St Michael's Catholic Primary School

Policy for PSHE/RHE

Approved by: LGC

Last reviewed on:
September 2026

Next review due by:
September 2027

This policy has been reviewed in accordance with Statutory Guidance laid out in Keeping Children Safe in Education 2026 and the Relationships and Health Education 2025. This policy should be read in conjunction with our 2026 Safeguarding policy and procedures and our 2026 online safety policy.

School Mission Statement

At St Michael's' Catholic Primary School we aim to promote a learning community based on the Gospel Values of love, tolerance and forgiveness where the achievements of everyone are recognised and celebrated.

Our mission statement, taken from John 10:10 "to live life to the full" commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that Relationships Education and Health Education (RHE) 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 to 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
- Consultation with wider school community e.g. school nurse

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 RSHE 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. RSHE, 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

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 RSHE does this by promoting their "moral, social, mental and physical development" and cultivating "positive characteristic 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 is on "teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, daring adults who have respect for others and know how to keep themselves and others safe." This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. 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 relationships.

We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science.

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE 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. It is in this context that we commit ourselves:

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.

[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

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 RSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, 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. 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 2025, 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, 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 sex curriculum.

PSHE is taught discreetly for 60 minutes every other week from Early Years to Year 6 with strands lending themselves to cross-curricular work.

Programme / Resources

The PSHE curriculum incorporating RHE will be followed which is cross curricular using Ten:Ten plus which is a fully resourced scheme of work in Relationships and Health Education for Catholic primary schools incorporating JOHN:10:10 ‘Life to the Full’. Taught with a spiral approach to learning, the programme includes teaching about personal health, physical and emotional well-being, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world.

The entire teaching is underpinned with a Christian faith understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.

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

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 RSE will be covered in order that they can be prepared to talk and answer questions about their children’s learning.

Parents/Carers 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 RSE 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.

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 RSE programme that offers a range of viewpoints on issues. 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.

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 RSE. 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.

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.

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 the policy meets the 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 Department for Education and the local authority, also appropriate agencies.

PSHE/RHE Coordinator

In coordination with the headteacher who 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.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE 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, Bullying Policy, Safeguarding Policy etc)

Pupils with particular difficulties, 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 . Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE 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 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 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.40 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 RSE 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 safeguarding policy and immediately inform the designated senior member of staff responsible.

The school's initial response to a report from a child is important. At St Michael'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
St Michael'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 headteacher, RHE coordinator, the governing body and staff. The next review date is **September 2027**