



Relationships and Health Education Policy



Policy review dates:

Review Date	Changes made	By whom	Date Shared
September 2027	No changes – update agreed by LCG in Autumn term meeting.	Charlotte Chapman/ Stephen Anderson Local Governing Committee	September 2025



School Mission Statement

School Mission Statement: **Learning to value, learning to give, learning to achieve: growing together in the peace of Christ.**

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will 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.

Consultation

This policy has been produced in consultation with staff, governors and parents/carers. Consultations were carried out through:

- Letters to parents review and comment upon the curriculum content
- Consultation with governors
- A Review of Relationships Education and Health Education (RHE) curriculum content with staff and pupils

Rationale

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

(John 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 RHE 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 loving relationship and embracing all people and 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. RHE, 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 and Health Education (RHE) will be firmly embedded in the PSHE 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 and Health Education (RHE) 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 RHE

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.

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

- 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 one's 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;
- The facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- Online safety including appropriate behaviour, recognising risks and showing respect for others;



Inclusion and Differentiated learning

We will ensure (RHE) 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. 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. These questions will be responded to in the context of the school's inclusion policy.

Statutory Curriculum Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education and Health Education compulsory for all pupils receiving primary education. We teach RHE under the strands 'Health and Wellbeing' and 'Relationships' including statutory parts of National Curriculum Science. The third strand 'Living in the Wider World' (non-compulsory) is also part of our PSHE curriculum.

Equalities Obligations

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.

Broad Content of RHE

Three aspects of RHE - attitudes and values, personal and social skills and knowledge and understanding will be provided in three interrelated ways: the whole school/ethos dimension; PSHE taught discreetly for 30 minutes per week from early years to year 6 with strands lending themselves to cross-curricular work.

Programme / Resources

The main RHE programme will be *'Live Life to the Full'* by *Ten:Ten resources*.

Assessment of RHE

Assessment for RHE will follow diocesan guidelines and the school assessment and marking policies. Teachers plan using the planning proforma sheet and highlight the knowledge and skills taught using the assessment grids under Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 as well as the whole school overview sheet.



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 RSE programme, as well as during the process of monitoring, review and evaluation. Resources used by the school in the RSE programme will be made available each year for parents/carers to view.

Parents have **the right to withdraw** their children from RHE excepting those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they should notify the school by contacting the Headteacher in writing. The request will be made on a year-by-year basis. The school will provide support by providing material for parents to help the children with learning.

Teaching the programme

Class teachers have the responsibility for teaching PSHE and, as such, the RHE curriculum.

On some occasions adults from other agencies will be used to deliver some aspects of RHE. Such visits will always compliment 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 delivery a session. Visitors should adhere to our code of practice developed in line with the school visitor policy/CES guidance 'Protocol for Visitors to Catholic Schools' and will be required to ensure that all teaching is rooted in Catholic principles and practice.

Other Roles and Responsibilities regarding RHE

Governors will:

- Consult with the PSHE lead and senior leaders on the RHE 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., SEN, the ethos of the school and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- 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 RHE within PSHE.

Executive Headteacher

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



PSHE/RHE Coordinator

The coordination 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 relation to RHE and the provision of in-service training.

All Staff

RHE 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 RHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RHE. 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 RHE 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 RHE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, or illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from hard and exploitation by discussing issues openly within the context of the RHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/200, Department for Education and Employment, July 2000 for more detail).

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time.

Supporting children and young people who are at risk

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such a 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 insert here who to inform



In light of the recent changes to Keeping Children Safe in Education 2025, the school's initial response to a report from a child is important. At Ss Peter and Paul's we respond to initial responses by ensuring victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe.

Staff understand that children may not find it easy to tell staff about their abuse verbally and that children can show signs or act in ways that they hope adults will notice and react to. At Ss Peter and Paul's we would notice, monitor and report all behavior using the SCAR approach. This approach stands for stop when you notice, challenge the comment or behaviour, address it by ensuring the child knows that it is not acceptable and will not be tolerated in school and reporting it to the designated safeguarding lead in school.

By following the statutory guidance as well as addressing RHE through the national curriculum, we ensure that school is a safe place for all which allows children the opportunity to talk about matters that might be worrying them or issues that they do not yet understand as well as giving children the opportunity to talk about difficult situations.

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 RHE 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 appreciate 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 circumstance they would have to inform others, e.g., parents, headteacher, but the pupils would always be informed first that such an action was going to be taken.

Monitoring and review of the policy

The RHE Coordinator will monitor provision by scrutinising plans, schemes of work and samples of pupils' work. 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. Governors remain ultimately responsible for the policy.

This policy will be reviewed every year by the Executive Headteacher, RHE coordinator, the governing body and staff.