

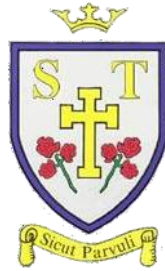


Archdiocese of
Liverpool

Relationship, Sex and Health Education Policy (RSHE)

St. Teresa's Catholic Primary School

'Christ be in our heads, in our hearts and in our hands.'



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 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. Teresa's Catholic Primary School aims 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.

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.

'Christ be in our heads, in our hearts and in our hands.'

Our School's mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. 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.

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. We intend 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 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 (including those online), 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.

The Purpose

The aims of Relationship, Sex and Health Education (RSHE) at St. Teresa'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. Teresa's, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil, 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 – Miss E. Wright reviewed the RSE policy (September 2025) and made relevant amendments based on the RSE Guidance 2025 from the DfE, taking relevant national and local guidance into consideration.

2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations (September 2025)
3. Parent/stakeholder consultation – parents and any interested parties will be invited to take part in a consultation.
4. Pupil consultation – through pupil questionnaires and discussions, we will investigate what the children want from their RSE lessons.
5. Ratification – once the final amendments are made and agreed, the policy will be 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.

Health education focusses on equipping pupils with the knowledge they need to make good and safe decisions about their own health and their mental health and wellbeing. This also involves a focus on recognising the link between the two and being able to make healthy lifestyle choices.

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 – taught by the Year 6 class teachers. (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 KAPOW scheme of work which is taught to all pupils weekly. This also includes the SEND scheme of work, making the content relevant and appropriate for all pupils throughout the school.

The six themes are:

- Families and relationships
- Health and well-being
- Safety
- Citizenship
- Economic well-being
- Transition

This 'Journey In Love' programme of study, delivered during the Summer term, covers Key Stages 1 to 2 and is based on three core themes within which there will be broad, overlap and flexible to the age, ability of the pupils. The three themes are:

1. Created and loved by God
2. Created to love others
3. Created to live in our society and the wider world.

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner (using the Journey In Love handbook if necessary) so they are fully informed and do not seek answers online. Teachers will seek guidance from the RE leader and members of the SLT, when needed.

- The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Any content relating to Sex Education will be taken directly from the 'Journey In Love' programme.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.
- Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.
- Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Delivery of Relationship, Sex and Health Education (RSHE)

Relationship and Sex Education (RSE) is taught discretely, throughout the year, 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 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'. Teaching about different families is part of RSHE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: married and single parent families; recently divorced parents; parents who are not married, adopted families, same sex couples, children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. Staff will emphasise the importance of strong and supportive relationships, and promote the use of appropriate language when describing and talking about differences and diverse family setups.

Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSHE throughout the school and reflect our Single Equality Policy. In KS2, the children will have the opportunity to learn that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability. They will also learn to recognise and respect that there are different types of families, including single parents, adopted families, same sex parents, step parents and blended families. We acknowledge that people are all different and that they are all made in the image and likeness of God. We also acknowledge that all relationships are founded on love, dignity, tolerance, respect etc.

Equal Opportunities

Our school environment applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training. Homophobic and transphobic references and, homophobic and transphobic bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

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

Members of staff responsible for teaching PSHE and RSHE will undergo training on a termly basis (using the DfE training modules and content from the Archdiocese), led by the PSHE subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as image sharing, which may need to be addressed in relation to the programme.

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, by the Year 6 class teachers, 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 2025.

Monitoring arrangements

The delivery of RSHE is monitored by Miss Wright and Mrs J. Holmes by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires. The lead governor, Mrs L. Bull may also be involved.

Pupils' development in RSE is monitored by class teachers as part of our internal informal assessment systems.

This policy will be reviewed on an annual basis by the PSHE leader and the Headteacher.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Resources for all year groups

KAPOW: RSE & PSHE | Reception, KS1 and KS2

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

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

Early Years Foundation Stage

Journey In Love 2020

The Underwear PANTS Rule www.nspcc.org.uk

Key Stage One

Journey In Love 2020

Key Stage Two

Journey In Love 2020

Appendix 1: RSE and PSHE planning for mixed age classes (cycle A and B) including links to Catholic Social Teaching

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1/2	Families and Relationships CST link: <u>Human dignity. Does everyone deserve respect?</u>	Families and Relationships Health and Well-being CST link: <u>Human dignity. Are your feelings more important than someone else's?</u>	Health and Well-being Safety and the changing body CST link: <u>Human dignity. How can you make relationships based on mutual respect?</u>	Safety and the changing body Citizenship CST link: <u>Stewardship. How can rules help communities work together?</u>	Citizenship	Economic well-being CST link: <u>The dignity of work and participation. How does having a job also mean looking after God's creation?</u> RSHE week Journey in Love programme Y1 CST link: <u>Human dignity. How has God made you unique?</u> Y2 CST link: <u>Solidarity. How can you share God's love with others in the community?</u> Transition CST link: <u>Human dignity. How can we show that we value everyone</u>

						<u>on God's earth?</u>
Y3/4	Families and Relationships <u>CST link: Solidarity. How can we protect those born into countries that are poor?</u>	Families and Relationships Health and Well-being <u>CST link: Stewardship. How can we take care of our bodies responsibly?</u>	Health and Well-being Safety (removing KAPOWs RSE aspects) <u>CST link: Solidarity. We all have the right to be looked after, so how can we help keep ourselves and others safe?</u>	Safety (removing KAPOWs RSE aspects) Citizenship <u>CST link: The Common Good. How can you play your part in our school and town to help make it a happy and fair place for everyone?</u>	Citizenship Economic well-being <u>CST link: The dignity of work and participation. How can we see that all jobs—big or small—help our community, and how does that make each person's work special?</u>	Economic well-being RSHE week Journey in Love programme <u>Y3 CST link: Human dignity. Why is it important to love ourselves and others, even when we are different or make mistakes?</u> <u>Y4 CST link: Solidarity. How can we show we care about our friends—even when they look or think differently from us?</u>
Y5/6	Families and Relationships <u>CST link: Human dignity. How can we show kindness and respect to</u>	Families and Relationships Health and Well-being <u>CST link: Common good. What decisions</u>	Health and Well-being Safety (removing KAPOWs RSE aspects) <u>CST link: Option for the poor. Who might</u>	Citizenship <u>CST link: Solidarity. How can we work together to stand by those people who are being</u>	Economic well-being <u>CST link: Common good. What can we do to make sure our community helps everyone</u>	RSHE week Journey in Love programme <u>Y5 CST link: Human dignity. How can we show that everyone</u>

	<u>everyone, even if they look different or have different family situations?</u>	<u>can we make to make sure the community is happy and healthy for everyone?</u>	<u>need more help to stay safe in our world, and how can we help them?</u>	<u>treated unfairly?</u>	<u>have what they need?</u>	<u>is special and deserves to be treated kindly?</u> Y6 CST link: Option for the poor. <u>How can we make sure no one feels left out or forgotten?</u> Year 6 – Identify CST link: Solidarity. <u>How can we stand together and support friends who might be different to us?</u> Transition CST link: Option for the poor. <u>Who might need extra help when things change?</u>
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Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1/ 2	Families and Relationships CST link: The dignity of work and participation . Should people be	Families and Relationships Health and Well-being CST link: Solidarity.	Health and Well-being Safety and the changing body	Safety and the changing body Citizenship	Citizenship	Economic well-being CST link: The dignity of work and participation . How would Jesus want

	<u>treated equally?</u>	<u>How do our actions affect others?</u>	<u>CST link: Solidarity . Who do you treat with kindness and why?</u>	<u>CST link: Peace. Why is it important to listen to other opinions ?</u>		<u>you to contribute towards society?</u> RSHE week Journey in Love programme Y1 CST link: Human dignity. <u>How has God made you unique?</u> Y2 CST link: Solidarity. <u>How can you share God's love with others in the community?</u> Transition CST link: The common good. <u>What can you do to improve kindness in our school?</u>
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Y3/4	Families and Relationships CST link: Peace. <u>How can you help everyone in your school feel included and supported, even when things get tricky at home or with friends?</u>	Families and Relationships Health and Well-being CST link: Human dignity. Why is looking after your body and feelings a way of showing how special you are?	Health and Well-being Safety (removing KAPOWs RSE aspects) CST link: Solidarity. Does everyone have the right to feel safe?	Safety (removing KAPOWs RSE aspects) Citizenship CST link: Option for the poor. How can we respect the rights of people all over the world?	Citizenship Economic well-being CST link: Solidarity. How can we use our money and choices to help others and make our community a better place?	Economic well-being RSHE week Journey in Love programme Y3 CST link: Human dignity. Why is it important to love ourselves and others, even when we are different or make mistakes? Y4 CST link: Solidarity. How can we show we care about our friends—even when they look or think differently from us?
Y5/6	Families and Relationships CST link: Human dignity. How could you show love and respect to a family who does not look like yours?	Families and Relationships Health and Well-being CST link: Solidarity. How can we be there for someone who is feeling sad, anxious and stressed?	Health and Well-being Safety (removing KAPOWs RSE aspects) CST link: Option for the poor. How can we help someone who might find it hard to speak up when they	Citizenship CST link: Solidarity. How can we make our school / town a better place for everyone?	Economic well-being CST link: Human dignity. Why is it important that everyone has enough money to live well?	RSHE week Journey in Love programme Y5 CST link: Human dignity. How can we show that everyone is special and deserves to be treated kindly?

			<u>feel</u> <u>unsafe?</u>			Y6 CST link: Option for the poor. <u>How can we make sure no one feels left out or forgotten?</u> Year 6 – Identify CST link: Solidarity. <u>How can we stand together and support friends who might be different to us?</u> Transition CST link: Human dignity. <u>How can we remind ourselves and others that we are important and loved during times of change?</u>
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Appendix

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