ST. OSWALD'S CATHOLIC PRIMARY SCHOOL

Relationships, Health & Sex Education (RHSE) Policy

Date reviewed: November 2026
Date of next review: November 2027
Approved by Governors: November 2026

Our Mission Statement

At St Oswald's, we aim to promote a learning community based on the Gospel values of love, trust and respect, where the achievements of everyone are recognised and celebrated.

Living, Learning and Loving together with Christ.

Rationale

We believe that Relationships, Health and Sex Education (RHSE) is an important part of the education of the whole child. We recognise that children are growing and developing physically, emotionally, socially and spiritually, and that they need the knowledge, understanding and skills to form healthy relationships, make informed choices and keep themselves safe.

As a Catholic school, our approach is rooted in the belief that every person is created in the image and likeness of God and is uniquely valuable. We seek to promote the dignity of every individual and encourage children to recognise their own worth and the worth of others.

Our teaching is informed by the teachings of the Catholic Church and promotes the importance of love, respect, responsibility, compassion, commitment and the value of family life. We recognise and respect the different family structures and experiences represented within our school community.

We aim to provide a safe, supportive and inclusive environment in which children can ask questions, develop their understanding and feel confident to seek help when they need it.

Aims

The aims of RHSE at St Oswald's are to:

- Develop positive attitudes and values rooted in our Catholic faith.
- Help children recognise their own dignity and worth and respect the dignity of others.
- Enable children to build and maintain healthy, respectful and positive relationships.
- Develop an understanding of families, friendships and different forms of loving relationships.
- Equip children with the knowledge and skills to make safe and informed choices.
- Support children to understand and manage their emotions and mental wellbeing.
- Develop an understanding of physical health, hygiene, growing and changing.
- Help children recognise unsafe situations and understand how and where to seek help.

- Encourage children to treat others with kindness, compassion, tolerance and respect.
- Prepare children for the physical and emotional changes they will experience as they grow up.

Statutory Requirements

Relationships Education and Health Education are statutory requirements for primary schools in England. At St Oswald's, we follow the Department for Education's statutory guidance for Relationships, Sex and Health Education.

Our curriculum also supports children's wider personal, social, health and economic education (PSHE), helping them develop the knowledge, attitudes and skills needed to participate positively in society.

As a Catholic school, we deliver RHSE in a way that is consistent with our Catholic ethos and the teachings of the Church, while ensuring that statutory curriculum requirements are met.

The school's RHSE curriculum meets all statutory requirements outlined in the Department for Education Relationships Education and Health Education Guidance (2025) and National Curriculum Science.

St Oswald's Catholic Primary School delivers RHSE primarily through Ten:Ten's Life to the Full programme and Life to the Full Plus enhancement resources. These programmes are mapped against:

- Department for Education statutory Relationships Education requirements;
- Department for Education statutory Health Education requirements;
- National Curriculum Science;
- Catholic Education Service guidance;
- Diocese of Hexham and Newcastle expectations for Catholic schools.

Annual curriculum audits are completed to ensure full statutory coverage and progression across EYFS, Key Stage 1 and Key Stage 2.

Through Ten:Ten Life to the Full, Life to the Full Plus and additional planned curriculum provision, pupils are taught the statutory content within:

Relationships Education

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

National Curriculum Science

- Human growth and development
- Lifecycles
- Human reproduction
- Puberty
- Reproduction in plants and animals

Where curriculum audits identify gaps between programme resources and statutory expectations, additional teaching will be planned to ensure all requirements are fully met.

Inclusion and Equality

At St Oswald's, we are committed to ensuring that all children can access RHSE. We recognise that children have different needs, experiences, levels of understanding and stages of development.

Teaching is adapted to take account of pupils' age, ability, additional learning needs and personal circumstances. Resources and activities are selected to be accessible and inclusive, and additional support is provided where appropriate.

We recognise and value the diversity of family life within our school community. Children are taught to respect themselves and others, regardless of family background, disability, sex, race or other protected characteristics.

We aim to create a safe learning environment in which every child feels included, respected and able to participate.

Curriculum Content

Our RHSE curriculum is progressive and age-appropriate, building on children's previous learning as they move from Reception to Year 6.

It covers the statutory areas of Relationships Education and Health Education, alongside wider PSHE learning.

The main areas of learning include:

Families and people who care for us

- Different types of families and the people who care for us.
- The importance of family life and positive relationships.
- Recognising that families may look different while providing love, care and support.

Respectful relationships and friendships

- Characteristics of positive friendships.
- Kindness, honesty, trust, respect and inclusion.
- Managing disagreements and resolving conflict.
- Recognising bullying and knowing how to respond.
- Understanding personal boundaries and respecting the boundaries of others.

Online relationships and keeping safe

- Staying safe when using the internet and digital technology.
- Understanding that people may behave differently online.
- Recognising risks and knowing how to seek help.
- Understanding privacy and the importance of keeping personal information safe.

Physical health and wellbeing

- The importance of physical activity, healthy eating and sleep.
- Personal hygiene and looking after our bodies.
- Understanding how to maintain a healthy lifestyle.
- Recognising how our choices can affect our health.

Mental health and emotional wellbeing

- Recognising and naming a range of emotions.
- Understanding that feelings can change.
- Developing strategies to manage feelings and difficulties.
- Understanding the importance of positive relationships and support networks.
- Knowing when and how to seek help.

Growing, changing and puberty

- Understanding how our bodies grow and change.
- Learning about puberty in an age-appropriate way.
- Understanding the physical and emotional changes associated with growing up.
- Learning about menstruation and personal hygiene.
- Developing positive attitudes towards our changing bodies.

Making Babies

- Understand that life begins at conception;
- Understand that a baby starts when a sperm cell from the father joins with an egg cell from the mother;
- Recognise that fertilisation usually takes place inside the mother's body;
- Understand that a baby develops in the uterus (womb);
- Learn about the stages of pregnancy and foetal development;

- Understand how babies are born;
- Recognise that new life is part of God's plan and gift of creation;
- Use appropriate scientific vocabulary, including sperm, egg (ovum), fertilisation, embryo, foetus, uterus/womb and birth;
- Begin to understand the emotional and practical responsibilities involved in caring for babies and children

Our RHSE Programme – Ten Ten Resources

At St Oswald's, we use Ten Ten Resources' Life to the Full programme, together with Life to the Full Plus, to support the delivery of our Relationships, Health and Sex Education and wider PSHE curriculum.

Life to the Full is a Catholic primary programme which provides a progressive approach to Relationships and Health Education. It is rooted in the belief that every person is created and loved by God and is designed to support children's personal development within the context of our Catholic faith.

Life to the Full Plus is an additional programme which integrates wider PSHE learning into the existing Life to the Full curriculum. It provides further sessions and resources across EYFS to Year 6, extending children's learning through topics such as:

- Transitions and preparing for change.
- Rights and responsibilities.
- Money and financial understanding.
- Careers, ambitions and aspirations.

The Plus programme also provides additional media-rich resources, including Classroom Shorts, discussion questions and live-action dramas. These are used to stimulate discussion, reinforce learning and provide opportunities for children to apply their understanding to real-life situations.

Together, Life to the Full and Life to the Full Plus support a connected and progressive approach to children's relationships, health, wellbeing and wider personal development.

The core Life to the Full programme is organised into three modules:

Module 1: Created and Loved by God

- Religious Understanding
- Me, My Body, My Health
- Emotional Wellbeing
- Life Cycles

Module 2: Created to Love Others

- Religious Understanding
- Personal Relationships
- Keeping Safe

Module 3: Created to Live in Community

- Religious Understanding
- Living in the Wider World

The school uses the resources flexibly to meet the needs and developmental stages of its pupils. Teachers also draw on other appropriate resources and curriculum opportunities where necessary to ensure that all statutory content is covered.

The use of Ten Ten resources does not replace the school's responsibility to ensure that the full statutory curriculum is taught. Curriculum coverage and progression are reviewed regularly to identify and address any gaps.

Teaching and Learning

RHSE is taught through planned lessons and activities, using a range of teaching approaches appropriate to the age and needs of the children.

These may include:

- Class discussions and circle time.
- Stories, scenarios and role play.
- Videos and interactive resources.
- Group work and collaborative activities.
- Reflection and prayer.
- Opportunities to ask questions and share ideas.

Teachers establish clear expectations for respectful discussion and ensure that children understand that different opinions and experiences should be treated with sensitivity.

Where appropriate, learning is reinforced through other curriculum areas, school life, assemblies and our wider Catholic ethos.

Assessment

Assessment in RHSE is used to establish children's understanding, identify misconceptions and inform future teaching.

Teachers use a range of approaches, including:

- Discussion and questioning.
- Observation of children's contributions.
- Reflection activities.
- Assessment activities provided by Ten Ten Resources.
- Review of children's knowledge and understanding over time.

Assessment is not used to judge children's personal experiences, family circumstances or beliefs.

Parents and Carers

We recognise that parents and carers are the primary educators of their children and play a vital role in supporting their personal, social and emotional development.

We aim to work in partnership with families and communicate openly about the content and delivery of RHSE.

The school's RHSE policy is available to parents and carers, and relevant curriculum information and resources can be shared to support understanding of what is taught.

Parents and carers are encouraged to contact the school if they have questions or concerns about the RHSE curriculum.

Right to Withdraw

Parents and carers do not have the right to withdraw their children from statutory Relationships Education, Health Education or the Science National Curriculum, including the scientific elements relating to human growth and reproduction.

At primary level, sex education beyond the requirements of the Science National Curriculum is not compulsory. Where the school chooses to provide additional sex education, parents and carers have the right to request that their child is withdrawn from all or part of that additional teaching.

Any request for withdrawal should be made in writing to the Headteacher, who will discuss the request with parents and explain the nature and purpose of the teaching.

The school will ensure that parents and carers are informed about any additional sex education content before it is taught.

Roles and Responsibilities

The Local Governing Committee

- Approves the RHSE policy.
- Ensures that statutory requirements are met.
- Monitors the effectiveness of the school's provision.

The Headteacher

- Ensures that RHSE is taught in accordance with statutory guidance and the school's Catholic ethos.
- Supports staff in the implementation of the policy.
- Ensures that appropriate arrangements are in place for safeguarding and sensitive issues.

The RHSE Coordinator

- Supports the planning and development of the curriculum.
- Ensures that resources are appropriate and accessible.
- Monitors curriculum coverage and progression.
- Supports staff with guidance and training.

Teachers

- Deliver RHSE in an age-appropriate and sensitive manner.
- Establish a safe and respectful learning environment.
- Adapt teaching to meet the needs of all pupils.
- Respond appropriately to children's questions and concerns.
- Follow the school's safeguarding procedures.

Sensitive Issues and Safeguarding

We recognise that RHSE may raise sensitive issues or lead children to share personal experiences.

Teachers will respond to questions in an age-appropriate and sensitive way, taking account of the purpose and content of the curriculum.

Children will be encouraged to speak to a trusted adult if they are worried about something or need help.

Staff will follow the school's safeguarding and child protection procedures if a child makes a disclosure or raises a concern. Any concerns will be passed to the Designated Safeguarding Lead or an appropriate deputy in accordance with the school's current Safeguarding Policy.

Teachers will explain that information shared in class cannot always remain confidential if there is a concern about a child's safety or wellbeing.

Monitoring and Review

The RHSE curriculum is monitored by the RHSE Coordinator and Senior Leadership Team to ensure that it is being delivered effectively and that children are developing the knowledge and skills they need.

Monitoring may include:

- Reviewing curriculum plans and resources.
- Looking at curriculum coverage and progression.
- Discussions with staff and pupils.
- Reviewing assessment information.
- Considering feedback from parents and carers.

This policy will be reviewed every two years, or earlier where necessary to reflect changes in statutory guidance, school practice or curriculum provision.