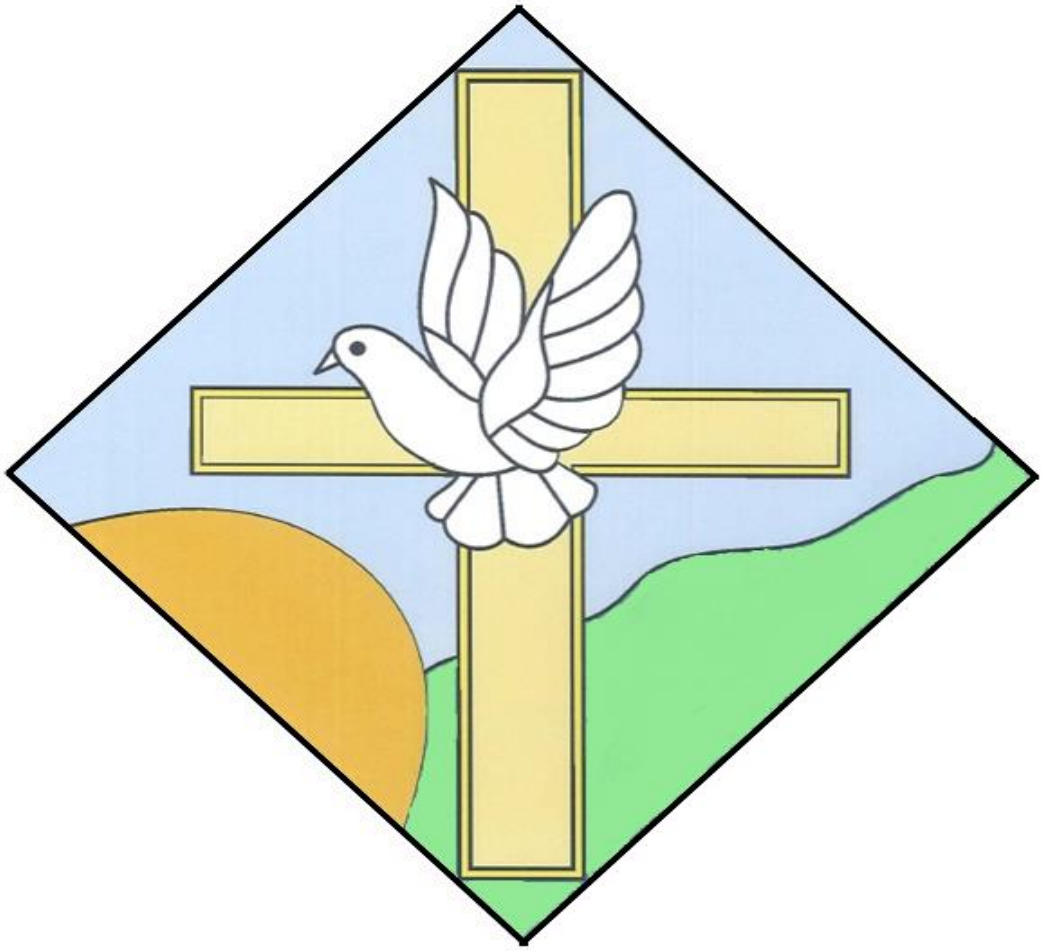
Relationship and Health Education Policy (RHE)



Approved by:	St Peter and St Paul Governing Body	**Date:**	October 2026
Last reviewed on:	September 2026		
Next review due by:	September 2027		

Mission Statement

With JESUS at the heart, we learn, love and serve

In this policy the governors and staff, in partnership with parents and families, will set out the intentions about Relationship and Health Education and the rationale for teaching it to the pupils. It is available for inspection on the school's website.

In order to formulate this policy, the school will continue to :

- Consult with the Diocese, paying heed to the teachings of the Catholic Church;
- Consult DFE guidance (Updated 2025);
- Consult with Governors;
- Consult with parents;
- Review the curriculum with staff and pupils.

Rationale

The DfE guidance (Updated September 2025) states that today's children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

"Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right."

In primary schools, the DFE states that these subjects should be on teaching fundamental building blocks and characteristics of healthy positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are that can support them. This will sit alongside the essential understanding of how to be healthy.

Following the guidance from the teaching document 'Learning to Love' the Bishops state the content of Relationship Education must express the teaching of the church and should be delivered to suit the age of the children to whom it is addressed.

This policy recognises the legislative duty of the Governing Body to ensure that Relationship and Health Education is taught in school but also that it must be taught within the context of the Catholic faith and the Gospel values.

Introduction

At St Peter and St Paul's, any teaching or formation on human love and human development must be within the whole context of our faith in God who reveals himself in Jesus Christ, as it is through our love of God and of our neighbour that we reciprocate God's love for mankind. As the term 'Relationship Education' indicates, the emphasis is placed on the understanding and formation of respectful, loving relationships which exist between friends and within families.

We are involved in Relationship 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 Relationship and Health Education is therefore rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

All Relationship and Health Education 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 and support will be provided to help pupils deal with different sets of values.

Aims of Relationship and Health Education in Catholic Schools

At St Peter and St Paul's we are committed to providing a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of all pupils and we believe Relationship and Health Education is an integral part of this education. Relationship and Health Education at our school aims to enable children to embrace "the challenges of creating a happy and successful adult life" by teaching pupils' knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. It should enable them to recognise what is 'normal' and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Objectives

St Peter and St Paul's Relationship and Health Education programme will:

- Provide children with a knowledge and understanding of the Church's teaching on relationships which is relevant and appropriate to the age and maturity of the pupils.
- Provide children with a positive understanding of what constitutes positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.
- Ensure children know how to report concerns and seek advice when they suspect or know something is wrong.
- Provide children with a knowledge and understanding of the biological facts about human reproduction.
- Address online safety and appropriate behaviour that is relevant to pupils' lives.
- Promote good health and understanding of physical development, respecting and reverencing the wonder of the body.

- Emphasise the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing through physical exercise and time spent outdoors.
- Discuss the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
- Discuss isolation, loneliness, unhappiness, bullying and the negative impact on their health and mental wellbeing.
- Highlight the advantages of hobbies, interests and participation in their own communities to their health and mental wellbeing.

Teaching and Learning

Our programme of study for teaching Relationship and Health Education is delivered through planned curriculum time in the school timetable but also through cross curricular links in mainly RE, PSHE, Computing and Science. Resources are also used from the Catholic Ten Ten Programme, 'Life to the Full'. For more information on the teaching and learning of Relationships and Health Education, see Appendices 1 and 2.

Relationship and Health Education is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single gender groups. The delivery of lessons is designed to give all pupils a chance to explore and investigate the subject in a safe and supportive way across the curriculum. We aim to provide an environment where there is confidence and trust to ensure that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

A wide variety of teaching and learning approaches are used to encourage pupils to reflect on their own learning and values by discussing their opinions and beliefs as this not only builds mutual respect and understanding of others, but also reinforces important skills and qualities such as compromise, listening and cooperation.

Inclusion and Differentiated Learning

We ensure the teaching of Relationship and Health Education is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances. Pupils will have support in varying ways depending upon their individual needs.
Lessons will be scaffolded and support staff will be used to ensure activities are adapted or extended for the needs of all pupils.

Life to the Full Programme

'Life to the Full' is a Catholic RSE curriculum. Its structure is based on 'A Model Catholic RSE Curriculum' by the Catholic Education Service which was highlighted as a work of good practice by the Department of Education. 'Life to the Full' is a fully resourced scheme of work in Relationship Education for primary schools which embraces and fulfils the new statutory curriculum. The programme adopts a spiral curriculum approach so that pupils go through the programme year-after-year, allowing their learning to develop and grow at an age appropriate stage, with each stage building on from the last.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created and chosen and loved by God. 'Life to the Full' is intended to be a partnership

between home, school and parish. The programme is intended to fit in with and support those partnerships.

'Life to the Full' is developed through the four different learning stages of EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. (See Appendix 1) Within each learning stage, there are three modules which are based on the Model Catholic RSE Curriculum. Each Module is broken down into Units of Work:

- **Module 1 - Created and Loved by God**
- **Module 2 - Created to Love Others**
- **Module 3 – Created to Live in the Community**

Working with Parents

Parents are the prime educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. The school will work closely with the parents to complement and reinforce this role. We will support parents by providing material to be shared with their children at home. There is an online parent portal for the Ten Ten resources in

which parents can view what their children will be studying at different stages of the programme. Parents do not have the right to withdraw their children from Relationship and Health Education, however, they have the right to request that their child be withdrawn from any sex education delivered in primary schools, other than what is part of the science curriculum. (DFE Parent Guidance on Relationship and Health Education) Should parents wish to withdraw their child, they are asked to notify the school by contacting the Head teacher before giving notice of withdrawal. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Delivery of Relationship and Health Education

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing a curriculum that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to Relationship Education. 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. At St. James', we make children aware that there are many different types of loving relationships. We discuss homosexuality and transgender characteristics in an age-appropriate way and have resources for younger children that depict same sex relationships. This does not in any way detract from the sanctity of marriage between heterosexual partners but ensures that our pupils respect all of the protected characteristics outlined in the Equality Act of 2010 and also act in accordance with teachings of the Catholic Church.

Assessment

Assessment is fundamental in order to extend and challenge the pupil's learning so that they can reach their full potential. The RHE curriculum builds on the knowledge pupils have previously acquired, with regular feedback provided on pupil progress. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged.

Long term planning indicates the outcomes and skills that the children should learn. At the end of each term, pupils will be assessed by the teacher on the RHE expectations which are linked to the DfE guidance.

The RHE subject leader will carry out work scrutinies of RHE folders, complete lesson observations and pupil interviews to assess the impact of the teaching and learning of Relationship and Health Education.

Responsibility for Teaching the Programme

Governors

The 1996 Education Act places responsibility for the school's policy on Relationship and Health Education in the hands of the Governing Body. They are required to ensure that the policy is up to date and that it is available for parents to read and that the policy is consistent with other relevant whole school policies. Foundation Governors are appointed by the Archbishop to promote and safeguard the Catholic character of the school. They have a particular responsibility to ensure that this policy, the Relationship and Health Education Curriculum and all resources are informed by and in harmony with the teachings of the Catholic Church. They must ensure that provision complies with Diocesan policy.

Headteacher

Responsibility for the implementation of the Relationship and Health Policy is delegated to the Headteacher in liaison with the Governors, parents and Diocesan Education Commission. It is the task of the Headteacher to integrate Relationship and Health Education into the school's curriculum and for managing requests to withdraw pupils from non-statutory/non-science components of Relationship Education.

RHE Subject Leader

The Subject Leader with the Head teacher ensures the planned Relationship and Health Education Programme is delivered effectively. They have a 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 Relationship and Health Education and the provision of in-service training.

All Staff

Relationship and Health Education is a whole school task. 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 Relationship and Health Education in accordance with the Catholic Ethos of the school and current legislation. As well as delivering the curriculum, staff will also be role models for pupils around the school, promoting good, healthy, relationships of mutual trust and respect between staff, other adults and pupils.

External Visitors:

Our school may call upon guidance from outside agencies and health specialists to deliver aspects of Relationship and Health Education. It is important that any external

visitor is clear about their role and responsibility whilst they are in school. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools' to ensure that sessions they deliver are respectful of the teaching of the Catholic Church.

New DfE Guidance.

As of September 2026 in regards to RHSE. This has been rewritten to include the following ideas:

- Stronger focus on misogyny, violence against women & girls, and harmful online culture.
- Content regarding AI and the identification of manipulative or misleading information online.
- Grief, loss and loneliness is now being added to the health education content.
- There is now a dedicated section on sexual harassment and violence, which begins in primary school (foundational ideas).
- Greater emphasis on transparency, parental rights and oversight.
- The guidance explicitly states that schools should be sensitive to pupils' diverse family backgrounds (single parents, same-sex parents, foster carers, etc.)

Over the 2025-2026 Academic year we will be discussing this with staff and ensuring that all new recommendations are added to our content in a way that is appropriate to all families and children in our care.

Monitoring and Evaluation

The Subject Leader will monitor the planning, teaching and learning and will deliver training and share information during staff meetings on a regular basis. Pupils' development in Relationship and Health Education is monitored by class teachers as part of our internal assessment. By monitoring and evaluating this policy we aim to ensure that the Relationship and Health Education experienced within the school is a relevant, meaningful and positive contribution enhancing the physical, emotional, social and spiritual development of all members of the school community. This policy will be updated in line with any new developments in the school and/or any new government guidance.

Appendix 1: Curriculum map

Relationships and Health Education Curriculum Map

Year Group	Main Teaching Aspects:	
EYFS	Created and Loved by God Handmade with Love (Summer)	Created to Love Others Role Model (Summer)

	I am Me (Autumn) Heads, Shoulders, knees and Toes (Autumn) Ready Teddy? (Summer) I like, you like, we all like! (Spring) Good feelings, bad feelings (Spring) Let's get real (Spring) Growing up (Autumn) <u>Created to Live in Community</u> God is Love (Autumn) Loving God, Loving others (Autumn) Me, you, us (Summer)		Who's who? (Spring) You've got a friend in me (Spring) Forever friends (Summer) Safe inside and out (Summer) My body, my rules (Summer) Feeling poorly (Autumn) People who help us (Summer)
Year 1	<u>Created and Loved by God</u> Let the Children Come (Autumn) I am unique (Autumn) Girls & boys non-genitalia version (Autumn) Clean & Healthy (Autumn) <u>Created to Love Others</u> God loves you (Summer) Special People (Spring) Treat others well, (Summer) Say Sorry (Summer) <u>Created to Live in Community</u> Who is my neighbour? (Summer) The communities we live in (Summer)	Year 2	<u>Created and Loved by God</u> Feelings, likes and dislikes (Autumn) Feelings inside out (Autumn) Super Susie Gets angry (Autumn) The Cycle of life (Spring) <u>Created to Love Others</u> Being Safe (Autumn) Good secrets and bad secrets (Summer) Physical contact (Summer) Harmful Substances (Summer) Can you help me? (Summer) <u>Created to Live in Community</u> Three in One (Autumn)
Year 3	<u>Created and Loved by God</u> Get Up! (Autumn) We don't have to be the same (Autumn) Respecting our bodies (Autumn) Life Cycles (Summer) <u>Created to Love Others</u> Jesus my friend (Autumn) First Aid heroes (Spring) <u>Created to Live in Community</u> A community of love (Summer) Where is the Church? (Summer)	Year 4	<u>Created and Loved by God</u> What am I feeling (Spring) What am I looking at? (Summer) I am thankful (Autumn) <u>Created to Love Others</u> Family Friends and Others (Spring) When things feel bad (Spring) Sharing online (Autumn) Chatting online (Autumn) Safe in my body (Summer) Drugs, alcohol and tobacco (Summer)

	How do I love others? (Summer)		
Year 5	<u>Created and Loved by God</u> What is Puberty? (Spring) Changing bodies (Spring) Calming the storm (Autumn) Gifts and Talents (Autumn) Boys Bodies (Spring) Girls Bodies (Spring) Making Babies Part 1 (Summer) Menstruation (Summer) <u>Created to Love Others</u> Is God calling you? (Spring) Sharing isn't always caring (Autumn) Cyber bullying (Autumn) <u>Created to Live in Community</u> The Trinity (Summer) Reaching Out (Summer)	Year 6	<u>Created and Loved by God</u> Spots and Sleep (Spring) Body image (Spring) Peculiar Feelings (Spring) Emotional changes (Spring) <u>Created to Love Others</u> Under Pressure (Summer) Do you want a piece of cake? (Summer) Self Talk (Summer) Impacted lifestyles (Summer) Making good choices (Summer) <u>Created to Live in Community</u> Catholic Social Teaching (Autumn)

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	● That families are important for children growing up because they can give love, security and stability ● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	● That people sometimes behave differently online, including by pretending to be someone they are not ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others, and to keep trying until they are heard ● How to report concerns or abuse, and the vocabulary and confidence needed to do so ● Where to get advice e.g. family, school and/or other sources