RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION (RSHE)

APPROVED FOLLOWING CONSULTATION SEPTEMBER 2026

BASED ON CATHOLIC EDUCATION SERVICE (CES) MODEL FRAMEWORK POLICY)

1. SCHOOL MISSION STATEMENT

Our mission statement, *Loving, Serving and Growing Together with Jesus*, underpins all our activities as we endeavour to live the message of the Gospels by:

- Creating an environment in which pupils are inspired to reach the highest standards of academic and individual achievement, bearing in mind the emotional and wellbeing needs of each individual.
- Developing a loving, caring community which recognises and celebrates the unique God-given nature of each individual.
- Enhancing the Catholic life of the school and providing children and families with a positive experience of being a valued part of a Catholic community
- Ensuring that all available resources are directed to our core objectives of providing the best education for and safety of our pupils and staff.

This policy was written following consultations with staff, governors and parents with consideration of the views of pupils. Views have been sought in the following ways:

- Pupil voice activities – carried out by RSHE leader, Lead Governor and external professionals from Milton Keynes Council
- Information sessions, sharing of resources and consultation with parents
- Circulation of draft policy to staff, parents and governors, inviting feedback
- Review of RSHE curriculum content with staff, parents, governors and pupils
- Consultation with school governors

2. AIMS AND OBJECTIVES

At St Bernadette's we deliver Relationships and Sex Education and Health Education (RSHE) in accordance with the teaching of the Church. RSHE is part of the mission of Catholic schools to educate the whole person. At St Bernadette's, RSHE is taught as part of a holistic education, which seeks to *form* as well as *inform* young people in preparation for adult life.

At St Bernadette's we ensure that RSHE:

- is faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- involves parents as they are primary educators of their child;
- provides a positive view of human sexuality and dignity of the human person;
- equips young people with the ability to make practical moral judgments;
- explores and promotes virtues which are essential to promoting respect and dignity;
- is delivered in an age-appropriate, developmentally sensitive way;
- is integrated across the curriculum;
- is sensitive to the needs of the individual pupil and recognises the mix of pupils with different sexual orientations, genders and family backgrounds in each class;
- is viewed by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer;
- is delivered by competent professionals who understand the Church's teaching;
- develops children's responsibility for their own actions and a recognition of the impact of these on others;
- recognises the importance of marriage and family life;
- teaches children the importance of loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- helps children in managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- supports managing conflict positively, recognising the value of difference;
- helps children cultivate humility, mercy and compassion, learning to forgive and be forgiven;
- supports children in developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- builds 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;
- teaches children how to keep themselves safe by assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

RSE also helps children to know and understand:

- the Church's teaching on relationships, marriage and family life;
- the physical and psychological changes accompanying puberty;
- the facts about human reproduction, how sexual love plays an essential and sacred role in procreation (Year 6 only).

3. Defining Relationship, Sex and Health Education

The DfE guidance states that "children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships". High-quality RSHE does this by promoting their "moral, social, mental and physical development" and cultivating "positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness"[1]. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe."[2] In keeping with statutory DfE RSE guidance and the CES model RSE framework, topics covered at St Bernadette's include: families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

4. Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.
In addition, the reasons for teaching our children RSHE are fundamental to our mission as a Catholic school.

[1] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.2
[2] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.7

5. RATIONALE

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

We are committed to the teaching of RSHE 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 Holy 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, RSHE is 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.

6. VALUES-DRIVEN CURRICULUM

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.

7. INCLUSION AND ADAPTIVE TEACHING AND LEARNING

We will ensure RSHE is sensitive and adapted to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; 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.

8. Equalities Obligations

The governing board has wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all pupils, with full respect for all protected characteristics.

9. Balanced Curriculum

At St Bernadette's, we use a range of approaches to support the delivery of the RSHE curriculum. Teachers use *Ten:Ten Life to the Full Plus!* - a RSHE programme, which promotes the teaching of the Catholic Church; our school's Virtues Curriculum; the Religious Education Directory (RED) – *To Know You More Clearly*, the Science National Curriculum, Computing and Online Safety materials and NSPCC and other safeguarding resources. Additional focus weeks include Safety Fortnight, Healthy Communities Week, Anti-Bullying Week and Mental Health Week. We also use tailored resources supporting ongoing positive mental health and positive behaviour, financial wellbeing and safety (including fire, road, rail, water and first aid) all to ensure full coverage of the RSHE curriculum.

The Catholic Education Service accentuates that any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.

The Programme, *'Ten:Ten Life to the Full Plus!* is compiled specifically to present a Catholic vision. In each year group, an aspect of love is explored and developed from Early Years to Key Stage Two. Young people are encouraged to marvel at the wonder and beauty of God's creative love reflected in each person under three key modules: *Created and Loved by God; Created to Love Others* and *Created to Live in Community.*

Life to the Full Plus

Curriculum Overview 2026-27

Please see below for an overview of our school's RSHE programme.

Each of the three modules are underpinned by specific themes (units) which are revisited and built upon in a sequential and age-appropriate manner.

Modules:	Created and Loved by God	Created to Love Others	Created to Live in Community
	Explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.	Explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and other relationships, and teaches strategies for developing healthy relationships, keeping safe both online and in our daily lives and valuing in-person relationships over simulated online ones (AI).	Explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.
Life to the Full Plus	The Life to the Full Plus sessions and classroom short videos for Module 1 focus on **Transition and Change**. From EYFS to UKS2, children will follow a journey which explores: • Starting school and identifying changes to come • Learning how to prepare for future changes alongside celebrating how they have already changed and grown • Reflecting on change now they are older • Feelings around big changes will feature, and children will learn how to	The main session content for Life to the Full Plus in Module 2 are the numerous Classroom Short videos available for LKS2 and UKS2 enhancing the existing Life to the Full sessions, covering topics such as critical thinking – including with reference to AI - –questioning whether what we see online is real before reacting or sharing it.; safety out and about; prejudice and discrimination; types of abuse and the law. In addition to this, LKS2 will have the opportunity to explore **Rights and Responsibilities** through a session and associated Classroom Short videos. This session identifies legal rights, discussion scenarios where these are compromised, and offers an opportunity for pupils to consider how their own	In Life to the Full Plus Module 3, each key stage has sessions and associated Classroom Short videos on the topics of **Careers** and **Money**. EYFS Children will begin to explore the working world of jobs, focusing on their current strengths and aspirations. Money is introduced - this is underpinned by the religious understanding that our identity, value and worth comes from God. KS1 Children will understand more about the purpose of work and the harmful impact of gender stereotypes in the workplace, alongside an introduction to the concept of vocation.

	prepare for new changes, including some coping strategies and how we can learn to rely on the constancy of God. • A celebration of the journey of change people have been on • Looking forward to upcoming changes including the transition to secondary school • God's presence with us throughout our lives, and how this helps us to cope with change of all kinds	responsibilities relate to rights. The session celebrates diversity and how we all play a part in the Body of Christ.	Children will consolidate learning about what money is and they will explore the choices we have with our money. LKS2 Further learning on careers considers where value will be placed on how school and ongoing learning options contribute to our future work opportunities. Building on the theme of stewardship, pupils consider financial stewardship through budgeting activities, discussions about the pros and cons of different payment methods and learning about financial risks – including misinformation and scams. UKS2 A deeper exploration of the world of work call on getting and changing jobs, aspiration and goal setting, gender stereotypes, unemployment and more will be explored. Children consider what influences our money choices, including God's call to live generously. Additionally, children will consider why some people have more money than others, developing an awareness of fairness and justice.
Units:	• Religious understanding • Me, My Body, My Health • Emotional Wellbeing • Life Cycles	• Religious Understanding • Personal Relationships • Life Online • Keeping Safe	• Religious Understanding • Living in the Wider World

The above units are taught within the context of family life promoted within the teachings of the Catholic Church, whilst ensuring that there is no stigmatism of children based on their home circumstances. Our teaching sensitively recognises that some children may have a different structure of support around them.

The Life to the Full Plus programme requires schools to make key decisions regarding when certain content is taught – these decisions, which are in keeping with outcomes of previous consultation with parents and governors, can be found in green font in the table below.

	Created and Loved by God	Created to Love Others	Created to Live in Community
Early Years	• Our uniqueness in real terms • Celebrating differences and individual gifts, talents and abilities • Looking after and using our bodies [including vocabulary around this topic] • The necessity of when and how to say sorry in relationships • A basic exploration of Jesus forgiveness and growing up as God's plan for us	• Vocabulary to identify different family/ friend relationships • The features of positive/negative behaviour in relationships • The importance of resolving conflict and asking for forgiveness where necessary • Introducing the internet • Recognising both positive and negatives of internet use • Learning some basic rules to help them stay safe online • Practical ways to stay safe inside and out • Staying safe around medicines • People who help us in emergencies	• Children will learn that God is three in one: Father, Son and Holy Spirit • Know that they are loved and called to love others • Learn about the different communities they are part of and the responsibilities they have to them
Key Stage One (Y1-Y2)	• We are uniquely made by a loving God • We have differences and similarities • Key information about staying physically healthy • Understanding feelings and emotions, including strong feelings such as anger • The cycle of life from birth to old age. **Death (Y2 only)** **Key School Decision**: We do not teach the names of external body parts (genitalia) in Key Stage 1. We use the term 'private parts' in line with the NSPCC resources that we use.	• Special people in their lives who they love and can trust • Coping with various social situations and dilemmas • The importance of saying sorry and forgiveness within relationships • Explore the risks of being online • Develop an understanding that not everything presented to them online is true. • Learn the difference between good and bad secrets • Learn to understand physical boundaries	• Children understand that God is love: Father, Son and Holy Spirit • Learn that being made in His image means being called to be loved and to love others • Learn about the various communities they belong to: home, school, parish, the wider community, the nation and the global community • Know that God calls us to live in community with one another

Lower Key Stage 2 (Y3-Y4)	• Understanding differences • Respecting our bodies • Puberty and changing bodies **Key School Decision:** introduce in Y4 rather than waiting until Y5) **Key School Decision:** Menstruation – Y4 girls only rather than waiting until Y5) • Strategies to support emotional well-being including practising thankfulness • The development of pupils understanding of life before birth.	• Children to develop a more complex appreciation of different family structures • Activities and strategies to help them develop healthy relationships with family and friends • Techniques for managing thoughts, feelings and actions • Learn how to stay safe online and in real life • Begin to think critically about the content they encounter in the digital world and how to get help when they encounter inappropriate content online • Explore themes of bullying and abuse through a series of animated stories • Understand the importance of recognising and reducing risks associated with roads, railways, water and fire • They will also learn in greater depth about the effects of drugs, alcohol and tobacco	• Children will develop a deeper understanding that God is love as shown by the Trinity • Understand that the human family reflects the Holy Trinity in mutual charity and generosity • Know that the Church family comprises of home, school and parish • Catholic Social Teaching on what it means to work for the Common Good
Upper Key Stage 2 (Y5-Y6)	• Appreciation of physical and emotional differences • A more complex understanding of physical changes in girls' and boys' bodies • Body image • Strong emotional feelings • The impact of the internet and social media on emotional wellbeing (**Key School Decision:** - We use alternative teaching resources from our IT curriculum to cover internet safety) • A more nuanced and scientific understanding of life in the womb and how babies are made **(Key School Decision:** Year 6 only) • Menstruation (Year 5 and Year 6 boys and girls)	• Equip children with strategies for more complex experiences of relationships and conflict • Identify and understand how to respond to spoken and unspoken pressure • The concept of consent • Further teaching on how our thoughts and feelings have an impact on how we act • The concept of fairness is introduced, where pupils will consider what bullying, prejudice and discrimination. Sessions also counter the root causes of misogyny by teaching gender equality, breaking down rigid gender stereotypes, and cultivating respectful relationships **Key School Decision:** Equality Act 2010 - protected characteristics - Year 6 as recommended by the programme	• Children will know that God is Trinity – a communion of persons • Learn that the Church is the body of Christ • Develop a deeper and richer understanding of Catholic social teaching • Learn how certain charities reach out to the wider community with love

		• Risks of sharing and chatting online • Equipping children to make safe and sensible decisions about what online content they should/shouldn't share • A more complex understanding of different forms of abuse **Key School Decision:** FGM – Year 6 only • How drugs, alcohol and tobacco can negatively affect people's lifestyles and the body's natural functioning •	

Physical Development, Health Education and Keeping Safe

Within the physical development aspects of our RSHE curriculum, as part of our safeguarding measures, all year groups learn about Good and Bad Touches, and we use NSPCC resources to support our teaching in this area. Pupils' protective behaviours are developed through a range of strategies including through internet safety lessons and the use of the NSPCC "Underwear Rule" which covers 5 key points:

- Privates are privates
- Always remember your body belongs to you
- No means no
- Talk about secrets that upset you
- Speak up; someone can help.

Further information for parents about FGM (covered in Y6 programme) and a range other safeguarding issues can be found on the Keeping Safe pages of our school website http://www.stbernadettesschool.com/topic/wellbeing-and-safety

10. TEACHING AND ASSESSMENT

Teaching methods include:

- Biblical and theological reflection
- Drama and role play
- Reference to Church teaching
- Visual illustrations and videos
- Accurate scientific information
- Literature to explore emotions and issues
- Sessions delivered by MK Safety Centre

Assessment

We are committed to using a broad range of evidence-gathering strategies (formative and summative),

Methods may include:

- Dialogic assessment (pupil conferencing, in-the-moment conversations)
- Written and creative tasks (annotating texts, double-page spreads, graphic organisers)
- Practical and oral activities (hot seating, drama, be-the-teacher exercises)
- Low-stakes quizzes, retrieval practice, exit tickets
- Ways of expressing meaning (artistic response, linking scripture to life)

11. PARENTS AND CARERS

We recognise parents and carers as primary educators. As a Catholic school, we assist parents in educating their children. Parents are invited annually to view and comment on the policy and materials used.

The *Life to the Full Plus!* Parent Portal allows parents to access unit overviews and RSHE content to prepare for discussions with their children.

Right to withdraw:

- Parents **cannot** withdraw children from Relationships Education
- Parents **can** withdraw children from sex education (Year 6 only), except National Curriculum Science content (body parts and puberty)
- To withdraw, parents must write to the Headteacher stating objections
- Withdrawn children will receive appropriate, purposeful alternative education

12. TRAINING AND EXTERNAL VISITORS

Staff receive RSHE training as part of our CPD calendar. The Headteacher may invite external professionals (MK Safety Centre, School Nurses, banks, St John's Ambulance) to support teaching. External visitors complement but never replace teacher-led sessions and must adhere to our code of practice.

13. ROLES AND RESPONSIBILITIES

Governors:

- Review and approve the RSE policy in consultation with parents and teachers
- Ensure policy availability to parents
- Ensure policy aligns with whole school policies, school ethos and Christian beliefs
- Ensure statutory compliance
- Ensure parents know their right to withdraw children
- Establish a link governor for monitoring and evaluation
- Ensure proper curriculum coverage

Headteacher:

- Takes overall delegated responsibility for policy implementation
- Liaises with Governing Board, parents, Diocesan Schools' Service, Local Authority and appropriate agencies

RSHE Leader:

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.

14. CREATING A SAFE ENVIRONMENT

Children's questions: We promote a healthy, positive atmosphere where pupils can ask questions freely, be confident their questions will be answered, and be free from bullying or harassment.

Controversial or sensitive issues: We believe children are best educated and protected by discussing sensitive issues openly within the RSHE programme. Ground rules negotiated between teachers and pupils create a supportive climate for discussion.

Some questions may raise issues inappropriate to answer during class time (e.g., hints at abuse, deliberately provocative, or personal nature) and will be handled according to safeguarding procedures.

Supporting children at risk: Effective RSE provides opportunities to discuss appropriate and inappropriate behaviour in relationships. This may lead to safeguarding disclosures. Where a teacher suspects abuse or risk, they must follow the school's safeguarding policy and immediately inform the designated safeguarding lead.

Confidentiality and Advice

All governors, teachers, support staff, parents and pupils are made aware of this policy, particularly regarding advice and confidentiality.

Pupils are encouraged to talk to parents/carers about issues discussed in the programme. Teachers help pupils facing personal difficulties in line with our pastoral care policy.

Teachers cannot offer unconditional confidentiality in matters which are illegal or abusive. Teachers will explain they must inform others (parents, headteacher) but will always inform pupils first.

15. MONITORING AND EVALUATION

The RSHE leader and link governor monitor and evaluate the programme by reviewing:

- Schemes of work
- Samples of pupils' work
- Assessments
- Views of stakeholders (pupils and parents)

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

This policy is reviewed and approved annually by the Governing Board