Policy: Relationships, Sex and Health Education (RSHE)

Date: September 2025

Relevant Supportive Legislation and Guidance:

- A model Catholic Primary RSE curriculum – CES, Autumn 2019
- Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (June 2019 for adoption Sept 2020)
- Keeping children safe in education Statutory guidance for schools and colleges September 2024
- Children and Social Work Act 2017 Section 34
- Education Act 1996 Section 403
- Equality Act 2010 and schools

* Government Guidance relating to RSHE comes into effect September 2026 and this policy will be updated to reflect these changes in time for academic year 2026-2027

Date created: Jan 2015
Responsible: Headteacher
Date Ratified: Jan 2015
Reviewed/updated: May 2017 reviewed by FGB 14th May 2018 and updated 13th May 2019, May 2020, September 2020, April 2021, April 2022, April 2023, Oct 2023, Sept 2024, Sept 2025
Responsible Committee: FGB on advice of statutory and curriculum lead governors
Date to be reviewed: Annually or when required due to new legislation
Statutory Policy: Yes

Relationships, Sex and Health Education (RSHE)

Catholic schools are required to deliver 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.

The Bishops on the Catholic Education Service (CES) management committee approved a model Catholic RSE curriculum in 2017, which we mapped across our curriculum and adopted at St Bernadette's, following consultation with staff, governors and parents and in response to views expressed by pupils. In 2023-24, in line with Diocesan protocol, we launch a new RSHE programme – Ten: *Ten Life to the Full*. It is based on the structure of the CES model curriculum which was highlighted as a work of good practice by the Department of Education. It is in line with statutory guidance issued by the Department for Education and with the key content/concepts agreed through previous consultations. We therefore have confidence that the programme will be fit for purpose in supporting the growth and development of our children.

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 judgments about the right thing to do in particular circumstances;
- explores and promotes virtues which are essential to promoting respect and dignity;
- is delivered in an age-appropriate way which reflects the development of the child;
- is part of the cross-curricular work;
- 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.

At St Bernadette's we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration when delivering our RSHE curriculum through differentiation and targeted support where appropriate.

The Structure of the RSHE 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* - a RSHE programme, which promotes the teaching of the Catholic Church; our school's Virtues Curriculum; the Come and See RE curriculum, the Science National Curriculum, Computing and Online Safety materials and

NSPCC and other safeguarding resources, additional focus weeks such as Anti-Bullying Week and Mental Health Week and tailored resources supporting ongoing positive mental health and positive behaviour all 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'* is Northampton Diocese's recommended resource for the teaching of Relationships, Sex and Health Education because it is compiled specifically to present a Catholic vision. In each year group, an aspect of love is explored and developed starting 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; Created to Live in Community.

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 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.	Created to Love Others explores the individual's relationships with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships.	Created to Live in Community 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.
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 Ten:Ten programme requires schools to make key decisions regarding when certain content is taught - these decisions, which are in keeping with outcomes of consultation with parents and governors, can be found in green font in the table below.

Early Years	Created and Loved by God	Created to Love Others	Created to Live in Community
	• Our uniqueness in real terms • Celebrating differences, talents and abilities • Looking after and using our bodies • The necessity of when and how to say sorry • Jesus' forgiveness and growing up as God's plan for us	Unit 2: Personal Relationships • Different family/friend relationships • Features of positive/negative behaviour in relationships • The importance of saying sorry and forgiveness within relationships Unit 3: Keeping Safe • Practical ways to stay safe inside and out • Practical ways to stay safe online when playing games • 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	Unit 2: Personal Relationships • 'Special people' in their lives who they love and can trust • Coping with various social situations and dilemmas • The importance of saying sorry and	• 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

	• Understanding feelings and emotions, including strong feelings such as anger • The cycle of life from birth to old age and 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.	forgiveness within relationships Unit 3: Keeping Safe • The risks of being online • The difference between good and bad secrets • Teaching on physical boundaries • The effects of harmful substances • Some basic First Aid	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 • 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 wellbeing including practising thankfulness • The cycle of life from birth to old age and death	Unit 2: Personal Relationships • Different family structures • Activities and strategies for developing healthy relationships with family and friends • Techniques for managing thoughts, feelings and actions Unit 3: Keeping Safe • Online safety • Teaching on bullying and different forms of abuse • The effects of drugs, alcohol and tobacco • The crucial role of First Aid in emergency situations	• 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 well-being (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)	Unit 2: Personal Relationships • Strategies for more complex experiences of relationships and conflict Key School Decision: Equality Act 2010 - protected characteristics - Year 6 as recommended by the programme • How to identify and respond to spoken and unspoken pressure • The concept of consent • Further teaching on how our thoughts and feelings impact on how we act Unit 3: Keeping Safe • Risks of sharing and chatting online • A more complex understanding of different forms of abuse (Year 6) • How drugs, alcohol and tobacco can negatively affect people's lifestyles • Essential First Aid such as DR ABC and the recovery position Key School Decision: FGM - Year 6 only	• 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

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.

In line with '*Ten:Ten Life to the Full'* programme, when speaking about "private parts" we will use the correct anatomical terms.

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

Parents and Carers
We recognise that parents and carers 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, all parents and carers are invited annually to view the materials, allowing them to witness that the RSHE curriculum is delivered through a range of teaching methods including:

- Biblical and theological;
- reflections;
- reference points to the Church's teaching;
- visual illustrations;
- accurate scientific information;
- use of literature to explore emotions and issues;
- key vocabulary;
- use of different spoken and written genres.

Parents and carers will have access to the Ten:Ten Life to the full Parent Portal which allows them to access overviews of each unit and the RSHE content so that they can be prepared to talk to their children and answer any questions raised about their children's learning.

Parents do not have the right to withdraw children from Relationships Education. Parents do have the right to withdraw children from any or all parts of the school's sex education programme other than those, which are required by the National Curriculum Science Orders, such as learning about body parts and puberty. All our work is in keeping with the teaching of the Catholic Church and complies with the Catholic Education Service Model Curriculum but it is understood that a small number of parents may wish to withdraw their children. In such cases, they should write to the Headteacher stating their objections.

Training

Staff are trained in the delivery of the RSHE curriculum as part of our Continuing Professional Development calendar. The Headteacher may invite external professionals, such as School Nurses and St John's Ambulance, to provide support and training for staff teaching 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.

Members of staff conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or other activity which suggests that safeguarding measures need to be put in place, the member of staff will put into practice the school's Child Protection and Safeguarding policy and procedures which can be found on the school website.
http://www.stbernadettesschool.com/school-policies/

Monitoring and Evaluation

The RSHE leader and lead Governors will monitor and evaluate the provision of the various dimensions of the programme by reviewing schemes of work, samples of pupils' work, assessments and views of stakeholders, including pupils.

This policy was written following consultations with staff, governors and parents with consideration of the views of pupils. It is reviewed and approved minimum annually by the Governing Board.