When you love to learn, you learn to love

CATHOLIC SCHOOL
ST JOHN FISHER

Relationships, Sex and Health Education Policy

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1. Our Catholic Vision and Rationale

At St John Fisher Catholic Primary School, Relationships, Sex and Health Education (RSHE) is an important part of our commitment to the spiritual, moral, social, emotional and physical development of every child. It supports our mission to stand united in faith, with the courage to build a loving world of truth, justice, peace and wisdom.

Our school motto, *"When you love to learn, you learn to love,"* reflects our belief that learning and love are inseparable. We want every child to understand that they are created and loved by God, that every person has inherent dignity and worth, and that they are called to treat themselves and others with compassion, respect and kindness.

Our RSHE provision is rooted in the teachings of the Catholic Church and supports our vision of *"Growing together in faith and learning, to create a loving and just world."* It is closely linked to our LIGHT school values of Love, Integrity, Growth, Hope and Togetherness.

RSHE enables children to develop the knowledge, understanding and personal skills they need to build healthy relationships, make informed choices, recognise unsafe situations and contribute positively to their families, school and wider community. It is taught within the context of our Catholic faith, while recognising and respecting the backgrounds, experiences and beliefs of the families who make up our school community.

We recognise that parents and carers are the primary educators of their children. The school works in partnership with families to provide age-appropriate, accurate and sensitive teaching that supports children as they grow.

2. Statutory Framework

This policy has been developed with reference to the relevant statutory requirements and guidance, including:

- The Education Act 2002.
- The Children and Social Work Act 2017.
- The Equality Act 2010.
- Keeping Children Safe in Education.
- The Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education and Health Education.
- The statutory requirements for the National Curriculum for Science.

- Catholic education guidance and the teachings of the Catholic Church.

Relationships Education and Health Education are statutory in primary schools. The school also teaches the statutory National Curriculum for Science, including the relevant content about human development and reproduction.

The school's RSHE provision is delivered in a way that is consistent with our Catholic character and ethos. This policy should be read alongside the school's safeguarding, behaviour, anti-bullying, equality and inclusion policies.

3. Aims of RSHE

Through our RSHE curriculum, we aim to help children:

- Understand that they are created and loved by God and that every person has dignity and worth.
- Develop healthy, respectful and positive relationships.
- Understand the importance of family, friendship, kindness, trust and mutual respect.
- Recognise and communicate their feelings and understand how to manage them.
- Develop confidence in expressing their views and asking for help.
- Understand personal boundaries, privacy and the importance of consent.
- Recognise situations that may be unsafe or harmful and know how to seek support.
- Develop an understanding of physical, emotional and mental health.
- Learn about their changing bodies in an age-appropriate and sensitive way.
- Understand how to keep themselves safe, including online.
- Respect difference and diversity and recognise that everyone should be treated fairly.
- Develop the knowledge and skills needed to make responsible choices.
- Understand their responsibilities towards others and the wider world.

4. Our Catholic Approach to RSHE

RSHE at St John Fisher is taught within the context of the Catholic understanding of the human person. We believe that every child is made in the image and likeness of God and is deserving of love, dignity and respect.

Our teaching reflects the belief that relationships are central to human life and that we are called to love one another as Christ loves us. Children are encouraged to recognise the importance of compassion, forgiveness, honesty, service and respect in their relationships.

Our Catholic values are reflected throughout RSHE:

- Love: treating ourselves and others with kindness, care and compassion.
- Integrity: acting honestly and responsibly, even when it is difficult.
- Growth: developing our understanding, confidence and personal skills.
- Hope: recognising that we can learn, change and make positive choices.
- Togetherness: building supportive relationships and contributing to our community.

RSHE is not taught in isolation from the wider life of the school. It is supported through prayer and liturgy, the Religious Education curriculum, the school's behaviour expectations, safeguarding work and opportunities for children to develop a sense of service and responsibility.

5. Our RSHE Curriculum

St John Fisher Catholic Primary School uses Life to the Full, a Catholic RSHE programme provided by Ten:Ten, to support the delivery of our RSHE curriculum.

Life to the Full is a Catholic programme that has been developed in line with the statutory requirements for Relationships Education, Health Education and relevant aspects of Science. It provides a structured and progressive approach to teaching children about relationships, health, wellbeing, human dignity and personal safety.

The programme is organised into three interconnected modules.

Module 1: Created and Loved by God

This module explores the dignity and uniqueness of every human person. Children learn that they are created and loved by God and that their bodies, feelings and lives are valuable.

Teaching includes:

- Recognising and celebrating individual strengths and differences.

- Understanding feelings and emotional wellbeing.
- Developing positive self-esteem and a healthy understanding of body image.
- Learning about physical health and personal hygiene.
- Understanding the importance of keeping safe.
- Learning about puberty and the changes that occur as children grow.
- Developing an age-appropriate understanding of human reproduction and life before birth.

Module 2: Created to Love Others

This module focuses on relationships and the importance of loving and respectful interactions with others. Children learn how to build positive relationships and recognise the characteristics of healthy relationships.

Teaching includes:

- Family relationships and friendship.
- Kindness, respect, trust and forgiveness.
- Recognising and managing feelings within relationships.
- Personal boundaries, privacy and appropriate behaviour.
- Understanding consent in an age-appropriate context.
- Recognising peer pressure and developing strategies to respond.
- Identifying unsafe or unhealthy relationships and seeking help.

Module 3: Created to Live in Community

This module explores the importance of community and our responsibilities towards others. It reflects the Catholic understanding that we are called to live together in love, justice and service.

Teaching includes:

- Understanding the importance of belonging and community.
- Recognising the dignity of every person.
- Respecting differences and challenging unfairness.
- Developing an understanding of the common good.
- Exploring the importance of service and helping others.
- Understanding how our actions can contribute to a more loving and just world.

Progression Across the School

RSHE is taught progressively, with content and language appropriate to children's age, stage of development and understanding. Learning builds on previous knowledge and is revisited as children mature.

Early Years Foundation Stage

Children begin to develop an understanding of themselves and others. They learn to recognise and talk about feelings, build friendships, understand simple boundaries, develop independence and identify trusted adults who can help them.

Key Stage 1

Children learn about families, friendships, kindness, respect, feelings, personal hygiene, safety and the importance of treating others fairly. They begin to understand personal boundaries and how to ask for help when something worries them.

Lower Key Stage 2

Children develop their understanding of healthy relationships, emotional wellbeing, personal safety, peer influence and respect. They learn more about the changes that occur as they grow and develop strategies for managing feelings and seeking support.

Upper Key Stage 2

Children explore relationships in greater depth and prepare for the transition to secondary school. Teaching includes puberty, physical and emotional changes, personal boundaries, online safety, healthy relationships, peer pressure and age-appropriate aspects of human reproduction. Children are supported to understand the changes they may experience and to make responsible, informed choices.

The school reviews the content and sequence of lessons to ensure that teaching is appropriate, inclusive and responsive to the needs of pupils.

6. Curriculum Overview

RSHE is taught through a planned, progressive curriculum using *Life to the Full*, a Catholic RSHE programme provided by Ten:Ten. Learning is organised around the three programme modules: Created and Loved by God, Created to Love Others and Created to Live in Community.

The curriculum is revisited and developed as pupils move through the school. The overview below summarises the key areas of learning. Specific lesson content is matched to pupils' age, stage of development and understanding.

Phase	Created and Loved by God	Created to Love Others	Created to Live in Community
Reception	Recognising that we are unique and loved; naming feelings; beginning to understand personal hygiene, health and safety.	Developing friendships; understanding kindness; recognising trusted adults; learning simple boundaries.	Understanding belonging; recognising that we are part of a family, class and wider community; learning to care for others.
Years 1-2	Understanding individual dignity and differences; recognising feelings; developing healthy habits and personal safety.	Exploring family and friendship; kindness, respect and forgiveness; understanding personal space and when to ask for help.	Understanding belonging and community; respecting differences; recognising ways to help others and contribute positively.
Years 3-4	Developing self-esteem and emotional wellbeing; understanding changes as we grow; learning about health, hygiene and personal safety.	Exploring healthy relationships, trust, boundaries and peer influence; developing strategies to manage feelings and seek support.	Exploring responsibility, fairness, respect and the common good; understanding how our actions affect others.
Years 5-6	Learning about puberty and physical and emotional changes; developing a healthy	Developing a deeper understanding of healthy relationships, consent, personal boundaries, online	Considering dignity, equality, respect, service and responsibility; preparing for the transition to secondary school

	understanding of body image; exploring age-appropriate aspects of human reproduction and life before birth.	interactions and responding to pressure.	and wider community life.

This overview is intended to provide a summary of the curriculum rather than a complete list of lesson objectives. Parents and carers can access further information about the programme through the Ten:Ten Parent Portal and may use Ten:Ten's Parent Consultation Tool to explore the content in more detail.

The school will ensure that teaching remains age-appropriate, sensitive and consistent with the Catholic ethos of St John Fisher Catholic Primary School.

7. Teaching and Learning

RSHE is taught through planned lessons using the Life to the Full programme. Teachers use the programme's resources and guidance to ensure that learning is delivered consistently and sensitively.

Teaching approaches may include:

- Class discussion and guided conversation.
- Stories, scenarios and case studies.
- Videos and other age-appropriate resources.
- Group activities and reflection.
- Opportunities for children to ask questions.
- Activities that help children practise communication, decision-making and personal safety skills.

Teachers establish a safe and respectful learning environment in which children are encouraged to contribute appropriately. Ground rules are agreed and reinforced, including the importance of listening, respecting others' views and not sharing personal information unnecessarily.

Children are not expected to disclose personal experiences during RSHE lessons. Teachers respond sensitively to questions and ensure that any discussion remains appropriate to the age and maturity of the class.

Where a question is beyond the scope of the lesson or is not appropriate for the age group, the teacher will respond sensitively and may explain that it is something to discuss with a parent or carer. Where a question or disclosure raises a safeguarding concern, the school's safeguarding procedures will be followed.

8. Inclusion and Equality

RSHE is taught in a way that recognises the dignity and worth of every child. The school is committed to ensuring that all pupils can access the curriculum and feel safe, respected and included.

Teaching takes account of pupils' different needs, abilities, experiences, backgrounds and stages of development. Appropriate adaptations and support are provided for pupils with special educational needs and disabilities, including the use of visual resources, simplified language, repetition and additional opportunities for discussion.

The school recognises that families have different structures and experiences. Teaching reflects this sensitively while maintaining the Catholic understanding of the importance of love, commitment, care and respect within family life.

The school's approach is consistent with the Equality Act 2010. No child should be made to feel excluded, inferior or unsafe because of their characteristics, family circumstances or personal experiences.

9. Working in Partnership with Parents and Carers

We recognise that parents and carers are the primary educators of their children in matters of relationships, health and personal development. The school values the partnership between home and school and seeks to work collaboratively with families.

Parents and carers are encouraged to discuss RSHE learning with their children and to contact the school if they have questions or concerns about the curriculum.

The school provides information about the RSHE programme and opportunities for parents and carers to understand the content before it is taught. This includes access to the Ten:Ten Parent Portal and the opportunity to use Ten's Parent Consultation Tool.

Ten:Ten Parent Portal:
https://www.tentenresources.co.uk/parent-portal/

Ten:Ten Parent Consultation Tool:
https://tentenresources.co.uk/parent-consultation-tool-primary

The school will share any relevant access information directly with parents and carers. Login credentials are not included in this policy (please contact the school office for these).

Parents and carers are welcome to contact the school office, addressed to the Headteacher, if they wish to discuss the RSHE curriculum or provide feedback.

10. Parents' Right to Withdraw

The school recognises the statutory rights of parents and carers in relation to Sex Education.

Parents and carers have the right to request that their child be withdrawn from Sex Education that is not part of the National Curriculum for Science. The school will discuss any such request with the parent or carer to ensure that they understand the nature and purpose of the relevant learning.

There is no right to withdraw a child from statutory Relationships Education, Health Education or the National Curriculum for Science.

Where a parent or carer requests withdrawal from Sex Education, the Headteacher will discuss the request with them and make arrangements in accordance with statutory guidance. The school will ensure that any agreed arrangements are communicated clearly.

The school will provide parents and carers with information about the relevant lessons and their content so that they can make an informed decision.

11. Safeguarding and Sensitive Issues

RSHE supports the school's wider safeguarding responsibilities. It helps children to understand personal boundaries, recognise unsafe situations, identify trusted adults and seek help when they need it.

Teachers are mindful that RSHE may raise sensitive issues or lead to disclosures. Any disclosure or concern will be handled in accordance with the school's safeguarding and child protection policy.

Staff will:

- Listen carefully and respond calmly and sensitively.
- Avoid promising confidentiality.
- Record concerns accurately and promptly.
- Share information with the Designated Safeguarding Lead (DSL) or Deputy DSL in line with school procedures.
- Follow the school's safeguarding procedures and statutory guidance.

Children are taught that they can speak to a trusted adult if they are worried about themselves or someone else.

12. Use of External Agencies and Resources

Where appropriate, the school may work with external agencies to support RSHE and pupils' health and wellbeing. This may include health professionals, safeguarding organisations and other specialist providers.

Any external contribution will be carefully considered to ensure that it is age-appropriate, consistent with the school's Catholic ethos and aligned with the aims of this policy.

The school remains responsible for the quality and appropriateness of RSHE teaching, including any learning delivered by external visitors.

13. Links with Other Areas of the Curriculum

RSHE is supported through learning across the wider curriculum and the life of the school.

In Religious Education, children explore the dignity of the human person, relationships, responsibility, love and service in the light of Catholic teaching.

In Science, children learn about the human body, health, growth and relevant aspects of human reproduction in accordance with the National Curriculum.

In Computing, children develop an understanding of online safety, responsible use of technology and how to seek help if they encounter something concerning.

RSHE is also reinforced through prayer and liturgy, assemblies, school values, behaviour expectations, pastoral support and opportunities to contribute to the wider community.

14. Roles and Responsibilities

14.1 The Governing Body

The Governing Body is responsible for ensuring that the school has an appropriate RSHE policy and curriculum that meet statutory requirements and reflect the school's Catholic character.

Governors will review and approve the policy and ensure that appropriate arrangements are in place for consultation with parents and carers.

14.2 The Headteacher

The Headteacher is responsible for overseeing the implementation of the RSHE policy and ensuring that the curriculum is delivered appropriately.

The Headteacher will ensure that staff are supported, that parents and carers are informed, and that any requests for withdrawal are managed in accordance with statutory guidance.

14.3 The RSHE Lead

The RSHE Lead supports the planning, implementation and review of the curriculum. This includes supporting staff, monitoring provision and ensuring that resources remain appropriate and effective.

14.4 Teachers and Staff

All staff involved in RSHE are responsible for delivering the curriculum sensitively and consistently, maintaining appropriate professional boundaries and following the school's safeguarding procedures.

15. Staff Training and Support

Staff are supported to deliver RSHE confidently and sensitively. Training and guidance may include the use of the Life to the Full programme, statutory requirements, safeguarding, responding to questions and supporting pupils with additional needs.

The school recognises the importance of staff having access to appropriate resources and professional support when teaching sensitive or complex aspects of RSHE.

16. Assessment, Monitoring and Review

RSHE is assessed through a range of approaches, including teacher observation, discussion, pupils' responses and evidence of learning.

Assessment is used to inform future teaching and identify where pupils may need further support or opportunities to revisit learning. The focus is on developing knowledge, understanding, confidence and personal skills rather than assessing pupils' personal beliefs or experiences.

The Headteacher and RSHE Lead will monitor the quality and consistency of provision. This may include reviewing planning and resources, observing teaching, gathering pupil feedback and considering the views of parents and carers.

This policy will be reviewed annually, or sooner if statutory guidance or the school's provision changes.

This policy reflects the Catholic ethos of St John Fisher Catholic Primary School and our commitment to helping every child grow in faith, learning, dignity and love.