

Relationships, Sex and Health Education policy 2025

St. Teresa's Catholic Primary School



Approved by:	St Teresa's Governing Body	Date:
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Last reviewed on:	3/7/25
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Next review due by:	Summer 2027
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SCHOOL MISSION STATEMENT

We love God and each other and follow the example of St Teresa.

We enjoy learning together and doing our best in a happy, healthy and welcoming community.

We learn to be responsible and caring citizens.

“Let us do little things well today”.

St Teresa

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 the 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 RSHE AND THE MISSION STATEMENT

Our Mission Statement commits us to produce responsible and caring citizens. We believe that our RSHE programme (embedded in our wider PSHE curriculum), is an integral part of this education so that we enable all children to grow up healthy, happy, safe and able to manage the challenges and opportunities of modern Britain.

OBJECTIVES

Aligned with our Catholic Principles, our RSHE policy aims to develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility;
- 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;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

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;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To develop the following Health skills:

- building an understanding of mental health and wellbeing, how to nurture this and recognising when one may need help in this area.
- identifying internet safety and harms
- Developing a good routine for physical health and fitness as well as knowing the characteristics and mental and physical benefits of an active lifestyle
- Knowing what healthy eating is and plan ways to achieve this
- Learning facts and risks associated with drugs, alcohol and tobacco
- Knowing about health and prevention such as getting enough sleep and dental hygiene
- Acquiring basic first aid including what to do in an emergency and basic emergency first aid procedures

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- 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.

RATIONALE

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.10.10)

We are involved in relationships sex 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 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 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. RSHE, therefore, will be placed firmly within the context of relationships 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) RSHE 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 centered 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 RSHE 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.

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science as well as the Relationships and Health Education made statutory from September 2020.

POLICY DEVELOPMENT

This policy is being developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review - a member of staff pulled together all relevant information including relevant national and local guidance.
- Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation - parents and any interested parties were invited to share their thoughts on the draft policy.
- Pupil consultation - we investigated what exactly pupils want from their RSHE.
- Ratification - once amendments are made, the policy will be shared with governors and ratified.

DEFINITION

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, puberty, physical and mental health, healthy lifestyles, diversity and personal identity. In Y6 we teach sex education in the context of a loving relationship and using Diocesan approved materials. Parents and carers are invited to view these materials before use with the children. Our main resource for teaching the RSE element is the Ten:Ten programme. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

CURRICULUM

From September 2025, we will be implementing the Ten:Ten Life to the Full Plus scheme of work at St Teresa's. Life to the Full Plus is a fully resourced spiral curriculum for Catholic schools in the UK. As pupils spiral upwards, a rich breadth and depth of knowledge is achieved. The planning is organised into the following phases:

- EYFS
- KS1
- LKS2
- UKS2

Each phase is then split into 3 modules:

Module 1: Created and Loved by God which includes the units: Religious Understanding, Me, My body, My Health, Emotional Well-Being and Life Cycles.

Module 2: Created to Love Others which includes the units: Religious Understanding, Personal Relationships, Life Online and Keeping Safe.

Module 3: Created to Live in Community which includes the units: Religious understanding and Living in the Wider World.

Within each unit there are fully resourced sessions which include session notes, presentations and activities for the children to undertake. An overview of the modules and units can be seen in Appendix 1.

DELIVERY OF RSHE

RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The Health element of RSHE is taught as part of our PSHE curriculum and focuses on enabling all children to grow up healthy, happy, safe and able to manage the challenges and opportunities of modern Britain. The topics include:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

ROLES AND RESPONSIBILITIES

Governors

- Contribute to the RSE 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 parents know of their right to withdraw their children from sex education within RSHE;
- 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 statutory requirements of Relationship and Health Education within PSHE.

Head teacher

- The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSHE Co-ordinator

- The co-ordinator with the head teacher 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 RSHE and the provision of in-service training.

All Staff

- RSHE 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 RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE. 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.

Parents

- As children's first educators, it is imperative that RSHE is taught in partnership with parents. Sharing the curriculum with parents so they know which topics are taught and when (Appendix 1) will allow parents to support and compliment the programme so that home and school are in harmony. Parents have access to the Ten:Ten Parents' portal which allows access to the slides and resources used in school.

Pupils

- Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

OUTCOMES

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, 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. (In looking at these questions, it is important to draw links to the school's inclusion policy).

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, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

In response to any questions regarding LBGQTQ+, we will:

- 1) Listen
- 2) Accept
- 3) Emphasise the message that we are ALL God's children and we are all intrinsically loved.
- 4) Express that we are more than any labels others or society put on us.

We will provide this by fostering an ethos in our school community where individuals feel safe and respected enough to express their views, feelings and questions and further explore their identity knowing they are loved and treasured as a child of God.

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 via the Ten:Ten parent portal. Parents/carers will receive the final overview of lesson so they know which units are taught when throughout the year. Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSHE 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 RSHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSHE 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.

MONITORING ARRANGEMENTS

The delivery of RSHE is monitored by the RSHE and PSHE lead (Mrs Herron) through: Staff meetings, learning walks, work scrutiny, pupil interviews and the analysis of data.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems and will be recorded on Target Tracker.

This policy will be reviewed by Mrs Herron annually. At every review, the policy will be approved by the governing body's curriculum committee.

St Teresa's Catholic Primary School

PSHE and RSHE curriculum



July 2025

Ten:Ten
Resources



		EYSF	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn term: Module 1 : Created an loved by God	Autumn 1	U1: Story Sessions Handmade With Love	U1: Story Sessions Let the Children Come	U1: Story Sessions Let the Children Come	U1: Story Sessions Get Up!	U1: Story Sessions Get Up!	U1: Story Sessions Calming the Storm	U1: Story Sessions Calming the Storm
		U2: Session 1 I Am Me	U2: Session 1 I am Unique	U3: Session 2 Feeling Inside	U1: Session 2 The Sacraments	Review of year 3 U3, followed by: U3: Session 3	U2: Session 1 Gifts and Talents	U4: Session 5 Coping with
		U2: Session 2 Heads, Shoulders, Knees and Toes	U2: Session 2 Girls and Boys	U3: Session 3 Super Susie Gets	U2: Session 1 We Don't Have to	U3: Session 3 I am Thankful	U2: Session 2 Girls' Bodies	U4: Session 5 Change
		U2: Session 3 Ready Teddy?	U2: Session 3 Clean and	U3: Session 3 Angry	U2: Session 2 Be the Same		U2: Session 3 Boys' Bodies	U4: Session 4 Classroom Shorts
		U3: Session 1 I Like, You Like, We All Like!	U2: Session 3 Healthy (My Body)		U2: Session 2 Respecting Our Bodies		U2: Session 4 Spots and Sleep	U4: Session 4 Hope Beyond Death
		U3: Session 2 All the Feelings!	U3: Session 1 Feelings, Likes and Dislikes	U4 Session 2: Beginnings and Endings	U3: Session 1 What Am I Feeling?	U2: Session 3 What is Puberty?	U3: Session 1 Body Image	U4: Session 1 Making Babies (Part 1)
		U3: Session 3 Let's Get Real	U4: Session 1 The Cycle of Life	U4: Session 3: Change Is All Around	Session 2 U3: What Am I Looking at?	Session 4 U2: Changing Bodies	Session 2 U3: Peculiar Feelings	U4: Session 2 Making Babies (Part 2)
	U4: Session 1 Growing Up		U4: Session 3: Classroom Shorts	U3: What Am I Looking at?	U2: Session 5 Male/Female Discussion	U3: Session 3 Emotional Changes	U4: Session 3 Menstruation	
	U4: Session 2 New People, New Places			U4: Session 1 Life Cycles	U2: Session 5 Male/Female Discussion	U3: Session 3 Emotional Changes		
					U4: Session 3 Big Changes, Little Changes	U3: Session 4 Seeing Stuff Online		
					Classroom Shorts			

Spring term: Module 2:
Created to love others

Spring 1

U1: Session 1
[Role Model](#)
Session 1
[Who's Who?](#)
Session 2
[You've Got A Friend In Me](#)
Session 3
[Forever Friends](#)
Session 1
[What is the Internet?](#)
Session 2
[Playing Online](#)

U1: Session 1
[God Loves You](#)
U2: Session 1
[Special People](#)

U1: Session 1
[God Loves You](#)
U3: Session 1
[Real Life Online](#)
Session 2
U3: [Rules To Help Us](#)
U4: Session 1
[Good and Bad Secrets](#)

U1: Story Sessions
[Jesus, My Friend](#)
U2: Session 1
[Family, Friends and Others...](#)
U2: Session 2
[When Things Feel Bad](#)

Review:
U2: Session 1
[Family, Friends and Others...](#)
U2: Session 2
[When Things Feel Bad](#)

U1: Session 1
[God Is Calling You](#)
U2: Session 1
[Under Pressure](#)
U2: Session 2
[Do You Want A Piece of Cake?](#)

U2: Session 3
[Self-Talk](#)
U2: Session 4
[Build Others Up](#)
[Classroom Shorts](#)

Spring 2

Session 1
[Safe Inside and Out](#)
Session 2
[My Body, My Rules](#)
Session 3
[Feeling Poorly](#)
Session 4
[People Who Help Us](#)

U2: Session 2
[Treat Others Well...](#)
U2: Session 3
[...and Say Sorry](#)

U4: Session 2
[Physical Contact](#)
U4: Session 3
[Harmful Substances](#)
U4: Session 4
[Can You Help Me? \(Part 1\)](#)
U4: Session 5
[Can You Help Me? \(Part 2\)](#)

U3: Session 1
[Sharing Online](#)
U3: Session 2
[Chatting Online](#)
[Classroom Shorts](#)
U4: Session 1
[Safe in My Body](#)
[Classroom Shorts](#)

Session 3
U4: [First Aid Heroes](#)
U4: Session 4
[Rights and Responsibilities](#)
[Classroom Shorts](#)

U3: Session 1
[Sharing Isn't Always Caring](#)
U3: Session 2
[Cyberbullying](#)
[Classroom Shorts](#)
U4: Session 1
[Types of Abuse](#)
[Classroom Shorts](#)

Review:
U4 Session 1
[Types of Abuse](#)
[Classroom Shorts](#)
U4: Session 2
[Impacted Lifestyles](#)
[Classroom Shorts](#)
U4: Session 3
[Making Good Choices](#)
U4: Session 4
[Giving Assistance](#)

Summer term: Module 3: Created to live in community	Summer 1	Session 1 God is Love Session 2 Loving God, Loving Others Session 1 Me, You, Us	U1: Session 1 Three In One	U2: Session 1 The Communities We Live In	U1: Session 1 A Community of Love U1: Session 2 What is the Church?	Review: U2: Session 1 How Do I Love Others? U2: Session 2 Working Together Classroom Shorts	U1: Session 1 The Holy Trinity U1: Session 2 Catholic Social Teaching	Review: U1: Session 2 Catholic Social Teaching
	Summer 2	Session 2 When I Grow Up... Classroom Shorts Session 3 ‘Money Doesn’t Grow On Trees’ Classroom Shorts	U1: Session 2 Who is My Neighbour?	U3: Session 2 Who Will I Be? Classroom Shorts U3: Session 3 Needs and Wants Classroom Shorts	U2: Session 1 How Do I Love Others? U2: Session 2 Working Together Classroom Shorts	U2: Session 3 Money Matters Classroom Shorts	U2: Session 1 Reaching Out	U2: Session 2 The World of Work Classroom Shorts U2: Session 3 Money and Me Classroom Shorts

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 3: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships, sex and health education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	