

*'Live Fully, Laugh Often, Learn Deeply,
Love as God Loves You and Let Your Light Shine!'*

THE BISHOPS' C of E & R C PRIMARY SCHOOL



Relationships, Sex and Health Education

Statutory Context

The DfE's statutory requirements mean primary schools must teach "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." RSHE, DfE guidance July 2025.

Current regulations and guidance from the Department for Education state that the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education, in line with the updated July 2025 statutory guidance (compulsory from September 2026).

Documents that inform the school's RSHE policy include:

- Citizenship Program (2015)
- Education Act (1996 and 2004)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- *Supplementary Guidance SRE for the 21st century* (2014)
- *Keeping children safe in education – Statutory safeguarding guidance* (2025)
- *SEND Code of practice 0- 25Years* (2024)
- *Working together to safeguard children* (2026)
- Children and Social Work Act (2017)
- Early Years Foundation Stage Statutory Framework (2025)
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025

Relationship and Sex Education is taught in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHE) and Science. This policy supports and should be read in conjunction with the following policies.

- Behaviour & Relationships
- British Values
- Child Protection
- Early Years Foundation Stage
- Health, Safety & Wellbeing
- Keeping Children Safe in Education
- Liturgy and Prayer
- PSHE
- R. E.
- SEND
- Teaching and Learning

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Rationale

In addition to the statutory requirements, our school has chosen to teach and promote the following to our children:

To enable our children to become strong, resilient in their mind, body and spirit in accordance with the teachings of the Christian faith.

To help pupils develop feelings of self-respect, confidence and empathy.

To provide a framework in which sensitive discussions can take place.

To create a positive culture around issues of sexuality and relationships

To prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene

To teach pupils the correct vocabulary to describe themselves and their bodies in accordance to their age and stage of development.

All teaching and learning will be in line with our school ethos and motto:

'Live fully, laugh often, learn deeply, love as God loves you... and let your light shine'.

Roles and Responsibilities

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, the Local Education Authority, and other relevant agencies.

PSHE/RSHE Co-ordinators

The co-ordinators, with the Headteacher, have a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of information relating to RSHE and the provision of necessary training.

All Staff

RSHE is a whole-school commitment. 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 Bishops' ethos. 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.

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Curriculum Design

We have embedded the Department for Education's guiding principles through our planned and delivered programme of study, Ten:Ten, and supplemented it with additional resources to ensure coverage. It is taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life. The entire teaching is underpinned by a religious understanding that our deepest identity is as a child of God—created, chosen, and loved by God. The programme is fully inclusive of all pupils and their families. Our 'Life to the Full' programme will cover:

Module 1: Created and Loved by God

- Unit 1 Religious Understanding
- Unit 2 Me, my body, my health
- Unit 3 Emotional well-being
- Unit 4 Life cycles

Module 2: Created to Love Others

- Unit 1 Religious Understanding
- Unit 2 Personal Relationships
- Unit 3 Life Online
- Unit 4 Keeping Safe

Module 3: Created to Live in Community

- Unit 1 Religious Understanding
- Unit 2 Living in the Wider World

An overview of learning in each key stage/year group can be found on our school website and within the policy (Appendix 1). The Ten: Ten programme covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils at the discretion of the class teacher. The planning and assessment will follow the program of study Ten:Ten delivers.

The three themes are:

• Created and loved by God (this explores the individual)

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

• Created to love others (this explores an individual's relationships with others)

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

• Created to live in community – local, national & global (this explores the individual's relationships with the wider world)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

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Safe and Effective Practice

We ensure a safe learning environment by fostering classrooms built on trust and positive reinforcement. This provides students with a supportive space where they can confidently explore and investigate new topics. To maintain this effective environment, teachers and pupils agree on ground rules at the start of the year and revisit them during every lesson.

Our Relationships, Sex and Health Education (RSHE) policy supports the school's approach to safeguarding. It links directly to statutory and non-statutory guidance, including *Keeping Children Safe in Education (2025)* and the *Early Years Foundation Stage Statutory Framework (2025)*.

We promote a healthy, positive atmosphere for RSHE. We want pupils to ask questions freely and feel confident that they will be answered. Pupils can also ask questions anonymously using their classroom's Worry Monster. We expect all pupils to engage fully, treating others with respect, sensitivity, and in alignment with our school rules and values.

Our curriculum is age-appropriate, differentiated, and taught with sensitivity to every child's diverse experiences and needs, including those with Special Educational Needs and Disabilities (SEND). Adapting vocabulary, resources, and explanations is key to ensuring every child is included and has the opportunity to gain essential skills and knowledge.

These RSHE and PSHE lessons directly link to and complement our wider teaching and learning. If a pupil's question goes beyond the sex education covered by the school—or relates to content from which they have been withdrawn—the teacher will seek advice from the Headteacher, pastoral lead, or the PSHE Association guidelines, in line with our Safeguarding policy.

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Openness and Engagement with Parents and other Stakeholders

We are committed to complete openness with parents regarding our RSHE curriculum. We share coverage plans through:

- Regular Updates: Termly newsletters, school emails, and parent consultations.
- Prior Notices: Emails from class teachers before specific RSHE lessons are taught.
- The Ten:Ten Portal: A dedicated parental platform where you can log in to view exact lesson materials and access support resources.

Our policy is shaped by school governors during regular meetings and continuously refined using pupil feedback to ensure it meets the diverse needs of our children.

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Right to Withdraw from Sex Education

Parents/carers have the right to withdraw their child from sex education. Parents/carers cannot withdraw their child from statutory topics covered in the National Curriculum Science syllabus.

If parents/carers wish to withdraw their child from some or all of sex education, they need to contact the Headteacher in writing using the form found at the end of this policy (Appendix 2).

The school will fulfil its responsibility to ensure children who are withdrawn from sex education receive purposeful education.

Safeguarding

The RSHE policy supports our school's approach to safeguarding and links to/is informed by other policies and statutory and non-statutory guidance for schools, including Keeping children safe in education – Statutory safeguarding guidance (2025) and the Early Years Foundation Stage Statutory Framework (2025).

At school, the staff champion themselves in providing a wide range of opportunities to talk/discuss their views, ideas and concerns. Teachers are aware that effective RSHE can at times lead to a disclosure of a child protection issue, this will always be met with an understanding of transparency and in line with our safeguarding policy and procedures. If the need arises, teachers will consult with the designated safeguarding lead.

Visitors

When visitors and outside agencies are involved, their contributions should complement the teaching already taking place in school. They can work with and give support to teachers. Local health professionals, who are involved in delivery RSHE programmes are expected to work within the school's RSHE policy under the instruction of the headteacher. If a visitor/external agency receives a disclosure from a pupil they will follow school protocols in line with our safeguarding policy.

Monitoring, Reporting and Evaluation

The school's RSHE provision is monitored and evaluated by the Headteacher, PSHE/RSHE leads, class teachers and other staff. The delivery of RSHE is monitored by the PSHE subject leaders through: planning scrutinises, observations learning walks, observations and pupil perception surveys. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

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Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – All staff contribute and review all relevant information including national and local guidance.
2. Staff consultation – all school staff were given the opportunity to read through the policy and make recommendations.
3. Pupil consultation – we investigated pupils' views on PSHE/RSHE.
4. Parent consultation – parents have access to the new expectations from the DfE regarding Relationship Education and Health Education via the website, our new PSHE (personal, social and health education) curriculum and elements of the science and computing curriculum relevant to the teaching of the Relationship and Health Education for them to read and comment on before revising the RSHE map and policy
5. Ratification –the policy was reviewed with governors and ratified.

Head Teacher: **Richard McIntosh**

Chair of Governors: **Rob Higgs**

This policy was reviewed and updated July 2026 next renewal date is Summer 2028.

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Appendix 1



Programme Overview

2026

Life to the Full Plus content in blue

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	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
EYFS	Unit Prayer & Assessment Activity Story Sessions Handmade With Love	Unit Prayer & Assessment Activity Session 1 I Am Me Session 2 Heads, Shoulders, Knees and Toes Session 3 Ready Teddy? Classroom Shorts	Unit Prayer & Assessment Activity Session 1 I Like, You Like, We All Like! Session 2 All the Feelings! Session 3 Let's Get Real	Unit Prayer & Assessment Activity Session 1 Growing Up Session 2 New People, New Places Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Role Model	Unit Prayer & Assessment Activity Session 1 Who's Who? Classroom Short Session 2 You've Got A Friend In Me Session 3 Forever Friends	Unit Prayer & Assessment Activity Session 1 What is the Internet? Session 2 Playing Online	Unit Prayer & Assessment Activity Session 1 Safe Inside and Out Session 2 My Body, My Rules Session 3 Feeling Poorly Session 4 People Who Help Us	Unit Prayer & Assessment Activity Session 1 God is Love Session 2 Loving God, Loving Others	Unit Prayer & Assessment Activity Session 1 Me, You, Us Session 2 When I Grow Up... Classroom Shorts Session 3 'Money Doesn't Grow On Trees' Classroom Shorts

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Key Stage 1	Unit Prayer & Assessment Activity Story Sessions Let the Children Come	Unit Prayer & Assessment Activity Session 1 I Am Unique Session 2 Girls and Boys Session 3 Clean and Healthy (My Body) Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Feelings, Likes and Dislikes Session 2 Feeling Inside Out Session 3 Super Susie Gets Angry	Unit Prayer & Assessment Activity Session 1 The Cycle of Life Session 2 Beginnings and Endings Session 3: Change Is All Around Classroom Shorts	Unit Prayer & Assessment Activity Session 1 God Loves You	Unit Prayer & Assessment Activity Session 1 Special People Classroom Short Session 2 Treat Others Well... Session 3 ...and Say Sorry	Unit Prayer & Assessment Activity Session 1 Real Life Online Session 2 Rules to Help Us	Unit Prayer & Assessment Activity Session 1 Good and Bad Secrets Session 2 Physical Contact Session 3 Harmful Substances Session 4 Can You Help Me? (Part 1) Session 5 Can You Help Me? (Part 2)	Unit Prayer & Assessment Activity Session 1 Three in One Session 2 Who is My Neighbour?	Unit Prayer & Assessment Activity Session 1 The Communities We Live In Session 2 Who Will I Be? Classroom Shorts Session 3 Needs and Wants Classroom Shorts

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Lower Key Stage 2	Unit Prayer & Assessment Activity Story Sessions Get Up! Session 2 Sacraments	Unit Prayer & Assessment Activity Session 1 We Don't Have to Be the Same Session 2 Respecting Our Bodies Classroom Shorts Session 3 What is Puberty Session 4 Changing Bodies Session 5 Male/Female Discussion Groups (optional)	Unit Prayer & Assessment Activity Session 1 What Am I Feeling? Classroom Short Session 2 What Am I Looking At? Session 3 I am Thankful	Unit Prayer & Assessment Activity Session 1 Life Cycles Session 2 A Time for Everything Session 3 Big Changes, Little Changes Classroom Shorts	Unit Prayer & Assessment Activity Story Sessions Jesus, My Friend	Unit Prayer & Assessment Activity Session 1 Friends, Family and Others... Classroom Short Session 2 When Things Feel Bad Session 3 Balancing Needs	Unit Prayer & Assessment Activity Session 1 Sharing Online Session 2 Chatting Online Classroom Short	Unit Prayer & Assessment Activity Session 1 Safe in My Body Session 2 Recognising Risk Classroom Shorts Session 3 Drugs, Alcohol and Tobacco Session 4 First Aid Heroes Session 5 Rights & Responsibilities Classroom Shorts	Unit Prayer & Assessment Activity Session 1 A Community of Love Session 2 What is the Church?	Unit Prayer & Assessment Activity Session 1 How Do I Love Others? Session 2 Working Together Classroom Shorts Session 3 Money Matters Classroom Shorts

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Upper Key Stage 2	Unit Prayer & Assessment Activity Story Sessions Calming the Storm	Unit Prayer & Assessment Activity Session 1 Gifts and Talents Session 2 Girls' Bodies Session 3 Boys' Bodies Session 4 Spots and Sleep Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Body Image Session 2 Peculiar Feelings Session 3 Emotional Changes Session 4 Seeing Stuff Online	Unit Prayer & Assessment Activity Session 1 Making Babies (Part 1) Session 2 Making Babies (Part 2) Session 3 Menstruation Session 4 Hope Beyond Death Session 5 Coping with Change Classroom Shorts	Unit Prayer & Assessment Activity Session 1 God is Calling You	Unit Prayer & Assessment Activity Session 1 Under Pressure Classroom Short Session 2 Do You Want a Piece of Cake? Session 3 Self-Talk Session 4 Confidence vs Control Session 5 Build Others Up Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Sharing Isn't Always Caring Session 2 Cyberbullying Classroom Short	Unit Prayer & Assessment Activity Session 1 Types of Abuse Classroom Shorts Session 2 Impacted Lifestyles Classroom Shorts Session 3 Making Good Choices Session 4 Giving Assistance	Unit Prayer & Assessment Activity Session 1 The Holy Trinity Session 2 Catholic Social Teaching	Unit Prayer & Assessment Activity Session 1 Reaching Out Session 2 The World of Work Classroom Shorts Session 3 Money and Me Classroom Shorts

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Appendix 2

Parent Form: Withdrawal from Sex Education within RSHE

TO BE COMPLETED BY PARENTS			
Name of Child		Class	
Name of Parent		Date	
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like the school to consider:			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed action from discussion with parent			

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