St Cuthbert's Catholic Primary School

School Motto

In love with Christ: Be the best I can. Be kind to one another. Amen

Mission Statement

As missionaries of our faith, our school community strives to embody the Christian values of St Cuthbert sharing in humility, spirituality, tolerance and kindness. Each individual is nurtured and celebrated within our inclusive and equitable setting; appreciating and embracing diversity within the world around them.

Relationship, Sex and Health Education Policy (RSHE) 2026-2027

Chair of Governors	Denise Hegarty
RE Link Governor	Denise Hegarty
Headteacher	Claire Bellis-Knox
Subject Lead	Lauren Murphy
Review Date	October 2027

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 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 (and the Welsh Assembly Government) RSE 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 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.

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 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 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, to provide children and young people with a "positive and prudent sexual education"[1] which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

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;
- 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**:

- develop the skills that form the building blocks of all positive relationships, from the very start of their education, to grow into kind, caring adults who have respect for others
- 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;
- developing skills for managing difficult feelings in their friendships, like disappointment or anger.
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- develop skills to keep themselves and others safe, and to recognise and report risks and abuse, including online.
- ability to assess risks and manage behaviours in order to minimise the risk to health and personal integrity.
- develop skills to understand what counts as abusive behaviour and learn to trust their instincts about behaviour that doesn't feel right.

[1] *Gravissimum Educationis* 1

- ability to understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

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;
- Knowledge and strategies of who to speak to and what to do when they have concerns about themselves or others and the ability to be resilient when seeking help.
- Know and understand that being a victim of abuse is never the fault of the child.

Curriculum for Relationship, Sean and Health Education

The Christian belief in the unique dignity of the human person, made in the image and likeness of God, forms the basis of all that we aim to teach the children about :-

- how to form loving relationships,
- how to understand the gift of human sexuality and
- how to care for the gift of their health and the health of others.

By combining these three areas in the subject of RSHE, we help the children to understand how to do this well. In the light of the knowledge that we are made in God's image and likeness, through the RSHE curriculum, we learn that we are made to know and love Him, and though this relationship, to love ourselves and then to love others. It is for this reason that the three areas of Relationship Education, Sex Education and Health Education are interrelated and should sit together in a well-planned and continuous curriculum.

Relationship Education

In a Catholic school, relationships education should be anchored in the understanding of Human dignity and the knowledge that we are all precious children of God – and therefore should be concerned with developing positive, respectful relationships with others. Because of the knowledge that we are known and loved by God, it should also equip children with the knowledge and of how to keep themselves - and others - safe, and how to recognise and report risks and abuse, including online. In light of this, we will teach children about boundaries, privacy, and children's rights over their own bodies and personal information. As precious children of God, it is essential that we teach children to recognise emotional, physical and sexual abuse in an age-appropriate and non-alarming way. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, in the light of human dignity, we will teach children to understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation – and equip them with strategies of who they can talk to and what to do when they feel that something is wrong.

Sex Education

Sex education is not compulsory in primary schools, however it recommended by the DfE, that primaries teach sex education in Y5 and Y6, in line with content about conception and birth, which forms part of the statutory national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. In our Catholic school, we will ensure that all sex education is rooted in the Catholic church's teaching and will be placed firmly within the context of relationship - as it is there that sexuality grows and develops and we commit to fostering an understanding in children that gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity.

In Catholic schools, we believe that parents are the first educators of children and therefore – and in line with DfE Guidelines – we commit to consultation with our parents about the content of anything that will be taught within sex education. This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

Each academic year, parents are invited to a dedicated "Meet the Teacher" meeting where the curriculum for the upcoming year—including RE, RSE, and PSHE—is outlined in detail. During this session, parents are introduced to year-group expectations, see how teaching is delivered through modelled examples and sample work, and have the opportunity to ask questions. The complete Journey in Love programme is shared so parents can see how the curriculum flows and progressively builds knowledge across year groups. Parents are also signposted to our full policy, which is accessible on the school website.

To ensure a cohesive approach, the Governing Body works alongside the RE Coordinator and Senior Leadership Team (SLT) to schedule sex education within the same term as PSHE. This strategic alignment helps pupils make meaningful links and connections between the subjects, fostering a deep understanding of how our faith guides and impacts our personal decisions.

Health and Wellbeing Education

In our Catholic school, we hold the belief that our bodies are gifts from God and as such, we are called to care for our health and for the health of others. In the light of this, we aim of teach children about health and wellbeing, to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. We also commit to supporting pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks.

Inclusion and SEND

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. Teaching is developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years. Pupils with specific challenges, 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 their capacity. Teaching methods will be adapted to meet the varying needs of this group of pupils.

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.

Programme and Resources

In the provision and use of resources to teach the RSHE curriculum, the school is committed to:

- Promoting Catholic values and virtues and teaching in accordance with Church teaching
- Ensuring that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues.
- Pupils will receive clear scientific information as well as covering the aspects of the law pertaining to RSHE. (It is important to understand that 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.)
- Ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.
- Ensure coverage of all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school.
- Ensure that the curriculum is carefully sequenced, so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
- Adopt an inclusive, well-sequenced RSHE curriculum, informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.

In order to achieve this and in line with Diocesan protocols, the school will follow the **Journey In Love** programme as its primary resource for Relationship, Sex and Education (RSE). Our RSHE curriculum is thoughtfully supplemented with quality-assured materials from the PSHE Association and Pol-Ed (Police Education) to ensure full coverage of statutory guidance, personal safety, citizenship and digital resilience.

Our curriculum design is dynamic and responsive: we regularly review and evaluate our scheme of work in relation to the specific context and emerging needs of our school community. By combining faith-filled relationship education with practical life skills, we ensure pupils develop the knowledge, emotional tools, and character required to keep themselves safe, make wise decisions, and live healthy, good lives.

Pupil progress in RSHE is ongoing and formative, focusing on pupils' developing understanding, skills, and values rather than formal testing through a variety of ways, inline with our School Marking & Feedback Policy.

- Live Feedback: Immediate verbal guidance during lessons to address misconceptions and build emotional literacy.
- Targeted Questioning: Open-ended discussion prompts to deepen reflection, challenge assumptions and extend thinking.
- Work & Task Review: Regular evaluation of pupil activities and reflections

Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme resides with:
RE, RSE and PSHE Lead: Lauren Murphy
Curriculum Lead: Danielle Garvey
Science Lead: Melanie McLain

However, all staff will be involved in developing the attitudes and values aspect of the RSHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

The school will focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. We will avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys. Teaching should be responsive to the contextual safeguarding of the school and should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. The school will also inform parents of any deviation from their published RSE policy in advance and share any relevant materials with them on request.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher-led sessions.
It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools [2] which can be found here: External Speakers
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.

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

[2] CES Checklist for External Speakers to Schools, 2016

by providing materials to be shared with their children at home to help families to find out more. Parents/carers will be informed by Class Dojo, 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 and carers can view a curriculum overview on the school website and learn more about the materials at the annual 'Meet the Teacher' Meeting. Should parents request to view individual lesson content, they should make contact with the school RE Lead and/or Head Teacher who will make the necessary arrangements.

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 RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE 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 Head Teacher and / or RE coordinator, who will arrange for a meeting to take place to establish the elements of the curriculum from which the child is able to be withdrawn. The school will provide support by providing material for parents to help the children with their learning. (It is important to note that the right to withdraw from Sex Education does not extend to Relationship and Health Education).

Please refer to the DfE's RSE and Health Education guidance, July 2025 p.6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

Other Roles and Responsibilities Regarding RSHE

Governors

- draw up the RSHE policy, in consultation with RE lead, teachers and parents;
- 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 Catholic Christian beliefs;
- ensure that the policy meets 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.

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, Academy Trustees (where appropriate) and the Local Education Authority, also appropriate agencies.

RE (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 RSE and the provision of in-service training.

All Staff

RSE 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.

Relationship to other Policies and Curriculum Subjects

This RSHE policy is to be delivered as part of the PSHE framework, with the statutory guidance on RSE and Health education comprising the large majority of this framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents: Behaviour Management Policy | Equality Information and Objectives | Safeguarding and Child Protection Policy.

The Science curriculum contains elements of human development and health that link to RSE and Health Education and these are taught in a sequential way to enable a fuller understanding of the topics.

In Early Years Foundation Stage children learn:

Children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals, including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

Children's Questions

The governors want to promote a healthy, positive atmosphere in which RSE 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.

Some pupils may ask questions about topics which go beyond the curriculum content. These questions will be handled with sensitivity, ensuring that the pupil feels heard and supported in an appropriate way. We recognise that unanswered questions may lead pupils to turn to inappropriate sources of information, including online. The school will offer individualised support to parents in dealing with responses to such questions and signposting to support services where needed.

Safeguarding

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE will provide opportunities for discussion, and such discussion may well lead to disclosure of a safeguarding issue. If staff have any concerns about a child's welfare, they should act on them immediately following the school's safeguarding procedures.

Monitoring and Evaluation

To ensure high-quality delivery and continuous improvement, the RE (RSHE) Co-ordinator systematically monitors the provision of the curriculum throughout the academic year.

The RSHE programme undergoes an annual review using the following evidence base:

Pupil Voice Surveys: Digital questionnaires to capture pupils' perspectives on their learning and feelings of safety and well-being.

Electronic Feedback & Marking Analysis: Ongoing review of digital assessment records to track progress and identify curriculum gaps.

Pupil Voice & Work Scrutiny: Structured "Book Looks" and discussions with pupils to verify that the work taught directly reflects statutory learning objectives and progression.

A consultation process has taken place as follows:

1. Review – RE & PSHE Lead: Lauren Murphy; Science Lead: Mel McLain; Senior Leadership Team: Claire Bellis-Knox, Danielle Garvey, Kate Lunt & Helen Jones.

2. Staff Consultation – All school staff were given the opportunity to review both policy and curriculum to make recommendations.

3. Parent/Stakeholder Consultation – A questionnaire was sent to parents electronically for feedback and any interested parties; policy also shared with Chair of Governors and RE Link Governor (Denise Hegarty).

4. Pupil Consultation – We investigated what exactly pupils want from their Relationship Sex and Health Education – School Council Meeting and Electronic Questionnaire.

5. Ratification – Once amendments were made, the policy was shared with governors and ratified.

Governors consider all such evaluations and suggestions before amending and remain ultimately responsible for the policy.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in Autumn Term 2026. This policy will be reviewed annually by the Head Teacher, RE (RSHE) Co-ordinator, the Governing Body and Staff. The next review date October 2027.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website. Details of the content of the RSHE curriculum will also be published on the school's web site.