



St Catherine of Siena Catholic Primary School

Relationship, Sex and Health Education Policy (RSHE) 2025

Chair of Governors	Mrs Christine Henshall
Headteacher	Mrs Susan Leck
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St Catherine of Siena Catholic Primary School Mission Statement

St Catherine's is a community in which all members grow in the love of God, themselves and the world in which they live.

Be who God meant you to be and together we can achieve.

Rationale

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'

(Jn.10.10)

We are involved in Relationship, Sex and Education (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 a 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

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

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 other aspects of the Statutory curriculum intent will be met by RED, the PSHE curriculum from SCARF and recommended PSHE association resources, healthy relationships workshops from DIAS, statutory Science, PE, computing and online safety.

The Purpose

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

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

Statutory Requirements

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

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

The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 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 – Archdiocese Education Advisors, Head Teacher, Deputy Head Teacher, RE lead, PHSE lead, RSE lead and RSE Governor.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – Policy shared with parents and any interested parties via email and displayed on website.
4. Pupil consultation – Pupil consultation during lesson time.
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.

We have adapted the PSHE Association Primary Scheme of Work and the SCARF resource to suit the needs of our children.

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 Nicola Singelton and Carla Bennett by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires.

Pupils' development in RSE 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 2 years.

Resources

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

SCARF resource [SCARF: Safety, Caring, Achievement, Resilience, Friendship](#)

Early Years Foundation Stage, Key Stage One, Key Stage Two

Journey In Love 2020

The Underwear PANTS Rule, Speak Out Stay Safe www.nspcc.org.uk

CEOP – National Crime Agency Command
www.thinkuknow.co.uk

Appendix 1

Primary Relationships Education Statutory Learning Opportunities

We have listed in which Year groups children are taught about different areas of RSE. This list is not definitive and many of these areas are taught informally through discussions, circle time and other opportunities across the whole school.

Families and people who care for me

1. That families are important for children growing up safe and happy because they can provide love, security and stability.	Year 4 Reception
2. The characteristics of safe and happy family life, such as 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.	Year 6 Year 4 Year 5 Year 1 Reception
3. That the families of other children , 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.	Year 2 Year 4 Reception
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	Year 6 Year 4 Reception Year 1
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Year 6 Year 3 Year 4 Year 5
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Year 2 Year 5

Caring friendships

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.	All classes
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	Year 2 Year 3
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	Year 4 Year 5
4. The characteristics of friendships that lead to happiness and security , including mutual respect, honesty , trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	All year groups
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	Year 4 Year 6

6. How to manage conflict , and that resorting to violence is never right.	
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed .	

Respectful, kind relationships

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	All year groups
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	All year groups – through informal discussions
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	All year groups
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	All year groups – through school rules and mission
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	All year groups
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	KS1 classes – circle time anti bullying lessons KS2 classes – anti bullying training
7. The conventions of courtesy and manners.	Year 5 and 6
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	All year groups
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	All year groups Anti bullying week activities PSHE curriculum
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	

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Online safety and awareness

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	Year 4 Year 5
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example , that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this .	Year 2 Year 4
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.	All year groups
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	Year 6
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	Year 6 Year 5
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	Year 4 – 6

Being safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	Year 6
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	All year groups – circle time
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	All year groups – informal sessions NSPCC assembly

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	Year 2 Year 3 – 6
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	Year 2, KS2
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	All Year groups
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Year 1 – 6

General wellbeing

1. The benefits of physical activity , time outdoors, and helping others for health , wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	All KS2 classes
2. The importance of promoting general wellbeing and physical health.	Year 5 Year 6
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	Year 5 Year 6
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	KS2
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Year 6 Year 5
6. That isolation and loneliness can affect children, and the benefits of seeking support.	Year 6
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Year 6
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	KS2 classes

9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).	All classes
10. That it is common to experience mental health problems, and early support can help.	Year 6 All year groups through assemblies/ circle time

Wellbeing online

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	Year 6 Year 5
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	Year 6 Year5
3. The benefits of limiting 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 KS2 classes
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	All KS2 classes
5. Why social media, some apps , computer games and online gaming, including gambling sites , are age restricted.	Year 6
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Year 3 – 6
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	Year 3
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	KS2 classes
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.	KS2 classes
10. That they have rights in relation to sharing personal data, privacy and consent.	

11. Where and how to report concerns and get support with issues online.	
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Physical health and fitness

1. The characteristics and mental and physical benefits of an active lifestyle	Year 6 Year 3 Year 5
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity .	Year 6 Year 5
3. The risks associated with an inactive lifestyle (including obesity)	Year 3, 5 and 6
4. How and when to seek support including which adults to speak to in school if they are worried about their health	All classes

Healthy eating

1. What constitutes a healthy diet (including understanding calories and other nutritional content)	Year 2 Year 3
2. Understanding the importance of a healthy relationship with food.	Year 3
3. The principles of planning and preparing a range of healthy meals.	Year 2 Year 3
4. 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)	Year 4

Drugs, alcohol, tobacco and vaping

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping , alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	Year 6
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Health protection and prevention

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Year 5
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	Year 5 &6
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	Year 6 Autumn term
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.	Year 4

5. About personal hygiene and germs including bacteria, viruses, how They are spread and treated, and the importance of handwashing	Year 2
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	Year 6

Personal Safety

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	Year 6

Basic first aid

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	Year 5 - crucial crew
2. Concepts of basic first aid, for example dealing with common injuries and ailments , including head injuries.	Year 5 – crucial crew

Developing bodies

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	Year 5
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	Year 5
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	Year 5

Appendix 2

RED-To Know You More Clearly and Relationship and Sex Education (Journey In Love)

Year Group	RSHE Key Themes (Journey in Love)	Related RED Themes and Scripture Focus
EYFS	God made me special and loves me; recognising feelings; family and friends	Created and Loved by God; Stories of Creation; Jesus' family; Belonging in God's family
Year 1	Physical uniqueness; feelings and emotions; family; safe relationships	God made the world and each person good; Jesus' love; Saints and Mary; Being part of the Church family
Year 2	Differences between boys and girls; choices and consequences; caring for others	Moral choices (Conscience and Sin); Love of neighbour; Parables of Jesus; Stewardship of creation
Year 3	Celebrating differences; Friendships and forgiveness; the human body	Created to Love Others; Virtues and Commandments; Jesus' teaching on forgiveness; Human dignity in Genesis
Year 4	Puberty awareness; Personal boundaries; community and service	The Body is a Gift from God; Covenant and Vocation; The role of the Church and mission; Saints and service
Year 5	Puberty and emotional change; dignity of the human body; relationships and commitment	Created in the image and likeness of God Marriage, commitment and service

		Commandments enable Christians to be free & responsible
Year 6	Emotional maturity; transition to secondary; healthy relationships and love; life choices	God who never stops loving Vocation and commitment Eucharist enables people to live in communion. The Holy Spirit enables people to become witnesses

This overview supports our school in delivering a fully integrated, Gospel-rooted RSHE curriculum that aligns with the RED framework while promoting the dignity, vocation and flourishing of every child.

Appendix 3

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