RELATIONSHIPS, SEX AND AND HEALTH EDUCATION

SCHOOL MISSION STATEMENT

St. Peter's Catholic Primary School is a Christ-centred family where every individual person is celebrated with joy and is truly valued.
We nurture caring, supportive relationships based on mutual respect and love.
We serve the different communities to which we all belong – home, school and parish, as well as our wider world.
When we welcome the child, we welcome the whole family.
We foster resilience so that we may be the best that we can be; spiritually, morally, academically, socially and physically.

We are guided by our faith, we live each day in the love of God and neighbour, and we aspire to excellence in all we do.

St. Peter, pray for us.

In this policy the governors and teachers, in partnership with the Shrewsbury Diocesan Schools' Service, pupils and their parents, and academy trustees, set out their intentions about relationships, sex and health education (RSHE). We set out our rationale for, and approach to relationships, sex and health education in the school.

Hereafter in this policy we refer to RSHE as RHE. This is because at St. Peter's, we teach Relationships and Health Education within our curriculum.

Consultation took place in the first half of the autumn term, 2026

- Pupil voice
- Questionnaires to parents and carers
- review of RHE curriculum content with staff and pupils
- consultation with wider school community – Catholic high school for whom St. Peter's is a feeder school, parish, school nurse
- consultation with school governors

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the governors in the Autumn term 2026.

This policy will be reviewed every 2 years by the headteacher, RHE co-ordinator, the governing body and staff. The next review date is Autumn, 2028.

Dissemination

The policy will be given to all members of the governing body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a paper copy is available in the school office. Details of the content of the RHE curriculum will also be published on the school's web site.

Defining Relationships Sex and Health Education

The DfE guidance states that "children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships". High-quality RHE does this by promoting their "moral, social, mental and physical development" and cultivating "positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness"[1]. It is about the development of the pupil's knowledge and understanding of her or 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. In primary schools, the focus should be on "teaching the skills and knowledge that form the building blocks of all positive relationships" and "supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe."[2] This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In secondary schools, RSHE should "provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds…By supporting confidence and self-esteem, RSHE will enable young people to make their own choices about whether and when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex."[3]

Statutory Curriculum Requirements

We are legally required to teach those aspects of RHE which are statutory parts of National Curriculum science. There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections. (This does not currently apply to academies).

However, the reasons for our inclusion of RHE go further.

Rationale

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

(Jn.10.10**)**

[1] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.2

[2] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.7

[3] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.11

We are involved in relationships and health 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 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. 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 (and the Welsh Assembly Government) 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 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. It will also prepare pupils for life in modern Britain.

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

AIM OF RHE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RHE is an integral part of this education. It is in this context that we commit ourselves, in partnership with parents, to provide children and young people with a "positive and prudent sexual education"[4] which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

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 bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- celebration of the gift of life-long, self-giving love;
- recognition of the importance of marriage and family life;
- fidelity in relationships.

[4] *Gravissimum Educationis* 1

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- 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 and so developing the ability to assess pressures and respond appropriately;
- knowing how to keep themselves safe by assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships;
- 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;

Outcomes

Inclusion and Adaptive Teaching and learning

In conjunction with our school's inclusion statement, 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; for example, their own sexual orientation, faith or culture, 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 and ask for help.

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 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 cared-for children.

Broad Content of RHE

Three aspects of RHE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and health curriculum.

Our programme will cover…

PROGRAMME / RESOURCES

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- mind-mapping
- film & video
- group work
- role-play
- trigger drawings
- values clarification

ASSESSMENT

Children carry out a baseline assessment at the beginning of each unit of work in RHE. They complete the same assessment at the end of the unit, so that progress may be identified.

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RHE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHE programme to meet their child's needs.

Parents continue to have ***the right to withdraw*** their children from sex education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE's RHE and Health Education guidance, July 2025 p.6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RHE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RHE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and health education programme resides with Mrs Barber, the curriculum leader for RHE.

However, all staff will be involved in developing the attitudes and values aspect of the RHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

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 'Checklist for External Speakers to Schools [5].

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.

[5] CES Checklist for External Speakers to Schools, 2016

OTHER ROLES AND RESPONSIBILITIES REGARDING RHE

Governors

- draw up 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., SEND, the ethos of the school and our Christian beliefs;
- ensure that the policy meets statutory requirements;
- 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.

Headteacher

The headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Schools' Service, academy trustees and the Local Authority, also appropriate agencies.

PSHE/RHE Co-Ordinator

The co-ordinator 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 relating to RHE and the provision of in-service training. *(They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).*

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.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RHE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Anti- Bullying, Child Protection and Safeguarding policy, etc).

Pupils with specific challenges, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills within their capacity. Teaching methods will be adapted to meet the varying needs of pupils.

Learning about RHE in PSHE classes will link to/complement learning in those areas identified in the RHE audit.

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 a matter of maturity, of personal involvement or 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, protected from harm and exploitation by discussing such 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 Relationships Education, Relationships and Sex Education (RHE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.40 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RHE takes place. Effective RHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such 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 child protection and safeguarding policy and immediately inform the designated senior member of staff responsible.

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 health, 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 the school's pastoral care. 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, e.g., parents, headteacher, but that the pupils would always be informed first that such action was going to be taken.

MONITORING AND EVALUATION

The RHE co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Appendix 1: An overview of planning for each Key Phase

Ten:Ten Resources | Life to the Full Plus!

Programme Overview
2026

Life to the Full Plus content in blue

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 Story Sessions Handmade With Love	Unit Prayer & Assessment Activity Session 1 I Am Me Session 2 Heads, Shoulders, Knees and Toes Session 3 Ready Teddy? Classroom Shorts	Unit Prayer & Assessment Activity Session 1 I Like, You Like, We All Like! Session 2 All the Feelings! Session 3 Let's Get Real	Unit Prayer & Assessment Activity Session 1 Growing Up Session 2 New People, New Places Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Role Model	Unit Prayer & Assessment Activity Session 1 Who's Who? Classroom Short Session 2 You've Got A Friend In Me Session 3 Forever Friends	Unit Prayer & Assessment Activity Session 1 What is the Internet? Session 2 Playing Online	Unit Prayer & Assessment Activity Session 1 Safe Inside and Out Session 2 My Body, My Rules Session 3 Feeling Poorly Session 4 People Who Help Us	Unit Prayer & Assessment Activity Session 1 God is Love Session 2 Loving God, Loving Others	Unit Prayer & Assessment Activity Session 1 Me, You, Us Session 2 When I Grow Up... Classroom Shorts Session 3 'Money Doesn't Grow On Trees' Classroom Shorts

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Key Stage 1	Unit Prayer & Assessment Activity Story Sessions Let the Children Come	Unit Prayer & Assessment Activity Session 1 I Am Unique Session 2 Girls and Boys Session 3 Clean and Healthy (My Body) Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Feelings, Likes and Dislikes Session 2 Feeling Inside Out Session 3 Super Susie Gets Angry	Unit Prayer & Assessment Activity Session 1 The Cycle of Life Session 2 Beginnings and Endings Session 3: Change Is All Around Classroom Shorts	Unit Prayer & Assessment Activity Session 1 God Loves You	Unit Prayer & Assessment Activity Session 1 Special People Classroom Short Session 2 Treat Others Well… Session 3 …and Say Sorry	Unit Prayer & Assessment Activity Session 1 Real Life Online Session 2 Rules to Help Us	Unit Prayer & Assessment Activity Session 1 Good and Bad Secrets Session 2 Physical Contact Session 3 Harmful Substances Session 4 Can You Help Me? (Part 1) Session 5 Can You Help Me? (Part 2)	Unit Prayer & Assessment Activity Session 1 Three in One Session 2 Who is My Neighbour?	Unit Prayer & Assessment Activity Session 1 The Communities We Live In Session 2 Who Will I Be? Classroom Shorts Session 3 Needs and Wants Classroom Shorts

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Lower Key Stage 2	Unit Prayer & Assessment Activity Story Sessions Get Up! Session 2 Sacraments	Unit Prayer & Assessment Activity Session 1 We Don't Have to Be the Same Session 2 Respecting Our Bodies Classroom Shorts Session 3 What is Puberty Session 4 Changing Bodies Session 5 Male/Female Discussion Groups (optional)	Unit Prayer & Assessment Activity Session 1 What Am I Feeling? Classroom Short Session 2 What Am I Looking At? Session 3 I am Thankful	Unit Prayer & Assessment Activity Session 1 Life Cycles Session 2 A Time for Everything Session 3 Big Changes, Little Changes Classroom Shorts	Unit Prayer & Assessment Activity Story Sessions Jesus, My Friend	Unit Prayer & Assessment Activity Session 1 Friends, Family and Others… Classroom Short Session 2 When Things Feel Bad Session 3 Balancing Needs	Unit Prayer & Assessment Activity Session 1 Sharing Online Session 2 Chatting Online Classroom Short	Unit Prayer & Assessment Activity Session 1 Safe in My Body Session 2 Recognising Risk Classroom Shorts Session 3 Drugs, Alcohol and Tobacco Session 4 First Aid Heroes Session 5 Rights & Responsibilities Classroom Shorts	Unit Prayer & Assessment Activity Session 1 A Community of Love Session 2 What is the Church?	Unit Prayer & Assessment Activity Session 1 How Do I Love Others? Session 2 Working Together Classroom Shorts Session 3 Money Matters Classroom Shorts

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Upper Key Stage 2	Unit Prayer & Assessment Activity Story Sessions Calming the Storm	Unit Prayer & Assessment Activity Session 1 Gifts and Talents Session 2 Girls' Bodies Session 3 Boys' Bodies Session 4 Spots and Sleep Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Body Image Session 2 Peculiar Feelings Session 3 Emotional Changes Session 4 Seeing Stuff Online	Unit Prayer & Assessment Activity Session 1 Making Babies (Part 1) Session 2 Making Babies (Part 2) Session 3 Menstruation Session 4 Hope Beyond Death Session 5 Coping with Change Classroom Shorts	Unit Prayer & Assessment Activity Session 1 God is Calling You	Unit Prayer & Assessment Activity Session 1 Under Pressure Classroom Short Session 2 Do You Want a Piece of Cake? Session 3 Self-Talk Session 4 Confidence vs Control Session 5 Build Others Up Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Sharing Isn't Always Caring Session 2 Cyberbullying Classroom Short	Unit Prayer & Assessment Activity Session 1 Types of Abuse Classroom Shorts Session 2 Impacted Lifestyles Classroom Shorts Session 3 Making Good Choices Session 4 Giving Assistance	Unit Prayer & Assessment Activity Session 1 The Holy Trinity Session 2 Catholic Social Teaching	Unit Prayer & Assessment Activity Session 1 Reaching Out Session 2 The World of Work Classroom Shorts Session 3 Money and Me Classroom Shorts