



**Corpus Christi Catholic Primary School**  
**Policy for Relationships, Sex and Health Education (RSHE)**

*Joyfully, unique in Jesus' family, we learn to use our special gifts  
to love, serve and make the world a better place.*

<b>Relationships, Sex and Health Education Policy</b>			
<b>Approval</b>		Board of Governors	
<b>Chairperson</b>	Anna Murphy-Sullivan	<b>Headteacher</b>	Simon Lennon
<b>Date of last review</b>	June 2024	<b>Date of review</b>	March 2026
<b>Date of next review</b>	March 2028	<b>Maintenance</b>	SSDC

***'I have come that they may have life and have it to the full.'* (John 10:10)**

### **Introduction**

The aim of this policy is to provide guidelines for the statutory Relationships, Sex and Health Education curriculum, set within the wider context of our provision for Personal, Social, Health Education (PSHE) and character education. As a distinctively Catholic school, Relationships Education seeks to educate children in the true meaning of human sexuality and personal relationships according to the teaching of the Catholic Church. Our provision endeavours to articulate the Christian vision of human happiness in a life lived in fidelity to Christ with love and respect for our neighbour. At Corpus Christi School, our Catholic ethos provides the context within which Relationships, Sex and Health Education takes place.

### **Rationale**

In offering this vision, we recognise the challenges that everyone in our school faces living up to these Christian ideas and the genuine pastoral sensitivity that should be shown to all. The RSHE curriculum is set in the wider context of the personal, moral, spiritual and social development of the child, which is enhanced through the Catholic dimension of the school. Education in sexuality must be rooted in Catholic values and principles and within the framework of Christian moral education.

### **Catholic Character Education**

An explicit programme of Catholic Character Education, based on our school Gospel Virtues, will be taught and actively promoted to enhance our provision in this subject. Catholic Character Education seeks to foster the formation of all stakeholders, through a shared vision, that allows all to reach their full potential for the good of society. Catholic Character Education will be taught as part of our wider PSHE provision, as well as within RE, Collective Worship and reinforced throughout teaching and learning and in all aspects of school life.

### **Principles**

Parents are recognised as the primary educators in forming their child in developing personal relationships and specifically in matters of education relating to human sexuality. Our role is to complement, reinforce and build upon what pupils learn at home.

The Catholic tradition teaches that a loving relationship is at the very heart of God. Alternative views should not be presented as neutral or value-free information, but always in relation to the Church's teaching on marriage and loving relationships and with respect for human dignity. Relationships Education should also be sensitive to the often complex family and relational situations within which our children and young people live. Care and sensitivity needs to be taken to ensure that Relationships Education is taught in the context of God's unconditional love, with mercy and compassion, so that our families feel supported and not judged or excluded.

### **Aims**

As a Catholic school, our curriculum reflects the Church's teaching, since we believe that this is the way to lasting human happiness and fulfilment. We aim to develop in the children the sense that the teachings of the Church are about helping people to find true happiness through love and responsibility. We recognise that Christian love and family life require effort and self-sacrifice. We recognise that every child is unique and so the aim is to form each person in love, body, mind and spirit. We give our children an opportunity to explore and to understand the teachings of the Church, their meaning, wisdom and beauty.

In doing this we aim to:

- Provide an inclusive framework in which sensitive discussions can take place
- Enable the children to develop a Christian set of virtues about self-worth, mutual respect and personal relationships

- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop well informed children who are able to make good choices about keeping themselves safe
- Prepare pupils for puberty with an understanding of sexual development and the importance of health and hygiene
- To educate children about the facts and risks associated with drugs, alcohol, tobacco plus other intoxicating substances and help them distinguish between beneficial and harmful substances.
- To equip children with the knowledge, understanding, skills and attributes to manage their lives in a substance using society.
- To teach the children that all substances can be potentially dangerous if used in an inappropriate manner.
- To develop children's personal and social skills about how to manage social influence, pressure and risk and be able to navigate situations in which they encounter substances, including refusal and decision making skills.

*In line with the requirements of KCSiE 2025 we recognise that the additional areas an RSHE programme includes also are:*

- Supporting children to develop the skills that form the building blocks of all positive relationships
- Kindness in relationships
- Reporting concerns about abusive relationships
- All forms of sexual harassment and abuse
- Emphasising that victims of sexual harassment or abuse are never at fault for it

The above are explained to pupils at an age appropriate level and in accordance with curriculum guidance.

### **Equality, Diversity and Inclusion/ LGBTQ+**

As reflected in our EDI Statement of Intent, we promote protected characteristics as referenced in the Equality Act 2010 Part 2, Chapter 1 Section 4 -12. Our RSHE curriculum provision is in line with statutory [DfE guidance \(Sept 2020\)](#) and follows guidance from the Catholic Education Service ([Relationship and Sex Education \(RSE\)](#)):

'In order for Catholic RSE to be fully effective it needs to:

- Be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- Involve parents as they are primary educators of their child;
- Provide a positive view of human sexuality and dignity of the human person;
- Equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- Explore and promote virtues which are essential to promoting respect and dignity;
- Be delivered in an age appropriate way which reflects the development of the child;
- Be part of the cross-curricular work in both primary and secondary schools;
- Be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class;
- Be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer;
- Be delivered by competent professionals who understand the Church's teaching.'

Our termly Subject Intent Overviews for RSHE for Years 1-6 outline the planning and delivery of teaching relating to LGBT. Age appropriate content is taught progressively across KS1 and KS2, using the PSHE Association question based model. **We engage positively and respectfully in dialogue with children and their families to assist us in our commitment to upholding the dignity of the human person.**

## **Roles and Responsibilities**

**Parents:** We recognise that it is the privilege of parents to be the primary educators of their children and seek to build positive and supporting relationships with our parents through mutual understanding, trust and cooperation. This policy will be available through our school website and on request at the school office. Parents of children in Year 5 are invited to an RSHE Information Evening and there is also a Parent Forum platform for consultation and discussion. Parents wishing to discuss specific aspects of the planned curriculum are invited to make an appointment with a member of the SLT.

Parents do not have the right to withdraw their children from statutory Relationships Education or from the statutory elements in the Science National Curriculum. Should parents wish to discuss this further, they are asked to notify the school and arrange a meeting with a member of SLT.

**Governors:** Governors have a responsibility to ensure that this policy is kept up to date and reviewed on a regular basis in line with guidance from the diocese and Catholic Education Service (CES).

**The Headteacher:** The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of this subject.

**All staff:** All staff are responsible for promoting the Church's teaching and will strive to create an atmosphere where questions about sexuality and relationships can be dealt with sensitively and respectfully, where children know their anxieties and concerns will be listened to and addressed.

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes
- Monitoring progress
- Responding to the needs of individual pupils
- Staff do not have the right to opt out of teaching Relationships Education.

Staff who have concerns about teaching this subject are encouraged to discuss this with the Headteacher.

**Pupils:** Pupils are expected to engage fully in the RSHE curriculum and when discussing issues related to the subject, to treat others with respect and sensitivity. All teaching will be age appropriate in approach, language and content and in line with our policy on Equality, Diversity and Inclusion.

## **RSHE Curriculum**

The curriculum coverage and progression within RSHE is based on the new 2020 statutory requirements for this subject. There are two key areas of learning - Relationships and Health Education. Our curriculum excludes teaching sex education, which is non-statutory for primary schools.

## **Relationships Education**

In addition to the variety of resources used to support the delivery of the RSHE curriculum, our Relationships Education scheme of work will be taught through 'A Journey in Love', a developmental scheme of work which

supports the distinctively Catholic ethos of our school. This programme ensures continuity and children's progress will be according to their own level of maturity and understanding:

- Year R: God loves each of us in our uniqueness
- Year 1: We meet God's love in our family
- Year 2: We meet God's love in the community
- Year 3: How we live in love
- Year 4: God loves us in our differences
- Year 5: God loves me in my changing and development
- Year 6: The wonder of God's love in creating new life

From September 2026 the school will implement the **Ten Ten resources and programme:**

Ten Ten Resources provides Catholic primary schools with a wide range of unique media-rich programmes and resources. This includes 'The Life to the Full' Primary Programme which fulfills all the statutory Relationship and Health Education (RHE) requirements.

The statutory requirements for Relationships Education (implemented from 2026) focus on teaching the fundamental building blocks and characteristics of positive relationships, including:

#### **Relationships Education (Statutory) - for pupils in Years 1-6**

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships and online safety
- Being safe (including recognising unsafe situations and how to seek help)
- Boundaries, privacy and consent (age-appropriate understanding)
- Recognising bullying, including online bullying
- Understanding stereotypes and harmful behaviours (including misogyny where age-appropriate)
- Knowing how and where to report concerns

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, along with reflecting sensitively that some children may have a different structure of support around them (for example: 'children in care' CIC and/or young carers). Families may include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, among other structures.

We recognise that children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. In circumstances where children ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education and our Catholic ethos, we will refer specific questions to parents as the primary educators of their child. Teaching methods in this subject will take account of these differences with sensitivity (including when they are due to specific special educational needs or disabilities) and there is potential for discussion on a one-to-one basis or in small groups where necessary.

#### **Health Education**

The statutory requirements for Health Education (implemented from September 2026) focus on promoting the physical and mental health and wellbeing of children within the following key areas:

## **Health Education (Statutory) - for all primary pupils**

- Mental wellbeing (recognising emotions, coping strategies, loneliness)
- Change and loss, including bereavement
- Internet safety and harms (including exposure to inappropriate content)
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention (including hygiene)
- Basic first aid
- Personal safety (including road, water and travel safety)
- Managing risk and making safe choices

Our provision for Mental Health and Wellbeing is further supported by the developmental 'Zones of Regulation' programme, which promotes emotional self-management. Biological aspects of this subject are taught within the Science curriculum, including the changes experienced during puberty.

### **Definition of drugs**

At Corpus Christi 'drugs' include any substance that affects your body. This includes misuse of licensed drugs (eg prescription, over the counter medications, and alcohol), and illegal drugs and intoxicating substances. These will include:

- Tobacco
- Vapes
- Alcohol
- Medicines - prescription and/or over the counter,
- Illegal substances and intoxicating substances

### **Training**

Staff are trained on the delivery of the RSHE curriculum, including the statutory requirements for this subject. We recognise that there are external professional teams with particular expertise who may provide training for both staff and pupils to enrich the teaching and delivery of RSHE, where required.

### **Policy development**

This policy has been developed in consultation with staff, pupils and parents and has been ratified by the Governing body.

### **Monitoring**

The delivery of RSHE is monitored by the PSHE/RHE Leader and/or senior leaders through learning walks, lesson observations and book looks. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

**Corpus Christi Catholic Primary School - RSHE Key Vocabulary Overview (Reception to Year 6)**

**Appendix 1:**

*This table provides an overview of key vocabulary that is introduced and built upon in subsequent years, as part of our RSHE curriculum.*

<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
boy/girl washing brushing teeth getting dressed clean same/different face hair skin body parts	like/dislike hygiene unique baby child teenager adult old age penis vulva testicles gender 'good' and 'bad' touch (NSPCC 'PANTS') private secrets respect secure truth lies	friends/friend ships teasing bullying internet lonely happy/un feelings similar different gender roles stereotypes male/female community local/global diverse relationships carer guardian equal belonging safe/safety dangerous	hazards excluded disputes/argu ments resolve unsafe/ uncomfortable injury peer pressure emergency fostering adoption community diet dental care touch allergic airways respiratory rate breathing puncture swelling infection venom reaction auto injector anaphylaxis reassure casualty emergency operator 999/112 incident location injuries landmarks hazards accident	individuality self esteem goals resilience rights and responsibility exclusion discrimination grief environment risk fire/firework safety online safety gifts talents acceptance biological cultural dignity sensitivity trachea triggers inhaler lungs larynx inhale exhale inflate deflate	identity consent legal/illegal drugs careers qualifications mental/ physical health puberty physical/ emotional changes moods menstruation/ periods ovulation tampons/ sanitary towels wet dreams erection semen breasts sweat spots pubic hair privacy male/female reproductive system - labelled* arteries veins positioning shock oxygen red blood cells circulating	healthy/unhea lthy habits social media manipulation gambling alcohol tobacco sexuality conceive fostered adopted extended family airway obstruction trachea windpipe epiglottis back blows abdomen ribcage oesophagus

			minor severe bleeding skull seizure (fitting) vomiting fracture		white blood cells bandaging  <b><i>*Information session for parents prior to taught session on puberty</i></b>	
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