



St Patrick's RC Primary School

Relationships, Sex and Health Education (RSHE) Policy

"Christ with me as I learn, grow and shine"

At St Patrick's RC Primary School, our educational vision is guided by our mission statement: "Christ with me as I learn, grow and shine" As a Catholic school, we hold firm beliefs in the absolute value of family life and loving, stable relationships. We recognise the profound importance of moral values, which form the foundations of all that we do. Our approach to Relationships, Sex and Health Education (RSHE) is deeply rooted in our Christian beliefs about God and the human person. We are guided by Christ's message: *"I have come that you might have life and have it to the full"* (John 10:10).

The belief in the unique dignity of the human person, made in the image and likeness of God, underpins our curriculum. Within this framework, gender and sexuality are seen as God's gifts, reflecting divine beauty and sharing in divine creativity. RSHE is concerned with nurturing human wholeness and supporting young people through their physical, emotional, spiritual, moral, social, and intellectual development.

Relationships, Sex and Health Education

Following Department for Education (DfE) and Catholic Education Service (CES) guidance, effective RSHE provides children and young people with the skills and knowledge to make informed and ethical decisions about their wellbeing, health, and relationships. In our school setting, the focus is on teaching the foundational building blocks of positive relationships. High-quality RSHE promotes moral, social, mental, and physical development, cultivating positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. All RSHE at St Patrick's will be delivered in accordance with the Church's moral teaching, emphasising the central importance of marriage and the



family while 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.

Core Values, Virtues, and Objectives

Explicit Virtues

Our RSHE programme is underpinned by Catholic values and explicitly explores and promotes the following virtues:

- Faithfulness and Fruitfulness in relationships.
- Chastity and a proper respect for the dignity of the human body.
- Integrity, Prudence, Mercy, and Compassion in personal conduct.

Learning Objectives

The primary aims and objectives of the curriculum are categorised into three core dimensions:

Attitudes and Virtues: To enable children to know they are unique and made in the image of God; build reverence for the gift of human sexuality, fertility, and their own bodily natures; cultivate respect for the dignity of every human being - in themselves and in others; foster personal responsibility for actions and an appreciation for life-long, self-giving love; and recognise the supreme importance of marriage and family life.

Personal and Social Skills: To develop self-confidence, self-esteem, and empathy for others; learn how to make sound judgments and good choices that have integrity; form stable relationships free from exploitation, abuse, and bullying; manage emotions within relationships and handle conflict or breakdown with sensitivity and dignity; and build resilience and the ability to resist unwanted peer, media, or internet pressures.

Knowledge and Understanding: To understand the viewpoint and moral teachings of the Catholic Church regarding relationships and marriage; grasp that physical and emotional growth is common to all of us as we move from childhood through adolescence; obtain clear, scientific knowledge of the physical and psychological developments of males and females, including correct anatomical names for all body parts, to fully prepare for puberty; understand the facts about human reproduction and how life is created through God's loving plan; and discover how to keep themselves safe by assessing risks and managing personal behaviour.

Curriculum Implementation & Schemes of Work



Following consultation with parents, governors, and teachers, St Patrick's has adopted the Ten:Ten "Life to the Full" scheme of work from EYFS to Year 6. This curriculum is firmly embedded within our wider PSHE framework to nurture human wholeness. We deliver a tailored version of this scheme during the Summer 2 term, selecting specific sessions that best complement the other PSHE lessons taught throughout the school year. This ensures our pupils receive a comprehensive education meeting both statutory requirements and our school's specific needs.

"Life to the Full" is structured across three key modules:

- Module 1: Created and Loved by God
- Module 2: Created to Love Others
- Module 3: Created to Live in Community

Early Years Foundation Stage (EYFS)

Personal, social, and emotional development (PSED) is treated as fundamental to children leading healthy and happy lives. The curriculum focus is centered on friendship, bullying, and building self-esteem. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Through adult modeling and guided interaction, children are taught how to make good friendships, co-operate, and resolve conflicts peacefully.

Inclusion, Adaptation, and Equal Opportunities

RSHE will be taught to all children regardless of ability, with learning opportunities matched to individual needs. We understand that some children mature at different rates, which is actively addressed in our adaptive planning. Pupils with specific physical or intellectual challenges will receive appropriately adapted teaching and support to develop mature knowledge within their capacity. In line with our wider Equalities Act 2010 obligations, the governing body ensures that the school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, or sexual orientation. Lessons will actively help children realise the nature and consequences of discrimination, teasing, bullying, cyber-bullying, and prejudice-based language, teaching them how to respond and ask for help.

Classroom Delivery and Managing Sensitive Issues

Teaching Strategies



We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Teachers will establish clear ground rules and create a supportive, secure climate for open discussion. Delivery methods will be active and varied.

Handling Student Questions and Controversial Issues

The governors wish to promote a healthy, positive atmosphere where children can ask questions freely, confident that they will be answered without fear of bullying or harassment. Sensitive or controversial issues will be discussed openly within the context of the RSHE lessons. However, some questions may raise issues inappropriate for ordinary class time (e.g., if a question is of an intensely personal nature or hints at abuse).

Safeguarding

Effective RSHE discussions may lead to a safeguarding disclosure. Where a teacher suspects that a child is a victim of or is at risk of abuse, they are required to follow the school's safeguarding policy and immediately inform the Designated Safeguarding Lead.

External Visitors

Outside health specialists or agencies may be called upon to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher-led sessions. All external visitors must adhere to the code of practice in the CES guidance, follow school policies, minimise potential disclosures via ground rules, and ensure all teaching is rooted in Catholic principles.

Roles and Responsibilities

The Governing Body: In consultation with parents and teachers, the Governors agree on the RSE policy. They ensure the policy is available to parents, meets statutory requirements, aligns with whole-school policies (like SEND and Safeguarding), and establishes a link governor to share in monitoring and evaluation.

The Headteacher: Takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the diocese, and appropriate local agencies.



The PSHE/RSHE Subject Coordinator: Alongside the Headteacher, the coordinator supports staff, provides a lead in sharing information, offers in-service training, and monitors delivery by examining plans, schemes, and work samples.

All Staff: RSHE is a whole-school subject. All teachers have a responsibility of care to actively contribute to the physical, moral, and spiritual well-being of their pupils. Staff are expected to act as role models of healthy relationships and teach RSHE in accordance with the school's Catholic ethos. Appropriate training will be made available to all staff.

Partnership with Parents and the Right to Withdraw

We recognise that parents are the primary educators of their children, and we provide the principal means by which the Church assists them in this duty. We heavily encourage parents to continue these important conversations at home.

To support parents, the school provides access to the Ten:Ten Parent Portal, shared via Seesaw and the school newsletter. Through this portal, parents can view full curriculum materials, including Lesson Overviews (summaries of what will be taught in each session), Resources and Media (access to videos, stories, and classroom activities), and Parent Consultation Tools (contextual guidance on Catholic teaching and home discussion suggestions). Parents will always be informed by letter in advance of the more sensitive, subject-specific RSHE sessions taking place.

Right to Withdraw

Parents retain the statutory right to withdraw their children from subject-specific Sex Education, except for those biological elements required by the National Curriculum Science orders. Any parents wishing to discuss withdrawal are warmly invited to hold a conversation with the Headteacher to clarify their particular concerns.

Assessment, Monitoring, and Evaluation

- Teachers will formally and informally assess children's progress through lesson observations, classroom discussions, and review written work.
- Seesaw Tracking: The Subject Coordinator will monitor RSHE delivery through ongoing discussions with class teachers and by reviewing digital evidence uploaded to the Seesaw platform.



- Biannual Evaluation: The overall RSHE programme will be formally evaluated every two years using questionnaires, response sheets, or feedback discussions from pupils, staff, and parents.
- Reporting: The results of these evaluations will be shared with stakeholders, and the Governing Body will carefully consider all suggestions for improvement before amending or re-ratifying the policy.

Policy Review Date: May 2026

Next Review Date: May 2028