Relationships, Sex & Health Education

Date	Review Date	Coordinators	Nominated Governor
September 2026	October 2028	Jade Cahill	David Blackwell

Our RSHE policy is very much a reflection of our Mission Statement. At Our Lady & St Joseph's Primary School Our Mission is to foster the Gospel values of Jesus Christ and provide a high standard of education with equality of opportunity for all.

We aim to achieve this by…

- Creating a safe and loving environment for the whole school community.
- Enabling everyone to grow spiritually, intellectually, emotionally and physically.
- Valuing each member of our community by recognising the gifts and needs of every individual.
- Encouraging self discipline and treating everyone with respect and courtesy at all times.
- Working in open and honest partnership with families, the Church and the wider community

Our school motto:
Is to ask our children to always
'Shine with love kindness and respect'

1. Introduction

Our Lady & St Joseph Catholic Primary School follows the teaching of the Roman Catholic Church, in its daily life through celebration of the Liturgy and through following the values taught in the Gospel of Jesus and our school's Mission Statement:

In this policy the Governors and teachers, in partnership with their Diocesan Schools' Service, pupils and their parents, set out their intentions about relationships, sex and health education (RSHE).

We set out our rationale for our approach to relationships and sex education in the school.
A consultation and training process has been undertaken since July 2020 which consists of the following

- pupil focus groups / school council.
- Information sessions and letters to parents, feedback and response forms completed
- review of RSHE curriculum content with staff and governors
- consultation with wider school community e.g. Parish Priest and school nurse
- consultation with school governors
- Diocese training course for the REC WDES
- DfE accredited training offered through Newham Borough to be shared with all staff
- Updated training yearly for RSHE lead and shared with staff.
- Parent consultation every year in the Autumn Term.

2. Implementation and review of policy

Implementation of the policy first took place after consultation with the Governors in November 2020.
This policy has since been reviewed every 2 years by the Head teacher, RSHE Co-ordinator, the Governing Body and Staff.

3. Dissemination

The policy will be given to all members of the Governing Body, and all teaching and nonteaching members of staff. Copies of the document will be available to all parents through the school's website and copies can be obtained from the school office. Details of the content of the RSHE curriculum will also be published on the school's web site

4. Defining Relationship and Sex 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 characteristic 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] This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

5. Statutory Curriculum Requirements

We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science. Parents 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 child they are asked to notify the school by contacting the headteacher via email - admin@olsj.hackney.sch.uk

However, the reasons for our inclusion of RSHE go further. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

6. Rationale

'I have come that you might have life and have it to the full' (Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSHE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSHE 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 will also be delivered in conjunction with teaching the Religious Education programme and as part of the statutory element of the Science National Curriculum. 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

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

whatever household they come from. It will also prepare pupils for life in modern Britain.

The school will use the Ten-Ten Resource 'Life to the Full' to deliver the RSHE curriculum content within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

7. Values and Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

8. Aims of RSHE and the Mission Statement

Our Mission commits us to foster the Gospel values of Jesus Christ and provide a high standard of education with equality of opportunity for all and we believe that RSHE is an integral part of this education.

Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow spiritually, intellectually, emotionally and physically, recognise the value of everyone in our community and develop caring and sensitive attitudes.

It is in this context that we commit ourselves: In partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

9. Objectives

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- how to keep themselves safe by assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

10.Outcomes – inclusion and adaptive teaching and learning

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

11.Equalities obligations

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics)

The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.

Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help, to keep Our Lady & St Joseph a safe, inclusive and caring place for all, upholding the core values and ethos of the school

12. Broad content of RSHE

Three aspects of RSHE - 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 sex curriculum.

At OLSJ, we follow the Ten Ten Life to the Full Plus scheme of work. In Life to the Full, we follow a four-stage structure where content is repeated and developed across four different learning stages:

- Early Years Foundation Stage is aimed at Preschool and Reception
- Key Stage One is aimed at Years 1 and 2
- Lower Key Stage Two is aimed at Years 3 and 4
- Upper Key Stage Two is aimed at Years 5 and 6

Within each learning stage, there are three Modules which are based on the Model Catholic RSHE Curriculum:

- Created and Loved by God

- Created to Love Others
- Created to Live in Community

Each Module is then broken down into Units of Work.



Within each Unit there are a number of planned sessions which are to be led in the classroom.

13. Programme/Resources

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

14. Assessment

Each unit of work has an assessment activity associated with it, this will enable us to track progress of learning across each unit.

The assessment activities take into account the Learning Objectives of each session, they are carried out at the beginning and end of each session to show the impact of the teaching and learning.

15. 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 email/on class dojo when the more sensitive aspects of RSHE 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 RSHE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSHE 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 via email - admin@olsj.hackney.sch.uk. 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's RSHE and Health Education guidance, July 2025 p.6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

16. Balanced Curriculum

Promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSHE programme 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 RSHE. 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. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

17. Responsibility for teaching the programme

Responsibility for the specific relationships and sex education programme resides with the RSHE Co-ordinator, Headteacher and governors.

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

18. External visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External

Speakers to Schools 3.

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.

19. Other roles and responsibilities regarding RSHE

Governors

- draw up the RSHE 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 the policy meets statutory requirements;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSHE within PSHE.

Head teacher

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

PSHE/RSHE Co-ordinator

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to 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.

20. Relationships to other policies and curriculum subjects

This RSHE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the schools other policy documents:

- Bullying policy,
- Safeguarding Policy
- Keeping Children Safe in Education 2026
- E-Safety Policy
- Behaviour for learning Policy

Pupils with specific challenges, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills within their capacity. Teaching methods will be adapted to meet the varying needs of this group of pupils.

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

Learning about RSHE in PSHE classes will link to/complement learning in those areas identified in the RSHE audit.

21. Children's questions

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

22. Controversial or sensitive issues

There will always be sensitive or controversial issues in the field of RSHE. These may be a 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 RSHE 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. In these cases, issues may be followed up at an appropriate time with the student and any other necessary people (e.g. parents, DSL, head teacher).

23. Supporting children and young people who are at risk

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE 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.

24. 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 RSHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships, 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 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 circumstance 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.

25. Monitoring this policy

The RSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Headteacher:	Aoife O'Grady	**Date:**	

Chair of Governing Body:	Mari-Anne Chiromo	**Date:**	

Appendix 1: Consultation on Relationship and Sex Education

From Summer 2020, it is a statutory requirement that all schools in England and Wales are teaching Relationship and Sex Education as a fundamental part of the curriculum.

As part of implementing the RSHE curriculum, schools must consult with the children, parents, staff and governors to ensure there is a general consensus on our approaches to policy and the curriculum content.

As part of this, parents, staff and governors, will be asked to read through the following two documents and make comments on them. The two documents that you are asked to read as part of the consultation will be:

Consultation on Relationships and Sex Education Policy, September 2023

Consultation on Relationships and Sex Education Curriculum Outline, September 2023

These have been emailed to you or they can be requested form the school and collected from the office**.**

If you wish to carry out further reading around RSHE, the following documents may be of use to you –

- Relationships Education, Relationships and Sex Education (RSHE) and Health Education, Department for Education Department for Education Guidelines
- Learning to Love An introduction to Catholic Relationship and Sex Education for Catholic Schools

In order to provide your feedback to this consultation, you will be asked to complete an anonymous Survey Monkey questionnaire. If you would rather have a paper copy of the consultation, you can request one through the school office.

Consultation Questions

1. Would you like more information about what the school curriculum for Relationships and Sex Education?
2. Would you like support at home, on how to speak to your child about relationship and sex issues?
3. Are there any changes or additions that you think should be made to the RSHE Policy?
4. Are there any changes or additions that you think should be made to the RSHE Curriculum Outline?
5. Thinking about relationships and sex education in Catholic primary schools, what do you believe is the most important subject area that **should** be taught for different age groups/key stages and why?
6. Thinking about relationships and sex education in Catholic primary schools, is there an area that you think **should not** be taught for different age groups/key stages and why?