



ST JOSEPH'S RC PRIMARY SCHOOL, RAMSBOTTOM RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY (RSHE)

September 2026

Mission Statement

"There are 3 things that last: Faith, Hope and Love. Love one another as I have loved you."

Our school is proud to be part of the Roman Catholic community in the Parish of St Joseph's Ramsbottom. Our school has a distinctive character, because everything we do is based on the values of the Gospel. The purpose of our community is to recognise the worth and dignity of all and to fully develop the talents of each person."

Rationale

Relationships, Sex and Health Education (RSHE) supports pupils' physical, emotional, social, moral and spiritual development and prepares them for the opportunities, responsibilities and experiences of life. At St Joseph's, RSHE is taught within our Catholic ethos and across PSHE, Science, Religious Education, Computing and PE where appropriate. Our teaching seeks to help pupils understand their own dignity and the dignity of others, develop positive and safe relationships, care for their health and wellbeing, and make informed and responsible choices.

The school follows Ten Ten Resources' Life to the Full Primary programme. The programme is rooted in a Catholic understanding of the human person and is used alongside the statutory curriculum for Relationships Education and Health Education and the National Curriculum for Science. The school's curriculum overview and progression documents show how learning is introduced, revisited and developed from EYFS to Year 6.

Definition of Relationships, Sex and Health Education

Relationships Education in primary school teaches the fundamental building blocks and characteristics of positive relationships, including families and people who care for us, caring friendships, respectful relationships, online relationships and being safe. Health Education develops pupils' knowledge of physical health, mental wellbeing, safety and healthy lifestyles. Primary schools may also provide age-appropriate sex education beyond the content contained in Relationships Education, Health Education and the National Curriculum for Science. The revised Department for Education statutory guidance for Relationships Education, Relationships and Sex Education and Health Education came into effect on 1 September 2026. As a school we adhere to this guidance when planning, teaching, monitoring and reviewing provision.

Statutory Curriculum Requirements

Relationships Education is compulsory for all primary-aged pupils. Health Education is compulsory for pupils in state-funded primary schools. Relevant biological aspects of puberty and reproduction are also taught through the National Curriculum for Science. Any sex education taught at St Joseph's beyond these statutory requirements is identified clearly within curriculum information shared with parents and carers.

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

(John 10:10)

We are involved in RSHE because of our Christian beliefs about God and the human person. The belief in the unique dignity of every human person, made in the image and likeness of God, underpins education in a Catholic school. Our approach is therefore rooted in Catholic teaching and presented within a positive framework of Christian ideals. RSHE is centred on Christ's vision of human life as good news and seeks to nurture the physical, spiritual, emotional, moral, social and intellectual development of pupils.

Teaching will emphasise the importance of loving, stable relationships, marriage and family life within Catholic teaching, while recognising and respecting the different family circumstances in which pupils live. Pupils will be

taught to treat every person with dignity, kindness and respect and to understand the importance of equality, inclusion and protection from discrimination.

Aims

The RSHE policy aims to raise expectations for all pupils and prepare them confidently and safely for growing up by:

- helping pupils understand the characteristics of positive and healthy relationships with family members, friends, peers and adults;
- developing kindness, honesty, respect, empathy, consent and permission-seeking, personal boundaries and privacy;
- providing clear, accurate, balanced and age-appropriate knowledge, taught sensitively within the Catholic ethos of the school;
- enabling pupils to ask questions in a safe environment and receive appropriate, factual responses;
- promoting positive self-esteem, mental wellbeing, resilience and healthy lifestyles;
- developing communication, decision-making and help-seeking skills;
- helping pupils recognise unsafe, abusive, manipulative or discriminatory behaviour and know how to report concerns;
- preparing pupils for the physical and emotional changes of puberty;
- developing safe and responsible behaviour online, including understanding privacy, personal information, age restrictions, online influence, misinformation, scams, harmful content and the possibility that images or information may be altered or generated using artificial intelligence;
- ensuring pupils know where and how to seek help from trusted adults and appropriate services.

As a school and through this programme, we expect pupils to develop knowledge and skills progressively, revisit important concepts as they mature, apply learning to age-appropriate scenarios and retain key knowledge that helps them stay safe, healthy and respectful.

Provision

The programme is organised progressively across:

- EYFS (Nursery and Reception)
- Key Stage One (Years 1 and 2)
- Lower Key Stage 2 (Years 3 and 4)
- Upper Key Stage 2 (Years 5 and 6)

Within each learning stage, Life to the Full is organised around the themes Created and Loved by God, Created to Love Others and Created to Live in Community. The school uses the current 2026-27 Life to the Full Primary materials (Ten Ten) and supplements these, where necessary, to ensure that all statutory Relationships Education, Health Education and Science requirements are met.

Teaching is sequenced so that knowledge and vocabulary build over time. Curriculum mapping identifies where statutory content is introduced, revisited and assessed. Teaching includes, as age appropriate, relationships and families; caring friendships; respectful relationships; online relationships and safety; mental wellbeing; physical health and fitness; healthy eating; drugs, alcohol, tobacco and vaping; health protection; basic first aid; personal safety; and the changing adolescent body.

RSHE will normally be delivered by the class teacher or an appropriately trained member of staff. External visitors, including the School Nurse, may support provision. The school remains responsible for the curriculum taught by visitors and will check proposed content and resources in advance for suitability, accuracy, age appropriateness, safeguarding and consistency with this policy and the school's ethos. Teaching about puberty and developing bodies may be supported by the School Nurse in Year 6.

Inclusion

RSHE will be accessible to all pupils. Teaching will be sensitive to pupils' different abilities, levels of maturity, SEND, personal circumstances, family backgrounds, faith and culture. Reasonable adaptations will be made so that pupils with SEND can access the intended learning without lowering the importance of the statutory content. Teaching will promote respect for the dignity of every person and will help pupils understand the nature and consequences of discrimination, prejudice-based language, teasing, bullying, cyberbullying and aggressive behaviour. Pupils will encounter age-appropriate examples that reflect the range of family structures in modern Britain, including single-parent, adoptive, foster, kinship, grandparent-led and same-sex-parent families, while teaching remains consistent with the Catholic character of the school.

Safeguarding, Confidentiality and Sensitive Questions

Pupils need to feel safe and secure when RSHE is taught. Staff will establish appropriate ground rules and make clear that adults cannot promise confidentiality where a pupil may be at risk. RSHE may lead to a disclosure or safeguarding concern. Any concern or disclosure will be handled in accordance with the school's Safeguarding and Child Protection Policy and reported promptly to the Designated Safeguarding Lead or deputy.

Questions will be answered honestly, sensitively and in an age-appropriate way. Where a question is not suitable for whole-class discussion, staff may respond individually or, where appropriate, liaise with parents/carers or the safeguarding team. Staff will not encourage pupils to share personal experiences publicly.

PSHE/RSHE Co-Ordinators

The PSHE/RSHE co-ordinator and Headteacher have responsibility for supporting staff in the implementation of this policy. They will ensure that staff have access to appropriate training, curriculum information and resources and that statutory content is mapped and delivered progressively. They will also oversee monitoring, assessment, parental engagement and policy review.

Working with Parents/Carers

We recognise parents and carers as the primary educators of their children and value partnership with families. The school will consult parents and carers when developing or reviewing this policy and will communicate clearly about the curriculum, particularly before more sensitive content is taught. Curriculum overviews and information about the programme will be made available, and parents/carers may ask to view the teaching materials used by the school, subject to normal copyright arrangements.

Parents and carers do not have the right to withdraw their child from statutory Relationships Education, Health Education or content taught as part of the National Curriculum for Science, including relevant science content about puberty and reproduction.

Where St Joseph's teaches sex education beyond statutory Relationships Education, Health Education and National Curriculum Science, parents and carers have the right to request that their child is withdrawn from that non-statutory sex education. Any such request should be made to the Headteacher. The Headteacher will discuss the request with the parent/carer to clarify the nature and purpose of the curriculum. In a primary school, a request to withdraw from non-statutory sex education will be granted. Pupils who are withdrawn will receive appropriate, purposeful alternative education during the lesson.

Monitoring and Evaluating

The PSHE/RSHE Co-ordinator will monitor curriculum delivery and provision across the school through activities such as planning scrutiny, learning walks, pupil voice, staff discussion and review of curriculum documentation. Monitoring will consider whether statutory content is covered, whether learning is appropriately sequenced and adapted, and whether pupils can recall, understand and apply important knowledge. Parent and pupil views, staff feedback and relevant external guidance will inform future development.

Assessment

Assessment in RSHE is intended to show what pupils know, understand and can apply rather than to grade personal values or experiences. Teachers will use age-appropriate approaches such as discussion, observation, retrieval questions, baseline and follow-up activities, scenario-based tasks, pupil reflection and the assessment opportunities provided within Life to the Full. Assessment information will be used to identify misconceptions, adapt teaching and demonstrate progression and retention of key knowledge.

Curriculum Transparency and Policy Availability

This policy and the school's RSHE curriculum information will be available to parents and carers via the school website. Parents and carers are encouraged to discuss any questions about curriculum content or resources with the school. The school will maintain clear curriculum mapping showing how statutory requirements are met across year groups.

Other Policies

This policy should be read alongside the school's Religious Education, PSHE, Safeguarding and Child Protection, Online Safety/Computing, Behaviour, Anti-Bullying, SEND, Equality and Health and Safety policies.

Review

This policy will be reviewed regularly in light of statutory guidance, curriculum developments, monitoring evidence and consultation with pupils, parents/carers, staff and governors. The governing body will have oversight of the policy and its implementation.

Next review date: September 2027