



# **St Mary's Catholic First School**

## **Relationships, Sex & Health Education Policy**



**Bishop Wilkinson**  
Catholic Education Trust  
Through Christ, in Partnership

Part of the Bishop Wilkinson Catholic Education Trust  
Company Registration Number 07890590

Signed by Chair	N. Vaughan
Statutory Policy	Yes
Required on Website	No
Review Period	October 2025
Next Review Date	October 2026
Reviewed by	Sarah Oakes

Parent Consultation held September 2025

## **Mission Statement:**

We love, We learn, We live as followers of Jesus.

Our children say:

At St Mary's School we are one big happy family, always trying to follow in the footsteps of Jesus. We live, learn & live as we grow and develop together knowing that Jesus is always at our side. We work hard to be the best young people we can be. We will always try our best and be proud of the efforts and achievements of ourselves and of others. We will love and care for others, sharing our talents, gifts and kindness, to help make the world a happy place to live in for everyone.

We aim to provide a safe, happy, enthusiastic and Christ-centred community in which children can learn and be valued as individuals. We will provide a broad, well-balanced and stimulating curriculum which places high importance on literacy and numeracy, setting aspirational targets for all pupils, whilst nurturing and developing talent across all areas of learning. We will rigorously monitor progress to ensure our pupils achieve their potential, and ensure support is given to pupils and families whenever there is a need.

Our school community will work together to encourage our pupils to:

- Value the teachings of the Catholic faith and live in the way Christ taught us, whilst showing an awareness of, and respect for other races, creeds and religions.
- Be happy, enthusiastic and independent learners, finding enjoyment in all aspects of school life, experiencing success and gaining satisfaction from his/her own achievements and the achievements of others.
- Live out our motto, always aiming to treat others as you would like them to treat you.
- Develop lively, enquiring minds, showing a willingness to ask questions and express opinions.
- Show resilience and a determination to succeed.
- Work together with others, being supportive and giving encouragement, valuing the contributions and efforts of all.
- Be respectful to all members of the school community, so that everyone feels happy, safe and valued.
- Set high standards for themselves and develop the knowledge and skills needed to become life-long learners so that they can achieve what they aspire to be.

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that the delivery of the Relationships, Health & Sex Education (RSHE) is an integral part of this education. Furthermore, our school aims to endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

## **School Vision and Ethos**

At St. Mary's Catholic First School we believe that each child is created, chosen, and loved by God. Our RSHE provision is rooted in the Christian understanding of human dignity and the vocation to love. We aim to support pupils aged 4 to 9 in developing healthy relationships, emotional resilience, and a strong moral compass, guided by Gospel values.

## **Statutory Framework**

This policy is informed by the Department for Education (DfE) Statutory Guidance (July 2025), effective from September 2026, and includes:

- Education Act 2002 (Section 78)-Requires schools to provide a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental, and physical development.
- Education Act 1996 (Section 403)-Requires schools to have regard to government guidance when delivering sex education.
- DfE Statutory Guidance on RSE and Health Education (latest version)-Sets out what must be taught in Relationships Education and Health Education. Requires schools to publish an RSE policy and consult parents.
- Equality Act 2010-Ensures RSE is delivered in a way that is inclusive and does not discriminate based on protected characteristics.
- Keeping Children Safe in Education (KCSIE)-Links RSE to safeguarding, helping children understand boundaries, consent, and how to stay safe.
- Catholic Education Service guidance and the Bishops' Conference document 'Learning to Love'.

## **Rationale**

### ***Human dignity originates from God and is of God because we are made in God's own image and likeness (Gn 1:26-27)***

We are involved in Relationships Education, Relationships and Sex Education 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 Relationships Education, Relationships and Sex Education and Health Education 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 a 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. Relationships Education, Relationships and Sex Education and Health Education, 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, Relationships Education, Relationships and Sex Education and Health Education will be firmly embedded in the Relationships and Health 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 Relationships Education, Relationships and Sex Education and Health Education 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, and support will be provided to help pupils deal with different sets of values.

### **Aim of Relationships Education, Relationships and Sex Education and Health Education**

In partnership with parents, we aim to provide children with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

(7 Gravissimum Educationis 1)

To develop the following **attitudes and virtues**:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodies;
- responsibility for ones actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long love;
- recognising the importance of marriage and family life;

To develop the following **personal and social skills**:

- making sound judgements and good choices;
- loving and being loved, and the ability to form friendships and loving, stable relationships;
- managing emotions within relationships 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;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups;

To develop the following **knowledge and understanding**:

- 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.

These will be covered through five overlapping themes – moral, spiritual, physical, emotional and social development.

### **Inclusion and Differentiated learning**

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 in a way that does not subject pupils to discrimination. RSHE must be adapted to meet the needs of pupils with SEND.

Lessons will help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including online safety education), use of prejudice-based language and how to respond and ask for help. These questions will be responded to in the context of the school's inclusion policy.

### **Statutory Curriculum Requirements**

We are required to teach those aspects of Relationships Education, Relationships and Sex Education and Health Education which are statutory parts of National Curriculum Science. We are required to teach Relationships and Health Education. As a first school we teach:

- **Relationships Education:** This is statutory for all primary-aged pupils and includes topics such as friendships, families, respect, and staying safe.
- **Health Education:** Also compulsory, covering physical and mental wellbeing, including puberty.

Relationships Education in primary schools focuses on helping children develop positive relationships, respect for others, and understanding of personal boundaries. It does not involve teaching about sexual activity. However, it may include age-appropriate discussions on sensitive topics such as personal privacy, consent, and how to recognize and respect boundaries in friendships and family relationships. These elements are essential for safeguarding and for helping children build the skills they need to navigate social interactions safely and respectfully.

### **Equalities Obligations**

The local governing committee has 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.

### **Broad Content of RSHE**

Three aspects of RSHE - attitudes and values, personal and social skills and knowledge and understanding will be provided in three inter-related ways: the whole school/ethos dimension; cross-curricular Relationships and Health approach and a discreet Relationships Education, Relationships and Sex Education and Health Education curriculum.

### **Curriculum Delivery: Life to the Full**

The main Relationships Education, Relationships and Sex Education and Health Education programme will be Ten Ten: 'Life to the Full' the Primary Curriculum framework for

Relationships Education, Relationships and Sex Education and Health Education (RSHE) will be followed which is cross-curricular.

We deliver RSHE through the Ten:Ten 'Life to the Full' programme, which is fully compliant with statutory RSHE guidance and embeds Catholic values (see Appendix 1). It includes:

- Age-appropriate lesson plans for EYFS to Year 4
- High-quality videos and interactive resources
- Prayer and worship music
- Assessment activities
- Parent consultation tools and online portal.

### **Curriculum Content Overview (Ages 4 to 9)**

The curriculum focuses on the following areas:

- Relationships Education: Friendship, family, respect, boundaries, kindness
- Health Education: Mental wellbeing, physical health, basic safety
- Emotional Literacy: Understanding feelings, empathy, and communication
- Personal Privacy and Consent Foundations.

### **Faith Perspective**

Our programme reflects Catholic teachings on marriage, family, and sexuality. It encourages respectful dialogue and teaches legal facts on protected characteristics in a sensitive, age-appropriate manner.

### **Assessment of Relationships Education, Relationships and Sex Education and Health Education**

Assessment will take place at the end of each unit within Ten Ten: 'Life to the Full' curriculum. Each unit includes assessment activities to demonstrate progress. Senior leaders and governors monitor delivery and impact. Ofsted will inspect RSHE as part of personal development and safeguarding.

### **Teaching the Programme**

Class teachers have the responsibility for teaching Relationships Education, Relationships and Sex Education and Health Education.

On some occasions adults from other agencies will be used to deliver some aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. External visitors will be made clear about their roles and responsibilities whilst they are in school delivering a session. Visitors should adhere to our code of practice developed in line with the school visitor policy and will be required to ensure that all teaching is rooted in Catholic principles and practice.

### **Roles & Responsibilities:**

In St. Mary's, the responsibility for teaching Relationships, Sex and Health Education (RSHE) is shared among several key roles:

1. School Leadership Team:

- Headteacher and senior leaders ensure RSHE is delivered in line with statutory guidance.
- They oversee curriculum appropriateness, inclusivity, and parental consultation.

2. Class Teachers and PSHE (Personal, Social, Health & Economic Education)/RSHE Leads:

- Teachers deliver RSHE as part of the PSHE curriculum.
- A designated PSHE/RSHE lead coordinates planning, resources, and staff training.

3. Governing Committees and Trustees:

- Responsible for ensuring statutory compliance and supporting RSHE policy development.
- Monitor the effective and appropriate delivery of RSHE.

Statutory Requirements:

- Relationships Education and Health Education are compulsory in all primary schools. Health Education does cover puberty which is covered in Year 4.
- Sex Education is not compulsory but may be taught in Years 5 or 6 (therefore, not applicable at first school) with parental consultation and withdrawal rights.

**Statutory Guidance Updates – July 2025**

**Key Updates for RSHE (Ages 4–9)**

- Relationships Education is now mandatory for all primary pupils, focusing on kindness, respect, boundaries, and friendship.
- Health Education includes mental wellbeing, hygiene, sleep, healthy eating, and emotional literacy.
- Schools with a religious character may teach RSHE through their faith perspective while including factual content on protected characteristics.
- Parents must be consulted when schools develop or review their RSHE policy. You retain the right to withdraw your child from sex education only.
- Online safety education is now required, helping children recognise risks and seek help.
- RSHE must be adapted to meet the needs of pupils with SEND.
- RSHE will be inspected by Ofsted under personal development and safeguarding.
- All schools must have a written RSHE policy that reflects statutory guidance.

**Parents and Carers**

Parents/carers are the primary educators of their children. They were consulted before this policy was ratified by the governors. They will be consulted at every stage of the development of any revision of the Relationships Education, Relationships and Sex Education and Health Education programme, as well as during the process of monitoring, review and evaluation. Resources used by the school in the RSHE programme will be made available each year for parents/carers to view.

Parents are consulted bi-annually on RSHE provision. Resources are shared via the Ten Ten Parent Portal. Parents have the right to withdraw their child from sex education, though

not from relationships or health education. As a first school, sex education is not covered, however, puberty is covered in Y4 as part of Health Education.

### **Other Roles and Responsibilities regarding RSHE**

Governors will:

- Draw up the Relationships Education, Relationships and Sex Education and Health Education policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the school and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children (sex education only);
- 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 Relationships Education, Relationships and Sex Education and Health Education.

### **Headteacher**

The headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing committee, parents, the Diocesan Department for Education and the local authority, also appropriate agencies.

### **Relationships Education, Relationships and Sex Education and Health Education Coordinator**

The coordinator with the headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to Relationships Education, Relationships and Sex Education and Health Education and the provision of in-service training.

### **All Staff**

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

### **Children's questions**

The governors want to promote a healthy, positive atmosphere in which Relationships Education, Relationships and Sex Education and Health Education can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

## Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSHE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the Relationships Education, Relationships and Sex Education and Health Education programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. *(See also Relationship Education, Relationships and Sex Education and Health Education, Sections 63 and 64 'Managing Difficult Questions' DfE February 2019, for more detail)*

At times, children may ask questions during lessons that touch on sensitive or complex topics. While we always aim to foster curiosity and open discussion, there may be occasions where a question raises an issue that is not appropriate to address fully during ordinary class time. In such cases, teachers will respond in a way that acknowledges the child's curiosity while also recognising the need to handle the topic with care. This may involve:

- Deferring the conversation to a more appropriate time or setting,
- Referring the matter to a senior leader or pastoral staff member,
- Or, where necessary, contacting parents to ensure you are aware and involved in any follow-up.

Our priority is always to support children's learning in a safe, age-appropriate, and respectful environment. If you have any questions or would like to discuss this further, please don't hesitate to get in touch.

## Supporting children and young people who are at risk

At St. Mary's Catholic First School, we are committed to ensuring that all children access the RSHE curriculum in a way that is meaningful, inclusive, and appropriate to their individual needs. Children will also need to feel safe and secure in the environment in which Relationships Education, Relationships and Sex Education and Health Education takes place. RSHE supports safeguarding by teaching pupils to recognise inappropriate behaviour. Content is adapted for SEND pupils and complies with the Equality Act 2010.

For pupils with Special Educational Needs and Disabilities (SEND), we adapt our RSHE teaching to ensure it is:

- **Accessible:** Lessons are delivered using clear language, visual supports, and practical examples to aid understanding.
- **Paced appropriately:** We allow additional time and revisit key concepts to ensure pupils can process and retain information.
- **Personalised:** Content is tailored to reflect pupils' developmental stage rather than just their chronological age.
- **Supportive:** Staff work closely with SEND and pastoral teams to ensure pupils feel safe, respected, and confident to ask questions or express concerns.

We also work in partnership with parents and carers to ensure that RSHE provision aligns with each child's needs and supports their personal development.

Effective Relationships Education, Relationships and Sex Education and Health Education 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 Safeguarding Lead.

### **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 Relationships Education, Relationships and Sex Education and Health Education 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, headteacher, but that the pupils would always be informed first that such action was going to be taken.

### **Monitoring and review of the policy**

The Relationships Education, Relationships and Sex Education and Health Education Lead will monitor provision by scrutinising plans, schemes of work and samples of pupils' work. The programme will be evaluated annually. Governors will carry out their own audit of the policy and will consider all such evaluations and suggestions before amending the policy. Parents will also be consulted on the RHSE Policy biannually.

This policy will be reviewed every year by the headteacher, Relationships Education, Relationships and Sex Education and Health Education coordinator, the governing committee and staff.

This policy has been produced in consultation with staff and parents/carers.

## Appendix 1 RSHE curriculum outline



### PSHE and RHE Subject Overview



Reception Cycle A		
Autumn Term	Spring Term	Summer Term
	Created and Loved by God Me, My Body, My Health	Created and Loved by God Lifecycles
Created and loved by God Creation Story	Created and Loved by God Emotional Well-being	Created to love others Role-model
Reception Cycle B		
Autumn Term	Spring Term	Summer Term
Created to love others Personal Relationships	Created to love others Keeping safe	
Created to love others Personal Relationships	Created to love others Keeping safe	
Year 1		
Autumn Term	Spring Term	Summer Term
Health & Wellbeing	Safety & the Changing Body Created and Loved by God	Created to Love Others
Created and Loved by God	Citizenship	Economic wellbeing Created to Love Others
Year 2		
Autumn Term	Spring Term	Summer Term
Families & relationships	Safety & the Changing Body Created to live in community	Economic Wellbeing
Health & Wellbeing	Citizenship Created to live in community	
Year 3		
Autumn Term	Spring Term	Summer Term
Health & Wellbeing	Safety & the Changing Body Created and loved by God	Created to love others
Created and Loved by God	Citizenship	Economic Wellbeing Created to love others
Year 4		
Autumn Term	Spring Term	Summer Term
Families & relationships	Citizenship	Safety & the Changing Body Economic Wellbeing
Health & Wellbeing	Created to love others	Created to live in community