St Mary's Catholic Primary School

Achieving Ambitions

RSHE POLICY

We guide our pupils on to the path to achieving their ambitions.

On their journey, they **Love** *one another,* **Learn** *to achieve excellence,* **Laugh** *through enriching experiences and* **Live** *life to the full.*

Drafted by	RSHE lead
Approved by Governors	Teaching and Learning
Reviewed	Summer 2025
Next Reviewed	Summer 2026

'Love on another as I have loved you'

John 15:12

The life of the school is underpinned by the school's Mission Statement:



We live out the mission by living out our Gospel Values and using these to support us to 'Achieve our Ambitions'

Introduction

This policy has been written in accordance with our school Mission Statement which aims to provide a stimulating and relevant curriculum so that each individual can reach their full potential and create a safe working environment where there is mutual respect and trust amongst everyone.

We acknowledge that Personal, Social and Health Education (PSHE) and Citizenship, as well as Relationship and Sex Education (RSE), are all underpinned by a theology of relationship and are all encompassed in the title 'Relationships and Sex Education' (RSE). Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and is presented positively and prudently.

Following the guidance of the Bishops of England and Wales and as advocated by the Department for Education, RSHE will be firmly embedded in the EPR framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils

At St Mary's we believe teaching high quality RSHE is essential in creating an inclusive ethos and is central to developing healthy relationships and behaviours where children are able to assess and manage risk. We aim to provide a suitable programme that follows the statutory need to include RSHE into their curriculum which meets the ethos of its Catholic identity and mission. Our approach to RSHE is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals. All RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

Our school's mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. Through an agreed approach to RSHE using the diocesan recommended resource 'Life to the Full', 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.

Aims of Relationship, Sex and Health Education (RSHE)

The Governing Body of St Mary's believes that Relationship, Sex and Health Education (RSHE) is an essential part of a holistic education since its focus is the individual, uniquely created by God in His own image. Through RSHE, children come to understand more about themselves, others and the beauty of Creation.

The aims of Relationship, Sex and Health Education (RSHE) at St Mary's are:

• To encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God.
• To help pupils develop an understanding that love is the central basis of relationships.
• To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect similarities and differences between people.
• To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
• To help pupils acquire the skills necessary to develop and sustain relationships.
• To offer sex education supported by the school's wider curriculum for personal, social and health education.
• To be able to know their body, learn the names of the main body parts.
• To ensure that pupils are prepared for puberty and the opportunities, responsibilities and experiences that adult life will bring.
• To ensure that pupils know how to keep themselves safe, can protect themselves and ask for help and support when needed.
• To help pupils to develop a healthier, safer lifestyle.
• To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

Our RSHE Programme

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, RSHE will be covered using the Archdiocesan recommended resource 'Life to the Full using the TEN:TEN programme' (see Appendix 1 overview).

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 PSHE materials from a number of resources which enable both PSHE and RSHE objectives to be met.

We have planned a rich RSHE programme that has clear progression. 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 RSHE

We intend that the school's RSHE programme will be delivered through the TEN:TEN programme Life to the Full encompassing cross curricular and integrated approach and embedded in the wider context of the school's Religious Education programme (Come & See/RED), SEAL, Physical Education (PE) and Science.

Relationships Education
The 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.

Sex Education

Relationships Education is compulsory in all primary schools. Sex education is not compulsory in primary schools. 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 'Life to the Full', the Archdiocesan recommended resource. However, parents will not be able to withdraw from the statutory science curriculum (see Appendix 2).

Right to Withdraw Requests for withdrawal should be made in writing and addressed to the Head Teacher (see Appendix 3). The Head Teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSHE. Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.

Protective Behaviours

Protective Behaviours is a safety awareness and resilience building aspect taught in our RSHE curriculum to teach the children about safety in RHSE. We believe that this programme is an essential part of our school curriculum. It helps the children to recognise any situation where they may feel worried, or unsafe, or uncomfortable, bullied or threatened, and explores practical ways to keep safe in a variety of situations.

Protective Behaviours also looks at identifying support networks for times when we need someone to listen and help.

Protective Behaviours is based on two key messages:

We all have the right to feel safe all of the time
We can talk with someone about anything, even if it feels awful or small

There are four key themes to the programme:

* Feelings and feeling safe
* Feeling unsafe and early warning signs
* Body awareness and safe touch/secret and telling
* Getting help/network of support, problem solving and resistance

Throughout the teaching of Protective Behaviours, the children learn that language is one of the effective tools that we have to inform, teach and influence other people. It is a key safety skill for children to be able to name all of the parts of their body including their genitals. It is important for children to be taught the correct anatomical names and feel comfortable using them if needed. Children from Reception- Year 6 will be taught the scientific words that we are using for genitals and private parts: Penis, breasts, vagina, bottom, anus, nipples.

Differentiation and Inclusion

During teaching we will ensure differentiation and inclusion and that RSHE is sensitive to the different needs of individual pupils. We will respect pupil's different abilities, levels of maturity and personal circumstances e.g. sexual orientation, faith and culture and ensure it 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 as outlined in our inclusion policy. The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Anti-racial curriculum

During part of the Spring and summer term, each class follows the anti-racial curriculum (Brighton and Hove). Implementing this framework allows us to meet the aims of the national curriculum; to provide a broad and balanced spiritual, moral, social and cultural education and to meet duties under the Equality Act. This work doesn't sit in isolation, and we take an intersectional approach, actively resisting stereotyping and ensuring this work is in conversation with other equality work in the setting.

The framework is structured around five key themes:
1. Physical Features (skin colour, hair texture and other physical characteristics)
2. Identity, Community, Culture, Ethnic Heritage & Religion
3. Stereotypes, stereotyping and assumptions
4. Prejudice and discrimination
5. Historical context and structural issues

Assessment and Recording

A record of each session is kept in each teacher's planning for the delivery of RSHE.
Most RSHE sessions will be recorded in some way either in students' RSHE portfolio or in their year group's RSHE class book. The programme will be assessed, monitored and evaluated by the RSHE Coordinator. Pupils are given the opportunity for self- evaluation at an age appropriate level.
Dealing with sensitive issues and responding to questions Teachers will use their professional judgement when addressing sensitive issues and will answer questions honestly but with due regard given to the nature of the question and the age and maturity of the questioner. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care. In some cases, it may be inappropriate for the teacher to respond to a specific question and the pupil will be referred to his/her parents/carers if appropriate. Teachers should never feel pressured into discussing their personal views or experiences and should always respect the sensitivity of their position as a teacher in a Catholic school.

Roles and Responsibilities

Safeguarding Procedures

The school has procedures and policies in place to deal with any sensitive issues or pupils thought to be vulnerable. All staff will pass on any concerns of this nature to the designated child protection officer in school – head teacher, deputy head and inclusion coordinator.

Parents

It is essential that RSHE is communicated to and taught in conjunction with the parents/carers of our pupils. As set out in the Baptism Rite, we recognise that parents/carers are the first and foremost educators of their children and they are the experts on the development of their own children. The views of all parents/carers are actively sought, allowing their voice to be heard and responded to. All pupils will be taught the significant aspects of RSHE that remain as statutory elements of the National Curriculum for Science. Parents are unable to withdraw pupils from these statutory sessions. We do acknowledge that the Education Act 1993 gives parents/carers the right to withdraw their child from any, or all, of the school's Relationship and Sex Education programme. Should parents wish to withdraw their children they are asked to notify the school by contacting the head teacher. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. We recognise that good communication and consultation with parents/carers is vital.

Parents will be able to view the resources used by the school through the TEN:TEN parental portal. Log on details are sent out regularly but are available from the office on request. Support in talking to their children will be offered to parents/carers where necessary and if requested. Parents/carers will be informed by letter when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Governors

In accordance with the Education Act of 1993 the Governing Body has the responsibility to keep up to date the school's policy for RSHE, in consultation with parents/carers and will make copies available to them. They will make known to parents/carers their right to withdraw their children from all or part of the RSHE provided at school, except for those parts included in the statutory National Curriculum for Science.

Teachers

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 RSHE in accordance with the Catholic Ethos of the school. All staff should be aware of the policy and how it relates to them. Appropriate training has been made available to all staff teaching RSHE and will continue to be reviewed and developed. All staff will be involved in developing the attitudes and values aspect of the RSHE programme. They will be role models for pupils of good, healthy, wholesome relationships between staff, other adults and pupils. They will also be

contributing to the development of pupil's personal and social skills.
Monitoring and Evaluation
This policy will be monitored by the RSHE Coordinator and reviewed by the Governing Body every two years. Parents/carers will be consulted with if any changes or adaptations are proposed.

Resources used:

Life to the Full TEN:TEN https://www.tentenresources.co.uk/life-to-the-full-primary
CAFOD Resources
Brighton and Hove PSHE resources
A range of texts to teach The Equalities Act and celebrate difference and diversity across the curriculum

Appendix 1: Ten:Ten Overview

Life to the Full Plus - Overview

Ten:Ten Resources

EYFS

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
EYFS	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Handmade With Love	**Session 1** I Am Me	**Session 1** I Like, You Like, We All Like!	**Session 1** Growing Up	**Session 1** Role Model	**Session 1** Who's Who?	**Session 1** What is the Internet?	**Session 1** Safe Inside and Out	**Session 1** God is Love	**Session 1** Me, You, Us
		Session 2 Heads, Shoulders, Knees and Toes	**Session 2** All the Feelings!	**Session 2** New People, New Places Classroom Shorts		**Session 2** You've Got A Friend In Me	**Session 2** Playing Online	**Session 2** My Body, My Rules	**Session 2** Loving God, Loving Others	**Session 2** When I Grow Up… Classroom Shorts
		Session 3 Ready Teddy?	**Session 3** Let's Get Real			**Session 3** Forever Friends		**Session 3** Feeling Poorly		**Session 3** 'Money Doesn't Grow On Trees' Classroom Shorts
								Session 4 People Who Help Us		

KS1

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
KS1	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Let the Children Come	**Session 1** I am Unique	**Session 1** Feelings, Likes and Dislikes	**Session 1** The Cycle of Life	**Session 1** God Loves You	**Session 1** Special People	**Session 1** Real Life Online	**Session 1** Good and Bad Secrets	**Session 1** Three In One	**Session 1** The Communities We Live In
		Session 2 Girls and Boys	**Session 2** Feeling Inside Out	**Session 2:** Beginnings and Endings		**Session 2** Treat Others Well...	**Session 2** Rules To Help Us	**Session 2** Physical Contact	**Session 2** Who is My Neighbour?	**Session 2** Who Will I Be? Classroom Shorts
		Session 3 Clean and Healthy (My Body)	**Session 3** Super Susie Gets Angry	**Session 3:** Change Is All Around Classroom Shorts		**Session 3** …and Say Sorry		**Session 3** Harmful Substances		**Session 3** Needs and Wants Classroom Shorts
								Session 4 Can You Help Me? (Part 1)		
								Session 5 Can You Help Me? (Part 2)		

UKS2

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
UKS2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Calming the Storm	**Session 1** Gifts and Talents	**Session 1** Body Image	**Session 1** Making Babies (Part 1)	**Session 1** God Is Calling You	**Session 1** Under Pressure	**Session 1** Sharing Isn't Always Caring	**Session 1** Types of Abuse Classroom Shorts	**Session 1** The Holy Trinity	**Session 1** Reaching Out
		Session 2 Girls' Bodies	**Session 2** Peculiar Feelings	**Session 2** Making Babies (Part 2)		**Session 2** Do You Want A Piece of Cake?	**Session 2** Cyberbullying Classroom Shorts	**Session 2** Impacted Lifestyles Classroom Shorts	**Session 2** Catholic Social Teaching	**Session 2** The World of Work Classroom Shorts
		Session 3 Boys' Bodies	**Session 3** Emotional Changes	**Session 3** Menstruation		**Session 3** Self-Talk		**Session 3** Making Good Choices		**Session 3** Money and Me Classroom Shorts
		Session 4 Spots and Sleep	**Session 4** Seeing Stuff Online	**Session 4** Hope Beyond Death		**Session 4** Build Others Up Classroom Shorts		**Session 4** Giving Assistance		
				Session 5 Coping with Change Classroom Shorts						

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:

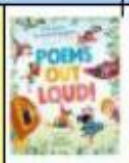
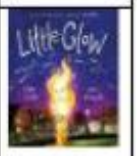
• That the life processes common to humans and other animals including nutrition, growth and reproduction
• About the main stages of the human life cycle

Appendix 3 Parent withdrawal form from Sex Education

To be completed by the parent/carer:			
Name of child		**Class**	
Name of parent/carer		**Date**	
Reason from withdrawing from sex education within relationships and sex education			
Any other information you would like us to consider			
Parent/carer signature			

To completed by the school:	
Agreed actions from discussion with parents/carers.	

Books to support RSHE

	A range of Poetry… Life skills	A book providing curiosity… (Non-Fiction) Life skills	A book that celebrates Diversity… Diversity and Spirituality	A book that promotes Well-Being. Growth and Well -Being	A book that explores Global Issues… Growth and Well -Being	A book that celebrates Inclusion… Aspirations	A book that celebrates Traditional Tales	A book that explores Equality Diversity and Spirituality
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								