

ST WILLIAM OF YORK



Catholic Primary School

Brockley Park, Forest Hill, SE23 1PS

Relationships and Health Education Policy



OUR MISSION

The purpose of St William of York Catholic Primary School is to educate children in an atmosphere of Christian love.

We respect and rejoice in the uniqueness of each child, and aim to make learning a happy and positive experience for everyone in our community.

Policy Review			
Policy Reviewed On	March 2026	Signed:	<i>H Mayers</i>
Governing Body Ratification	March 2026	Signed:	Governors
Next Review Date	March 2028		

Defining Relationship and Health Education

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”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 fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”² This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

Statutory Curriculum Requirements

We are legally required to teach those aspects of RHE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RHE go further.

Rationale

We are involved in relationships 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 RHE 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. RHE, 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) RHE 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 RHE 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 (Ten:Ten Life to the Full) 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. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Aims and Objectives

In accordance with the recommendation of the Diocese, Relationship and Health Education and Relationship and Sex Education is taught in our primary school, so that pupils will be able to learn about the Church's teaching on all these areas and encouraged to develop healthy attitudes and an understanding of the essential goodness and holiness of God's creation. Our policy aims to make clear the moral considerations upon which our Education in Personal Relationships is based, with due emphasis on the importance of family life. We recognise that a diversity of relationships exist within society. While reaffirming Catholic teaching we remain non-judgemental and emphasise that a loving and caring environment is paramount.

As a school community we recognise that parents have the prime responsibility for teaching their children about Relationships and Health Education and Relationship and Sex Education. We will therefore, supplement and support our parents with appropriate programmes of study for all our pupils.

We aim to:

- Make the children feel loved, cared for and secure in surroundings where Catholic values are practised and where courtesy, respect and consideration for others are of paramount importance;
- Develop a sensible, responsible, factual, basis of knowledge founded on love and the teaching of the Catholic Church;
- Guide their understanding that healthy relationships are God's gift to us and should be enjoyed and never abused. Within our relationship education we teach our pupils about:
 - Looking after and maintaining a healthy body;
 - Respecting their bodies;
 - The importance of family life;
 - Building positive relationships with others, involving trust and respect;
 - Moral questions;
 - Respecting the views of other people.

To enable our pupils to live a full and satisfying life we want them:

To Grow In Friendship with Themselves

- To know that they are uniquely loved

- To appreciate their personal worth and talents
- To recognise and positively respond to their limitations
- To respect and care for themselves
- To make informed choices and accept personal responsibility
- To understand their physical development respecting and reverencing the wonder of their bodies

To Grow In Friendship with God

- To appreciate that God loves us first and forever
- To appreciate and value relationship and God as integral to human fulfilment
- To appreciate the whole of creation as a sign of God's love
- To develop their personal relationship with God through prayer and meditation
- To develop their relationship with God through shared prayer and worship

To Grow In Friendship with Others

- To know that others are also uniquely loved
- To deepen their appreciation of their relationship with their parents
- To appreciate and respect the work and talents of others
- To respect the beliefs, values and cultures of others
- To develop friendships and positive relationships
- To cope with difficulties in relationships
- To understand and appreciate the wonder of human love and the creation of new human life
- To understand their social responsibilities
- To enable them to become responsible citizens
- To encourage a progressive understanding and engagement in commitment

To Grow In Friendship with the World Around

- To appreciate the goodness of creation as loved by God
- To appreciate the wonder of the beauty of the natural world
- To learn respect and care for the natural world
- To understand the importance of our natural environment and grow in understanding of our responsibility for it.

Vatican II states...

“Children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities...they should receive a positive and prudent education in matters relating to sex

... and young people have the right to be stimulated to make sound moral judgements based on a well-informed conscience and to put them into practice with a sense of personal commitment ...”
Gravissimum Educationis (para 1), Second Vatican Council

Inclusion and Differentiated Learning

We will ensure RHE is sensitive to the different needs of individual pupils in respect to pupils’ different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture 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.

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.

Broad Content of RHE

Three aspects of RHE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school/ ethos dimension; a cross-curricular dimension and a specific relationships and health curriculum.

Programme

‘Life to the Full’ is the recommended programme of study for Catholic schools for Relationship and Sex Education, and has been written as a progressive scheme of work that supports the Religious Education, PSHE and Science curricula taught within the school. This programme of RHE (Relationship and Health Education) in primary schools is a tool for equipping children to live life to the full. It is a programme that has been supported by the Diocese of Southwark. The framework of the Life to the Full programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

As children progress through school, they discover more and more about themselves and the wider world. This thirst for learning new things in all aspects of life is fostered by the school, who attempt to create a safe, stimulating environment for learning; supporting all children in their development.

The content is age appropriate and is taught with sensitivity, taking into account the children's level of maturity in regard to the delivery of the lessons. As with all aspects of learning, children are naturally curious and many will have questions related to their lessons. Opportunities to discuss questions form part of the lessons and, again, these are treated with care and understanding.

In Life to the Full Plus, there is a three stage structure, which is repeated across three different learning stages: EYFS (Nursery and Reception), KS1 (Years 1 and 2), Lower KS2 (Years 3 and 4), Upper KS2 (Years 5 and 6). Within each learning stage, there are three modules which are based on the Model RSE Catholic Curriculum:

- Created and loved by God
- Created to love others
- Created to live in community

Each topic within the programme will draw on key virtues that sit at the heart of Catholic education; virtues such as respect, appreciation, patience, forgiveness, justice, service and commitment. These virtues are the pillars around which the entire teaching and learning will be based.

Assessment

Children will be assessed within the scheme of work before and after each module they undertake to assess the progress they have made through each topic. The assessment, known as Ipsative assessment, are presented as pre and post assessment sheets, they will be given to the children to complete by the teachers. Ipsative assessment is the most meaningful because it allows pupils the space for personal reflection to accurately assess, for example, the development of self- confidence, or their sense of identity and values.

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 by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RHE 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 RHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHE 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 headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lays with the class teachers; this can also include science, religious education, physical education, RHE and PSHE leaders.

However, all staff will be involved in developing the attitudes and values aspect of the RHE 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.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RHE. 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.

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.

Other Roles & Responsibilities regarding RHE

Governors

- draw up the RHE policy, in consultation with parents and teachers;
- 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 our Christian beliefs;
- 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;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RHE within PSHE.

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RHE Co-Ordinator

The co-ordinator with the headteacher 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 RHE and the provision of in-service training.

All Staff

RHE 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 RHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RHE. 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 RHE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Children's Questions

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

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RHE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

Supporting Children and Young People who are at Risk

Children will also need to feel safe and secure in the environment in which RHE takes place. Effective RHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and Evaluation

The Headteacher, Senior Leadership Team and RE Subject Leader will monitor the effectiveness of this policy on a regular basis. The Headteacher and RE Subject Leader will report to the governing body on the effectiveness of the policy.

We are aware of the need to regularly review our policy to take account of new initiatives, changes in curriculum or developments in technology.

Life to the Full – RSE Overview



	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to live in Community	
Unit	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Wellbeing	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Class Reception	<p>Story Sessions Handmade with Love</p>	<p>Session 1 I am Me</p> <p>Session 2 Heads, Shoulders, Knees & Toes</p> <p>Session 3 Ready Teddy?</p>	<p>Session 1 I like, You like, We All like</p> <p>Session 2 Good Feelings, Bad feelings</p> <p>Session 3 Let's Get Real</p>	<p>Session 1 Growing Up</p>	<p>Session 1 Role Model</p>	<p>Session 1 Who's Who?</p> <p>Session 2 You've Got a Friend in Me</p> <p>Session 3 Forever Friends</p>	<p>Session 1 What is the Internet?</p> <p>Session 2 Playing Online</p>	<p>Session 1 Safe Inside and Out</p> <p>Session 2 My Body, My Rules</p> <p>Session 3 Feeling Poorly</p> <p>Session 4 People Who Help Us</p>	<p>Session 1 God is Love</p> <p>Session 2 Loving God, Loving Others</p>	<p>Session 1 Me, You, Us</p>
Yr1	<p>Story Sessions Let the Children Come</p>	<p>Session 1 I am Unique</p> <p>Session 2 Girls and Boys</p> <p>Session 3 Clean and Healthy (My Body)</p>			<p>Session 1 God Loves You</p>	<p>Session 1 Special People</p> <p>Session 2 Treat Others Well</p> <p>Session 3 And Say Sorry</p>			<p>Session 1 Three in One</p> <p>Session 2 Who is my Neighbour?</p>	<p>Session 1 The Communities we Live In</p>
Yr2			<p>Session 1 Feelings, Likes & Dislikes</p> <p>Session 2 Feeling Inside Out</p> <p>Session 3 Super Susie Gets Angry</p>	<p>Session 1 The Cycle of Life</p> <p>Session 2 Beginnings and Endings</p>			<p>Session 1 Real Life Online</p> <p>Session 2 Rules to Help Us</p>	<p>Session 1 Good and Bad Secrets</p> <p>Session 2 Physical Contact</p> <p>Session 3 Harmful Substances</p> <p>Session 4 Can You Help Me? (1)</p> <p>Session 5 Can You Help Me? (2)</p>		

Yr3	<p>Story Sessions Get Up!</p> <p>Session 2 The Sacraments</p>		<p>Session 1 What Am I Feeling?</p> <p>Session 2 What Am I Looking At?</p> <p>Session 3 I Am Thankful</p>		<p>Story Sessions Jesus, My Friend</p>	<p>Session 1 Family, Friends and Others</p> <p>Session 2 When Things Feel Bad</p>			<p>Session 1 A Community of Love</p> <p>Session 2 What is the Church?</p>	<p>Session 1 How Do I Love Others?</p>
Yr4		<p>Session 1 We Don't Have to Be the Same</p> <p>Session 2 Respecting Our Bodies</p> <p>Session 3 What is Puberty?</p> <p>Session 4 Changing Bodies</p> <p>Session 5 Male/Female Discussion Group</p>		<p>Session 1 Life Cycles</p> <p>Session 2 A Time for Everything</p>			<p>Session 1 Sharing Online</p> <p>Session 2 Chatting Online</p>	<p>Session 1 Safe in My Body</p> <p>Session 2 Drugs, Alcohol and Tobacco</p> <p>Session 3 First Aid Heroes</p>		
Yr5					<p>Session 1 God Is Calling You</p>	<p>Session 1 Under Pressure</p> <p>Session 2 Do You Want a Piece of Cake?</p> <p>Session 3 Self-Talk</p> <p>Session 4 Build Others Up</p>		<p>Session 1 Types of Abuse</p> <p>Session 2 Impacted Lifestyles</p> <p>Session 3 Making Good Choices</p> <p>Session 4 Giving Assistance</p>	<p>Session 1 The Holy Trinity</p> <p>Session 2 Catholic Social Teaching</p>	<p>Session 1 Reaching Out</p>
Yr6	<p>Story Sessions Calming the Storm</p>	<p>Session 1 Gifts and Talents</p> <p>Session 2 Girls' Bodies</p> <p>Session 3 Boys' Bodies</p> <p>Session 4 Spots and Sleep</p>	<p>Session 1 Body Image</p> <p>Session 2 Peculiar Feelings</p> <p>Session 3 Emotional Changes</p> <p>Session 4 Seeing Stuff Online</p>	<p>Session 1 Making Babies (1)</p> <p>Session 2 Making Babies (2)</p> <p>Session 3 Menstruation</p> <p>Session 4 Hope Beyond Death</p>			<p>Session 1 Sharing Isn't Always Caring</p> <p>Session 2 Cyberbullying</p>			