

# RSHE POLICY

*St. Joseph's  
Catholic  
Primary School,  
a Voluntary  
Academy*

**This policy should be read in conjunction with the school's safeguarding/child protection policy.**

## **RSHE Policy**

*“Trusting in God, Creating tomorrow, Helping today.”*

### **Intent**

'I have come that you might have life and have it to the full'

(Jn.10.10)

We are involved in relationships and sex 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 RSHE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE, relationships and sex education will be delivered in accordance with the Church's moral teaching.

We also acknowledge the need to address issues raised by the actual experience of pupils today. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

The RSHE curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the curriculum offer which we as a school provide, to develop the independence and responsibility of all of our pupils, ensuring they are well placed to become educated citizens.

Ten:Ten (Life to the Full), the chosen RSHE scheme of the school, has as its foundational premise the belief that we are made in the image and likeness of God and, as a consequence, gender and sexuality are God's gift, reflect God's beauty and share in the divine creativity

The DFE guidance defines RSHE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care." It is about the development of the pupil's knowledge and understanding of her/him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding".

Through our RSHE policy we aim to:

- Establish a firm understanding that we are all created in the image of God and that it is God's love that makes us unique and special;
- Promote a love for ourselves and our neighbour establishing ways that we can demonstrate our love for others;
- Give the children the knowledge and skills needed to keep themselves safe and develop healthy relationships with themselves, others and God.

### High Quality RSHE

High quality RSHE is most effective when:

- It is part of broad and rich curriculum that engages children in a range of activities and experiences to develop their understanding of relationship and how to keep themselves safe;
- It is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to engage core learning;
- It is systematic and follows a carefully planned programme which reinforces and builds on previous learning to secure children's progress;
- There are opportunities to reinforce and apply acquired knowledge and skills across the curriculum.

## Implementation

The curriculum at St. Joseph's is rooted in the teachings of the Catholic Church; the Early Years Foundation Statutory Framework and the National Curriculum.

At St Joseph's Primary School we will follow the scheme, Ten:Ten, Life to the Full. We have adopted a sequence of planning that allows RSHE to be embedded and built upon across each year group. Teachers carefully adapt their planning to meet the needs of the children within their class.

The teaching across the year groups is progressive and allows children to deepen their understanding of relationships at an age appropriate level.

The Life to the Full programme follows a four-stage structure which is repeated across four different learning stages:

- Early Years Foundation Stage is aimed at Nursery and Reception.
- Key Stage One is aimed at Years 1 and 2
- Lower Key Stage Two is aimed at Years 3 and 4.
- Upper Key Stage Two is aimed at Years 5 and 6.

Within each learning stage, there are three modules which are based on the Model Catholic RSHE Curriculum:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community.

Each Module is then broken down into units of work

Module 1	Created and Loved by God
Units	Religious Understanding Me, My Body, My Health Emotional Wellbeing Life Cycles

<b>Module 2</b>	<b>Created to Love Others</b>
<b>Units</b>	Religious Understanding Personal Relationships Keeping safe
<b>Module 3</b>	<b>Created to Live in Community</b>
<b>Units</b>	Religious Understanding Living in the Wider World

These unit headings are repeated every year throughout the programme. Within each unit, there are a number of sessions to be led in the classroom at an age appropriate level.

All pupils should:

- Know that they are made in the image and likeness of God and that this is the reason for the importance of valuing themselves.
- Know that they are a unique creation of God, so that they are able to grow in self-respect; developing a positive attitude to themselves, their feelings and their sexuality;
- Recognise the importance of forgiveness and saying sorry in relationships;
- Understand the reasons for self-respect and why they should act with respect and responsibility in their relationships;
- Reflect on their own relationships, recognising those qualities that help relationships grow;
- Develop confidence in talking, listening and thinking about feelings and relationships;
- Act responsibly as an individual and as a member of a group;
- Take responsibility for oneself and for one's actions;
- Come to understand the influence and impact of the media, Internet and peer group in order to develop the ability to assess pressures and respond appropriately;

- Think positively about their own body, in ways appropriate to their age and developmental needs, including the changes they will undergo during puberty;
- Know the correct vocabulary for external body parts, sexual organs, and menstruation;
- Take care of themselves; their health, safety and personal hygiene;
- Keep themselves safe and ask for help and support when needed;
- Become aware of choices (right and wrong) and their consequences;
- Manage relationships confidently and effectively, knowing what a healthy and unhealthy relationship looks like;
- Explore and reflect on their own experience of people who are married;
- Have an understanding of the family, an appreciation of the values of family life and the roles and responsibilities of family members, as a spiritual community;
- Understand that the difference between male and female is part of God's loving and creative plan;
- Recognise, appreciate and be sensitive to the Catholic belief in the importance of marriage for family life and the bringing up of children.
- As they grow in loving relationships with others, they become closer to the image and likeness of God.

## Foundation Stage

In the Foundation Stage, learning experiences are planned around the seven areas of the EYFS Statutory Framework:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning. All Areas of Learning and Development are given equal weighting and value.

## Active Learning through play

We organise the day to provide a balance between the following:-

- Child initiated Activities - children make choices from within the learning environment to meet his/her outcome for learning.
- Adult Initiated Activities- practitioners provide the resources to stimulate and consolidate learning.
- Adult Directed Activities - children engage in planned activities to meet specific learning outcomes.

At St. Joseph's we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

Teaching of RSHE is present in all areas of the curriculum with a dedicated lesson which focusses on their uniqueness and how God has made them special.

By the end of the Foundation Stage, children should be able to:

- \*know and understand that God has made them unique and that although we are all different we are all special to him.
- \*the necessity and how to say sorry in relationships
- \*apply names to different family/friend relationships
- \*consider negative and positive behaviour in relationships
- \*resolve conflict and the importance of asking for forgiveness where necessary.
- \*know how to love others in our wider community.

### Year One- Year Six

RSHE will be taught across each term to ensure a broad and balanced curriculum. Within this, children will explore different aspects of relationships and how this links to keeping them safe, Prevent and Radicalisation Guidelines, British Values and Black Lives Matter. These will be linked through the RSHE Module titles as seen in the table below. More detail on this being woven through the RSHE topics can be seen in our Safeguarding Across the Curriculum document.



Year Group	Coverage			
	Who Am I?	Who are we?	Where do we live?	How do we all live together?
RSHE Link	Module 1: Created and Loved by God	Module 2: Created to Love Others	Module 3: Created to Live in Community	

By the end of each key stage, children should be able to:

Key Stage One-

- Know that they are uniquely made by a loving God and that we have similarities and differences (including physical differences)
- Name some key information about staying physically healthy and show an understanding feelings and emotions including strong feelings such as anger.
- Know the cycle of life from birth to old age.
- Identify special people in their lives who they love and can trust.
- How to cope with various social situations and dilemmas
- The importance of saying sorry and forgiveness in relationships.
- Name risks of being online
- Know the difference between good and bad secrets
- Understand physical boundaries.
- Know the effects of harmful substances and some basic first aid.
- Know how to love others in their wider community.

Lower Key Stage Two-

- understand the differences between us including respecting our bodies.
- know about puberty and changing bodies
- name some strategies to support emotional wellbeing including practicing thankfulness
- understand the development of life before birth.
- know about more complex family structures
- understand healthy relationships with family and family
- know about bullying and abuse
- learn about the effects of drugs, alcohol and tobacco and how to make good choices concerning these.
- know how to love others in their wider community.

Upper Key Stage Two-

- have an appreciation of physical and emotional differences
- understand physical changes in girls and boys bodies including body image.
- Understand strong emotional feelings and the impact of the internet and social media on emotional wellbeing.
- Know about life in the womb and how babies are made and menstruation.
- Have strategies for more complex experiences of relationships and conflict including spoken and unspoken pressure, the concept of consent and how our thoughts and feelings impact how we act.
- Know the risks of sharing and chatting online and different forms of abuse.
- Know how drugs, alcohol and tobacco can negatively affect people's lifestyle and the body's natural functioning.
- Know how to love others in their wider community.

## **Equality**

We will ensure RSHE is sensitive to the different needs of individual pupils 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 to and ask for help.

## **Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

## **Pupils with Special Needs**

We will ensure that all pupils receive RSHE, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

## **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/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 by discussing such issues openly within the context of the RSHE programme, in order to protect them from harm and exploitation. The use of clear ground rules and mutual respect, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions that children ask may raise issues which would not be appropriate for teachers to answer during ordinary class time. For example,

where a child's question hints at abuse; is deliberately tendentious/provocative; or is of a personal nature. Questions of this nature would be followed up appropriately.

### **Confidentiality and Advice**

All stakeholders including: governors, teachers, support staff, parents, pupils and any other agencies involved must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSHE 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 school policy. This includes supporting parents where appropriate too, as part of the home-school partnership.

### **Safeguarding Procedures**

If a teacher has any concerns regarding the welfare of a particular child, then that teacher will make a dated note (in line with the school's Safeguarding and Child Protection policy) of their worries and liaise with the nominated persons on the staff. Any information thus obtained will be regarded as strictly confidential and will be passed to staff on a need to know basis only. After consultation it is the decision of the Headteacher as to whether the information is forwarded to the relevant body.

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, such as parent/carer and Headteacher, but that the pupils would always be informed first that such action was going to be taken.

If there is a suspicion of possible abuse, teachers will follow the school's Child Protection/ Safeguarding policy.

### **External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of health promotion, in particular for RSHE within schools. It must however be noted that such visits will always complement the current programme and never substitute or replace teacher led sessions. The delivery will also be in line with the Church's teaching<sup>1</sup>.

Benefits of external visitors to RSHE:

- *Bring a new perspective to a subject;*
- *Offer specialised knowledge, experience and resources;*
- *Make the topic less embarrassing because the visitor is a 'safe stranger';*
- *Form a friendly link to the community and make local services more accessible;*
- *Add variety to the curriculum;*
- *Give support to teachers*

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 developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'.

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.

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<sup>1</sup> Protocol for Visitors to Catholic Schools, CES, Feb. 2011

## **Withdrawal**

It is our hope that parents would wish pupils to be involved in the school's programme of RSHE. However, we recognise that parents have the right to withdraw their children from this, but not from those areas which are required by the Science National Curriculum.

Parents with concerns are invited in the first instance to arrange an appointment with the school to discuss these concerns and to seek a resolution. If the matter remains unresolved, parents need to notify the governors of their intention to withdraw their child from the RSHE programme.

## **Impact**

Our RSHE curriculum has ambition for high achievement of all pupils irrespective of background and starting point. The quality of teaching will reflect that of all others across the curriculum. Differentiation alongside a range of teaching styles will ensure that all learners are actively engaged in all parts of RSHE lessons.

Progress is measured through the use of questioning and monitoring of written work at the end of each term. These strategies support an accurate assessment of pupils' knowledge and skills, enabling staff to ascertain how learning has been embedded in long term memory and also gaps in learning.

## **Roles and Responsibilities**

The Headteacher has the responsibility for the leadership of the RSHE curriculum and delegates responsibility to key staff:

- the Deputy Headteacher co-ordinates the work of the subject leaders and ensures that the RSHE curriculum has progression and appropriate coverage;
- The subject leader is responsible for the medium term plans and liaising with class teachers over the content and delivery of RSHE. They evaluate and monitor standards in their subject;

## Policy for Relationships and Sex Education in Primary Schools

- Class teachers ensure that RSHE is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group;
- Governors monitor the success of the RSHE curriculum at whole Governing Body meetings through the Headteacher's report and reports from subject leaders.

**Reviewed:** October 2025

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