme, including resources used
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science and Health Education topics and the setting of RSHE

Executive Headteacher

The Executive Headteacher takes overall delegated responsibility for the implementation of this policy.

RSHE Lead

The **Relationships Sex and Health Education** co-ordinator, with the Executive Headteacher and Head of School, has a general responsibility for supporting other members of staff in the implementation of this policy and provides the lead in the dissemination of information relating to **Relationships and Sex Education** including in-service training, to ensure that staff are skilled, knowledgeable and confident.

All Staff

Relationships Sex and Health Education is a whole school issue. All teachers and support staff have a responsibility of care; as well as fostering academic progress they actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of our pupils. Teachers are expected to teach **Relationships Sex and Health Education** in accordance with the Catholic Ethos of the school. Appropriate training is made available for all staff teaching **Relationships Sex and Health Education**. All staff have been included in the development of this policy and all staff are aware of the policy and how it relates to them.

Relationship to Other Policies and Curriculum Subjects

This RSHE policy is compatible with the school's other policy documents (for example, Anti-Bullying policy, Child Protection and Safeguarding Policy, SEND policy etc.

Children's Questions

The school will promote a healthy, positive atmosphere in which **Relationships Sex and Health Education** can take place. We will ensure that pupils can ask questions freely, be confident that their questions will be addressed, and be sure that they will be free from bullying or harassment from other children. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time. Pupils' questions will be answered according to the age and maturity of the pupil(s) concerned. If inappropriate, questions may not be answered directly, and some may be addressed individually later or with a child's parents/carer. We believe that individual teachers must use their professional skill and discretion in this area.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of **Relationships Sex and Health Education**. We believe that children are best educated, protected from harm and exploitation by discussing such issues openly **within the context of the RSE programme**. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for appropriate discussion.

Confidentiality and Advice

All governors, teachers, support staff and parents are aware of this policy, particularly as it relates to issues of advice and confidentiality.

Pupils are 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 practices.

Monitoring and Evaluation

The **Relationships Sex and Health Education** 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 reviewed biannually and results fed back to Governors. Governors remain ultimately responsible for the policy.