



SSMJ POLICY FOR

Relationships Education, Sex Education and Health Education Policy (RSHE)

*Following the example of Jesus, together we learn, love
and respect one another to be the best we can be.*

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RSHE Policy

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“Love is patient; love is kind; love is not envious or boastful or arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice in wrongdoing, but rejoices in the truth. It bears all things, believes all things, hopes all things, endures all things. Love never ends.”

1 Corinthians 13: 4-8

Foreword

Education is about more than academic achievement. Schools seek to prepare our young people for life in the world today. Their health and wellbeing and their relationships with others are vital components for living a fulfilled life and making a positive contribution to society. So, not surprisingly, Relationships Education, Sex Education and Health Education (RSHE) are an essential part of the overall school curriculum and the Government, through its Department for Education, regulates the content of those aspects of the curriculum.

Within the Catholic Church, we have a particular context in which we wish this education to be offered and specific views about certain elements of it. Consequently, on behalf of the Bishops’ Conference of England and Wales, the Catholic Education Service (CES) offers advice and a model policy for how this area of the curriculum should be approached in Catholic schools. Our own Diocesan Department for Education has taken both the Government and the CES documents and brought them together into this model policy for use in schools within the Diocese of Salford. This ensures that Catholic teaching is set alongside the secular State requirements and will enable teachers to approach these often sensitive matters with confidence and clarity.

When it comes to Sex Education, parents do have a legal right to withdraw their children (except for those aspects required by the National Curriculum for Science). Hopefully such incidences would be few and far between, since we believe that it is much better for children to be educated about these matters in a safe and structured environment, where the content and message accord with our Catholic values, rather than learning about them from randomly accessed sources.

Thanks must go to the professionals (advisers and teachers) who have helped to prepare this policy for the benefit of our staff and our young people. May it help to enhance the quality of their lives.

Rev Canon Michael Cooke VG
Moderator of the Curia

INTRODUCTION

1. Introduction

1.1 Under the *Relationships Education, RSE, and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017*, schools are required to teach:

- relationships education (all primary aged pupils)
- relationships and sex education (RSE) (all secondary aged pupils)
- health education (all pupils in state-funded schools only)

1.2 At St Michael & St John's RC Primary School, as a Catholic school, we are guided by the Catholic Education Service who state that Catholic schools are required to deliver Relationship and Sex Education (RSE) in accordance with the teachings of the Church. We take this approach in conjunction with the guidance issued by the DfE. The Catholic Education Service use the term 'RSE'.

2. Rationale¹

'I have come that you might have life and have it to the full.'

(John.10.10)

2.1 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.

2.2 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,

¹ CES A Model Policy for Relationships and Sex Education 2016 revised 2026

therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

2.3 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 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.

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

2.5 Our RSHE programme enshrines the 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.

2.6 We will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves in partnership with parents and carers, to provide children and young people with a 'positive and prudent sexual education' (Gravissimum Educationis) which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

3. Definitions

3.1 Relationships Education²

As a Catholic school, we are guided by the DfE and CES. DfE guidance describes Relationship Education:

² DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2026

‘the focus in primary school 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.’ This would include the topics of: families and people who care for me; caring friendships; respectful relationships; online relationships and being safe.’

3.2 Sex education³

Sex Education is not compulsory in primary schools. The national curriculum for science includes subject content in related areas such as: the main external body parts; the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We choose to teach Sex Education at St Michael & St John’s RC Primary School in order to meet the needs of our pupils. In this we are guided by the Catholic Education Service, using their definition:

‘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.’

4. Parents And Carers – including the right to be excused from Sex education

4.1 ‘The role of parents in the development of their children’s understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships’.⁴

‘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.’⁵

Therefore, we will work closely with parents/carers when planning and delivering our RSHE programme and we will support parents and carers by sharing and providing materials where necessary.

³ CES A Model Policy for Relationships and Sex Education 2016 revised 2026

⁴ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2026

⁵ CES A Model Policy for Relationships and Sex Education 2016 revised 2026

4.2 Parents and carers will be informed by letter when the more sensitive aspects of our RSHE programme will be delivered, in order that they can be prepared to talk and answer questions about their children's learning.

4.3 We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. However, parents/carers have the right to withdraw their children from Sex Education except in those elements which are required by the Science National Curriculum. Should they wish to withdraw their children they are asked to notify the school by contacting the Headteacher who will automatically grant the request. If a child is withdrawn, we will ensure that they receive appropriate, purposeful education during the period of withdrawal.

4.4 There is no right to withdraw from Relationships Education or Health Education.⁶

5. Consultation

5.1 Parents and carers will be consulted in developing and reviewing our policy and they will be able to view the resources we use.

5.2 We will also consult with teachers and pupils to ensure the policy reflects their views. We feel that listening and responding to the views of young people will strengthen the policy, ensuring that it meets their needs.

5.3 Our aim is that, at the end of the consultation process, stakeholders will have full confidence in our RSHE programmes to meet their child's needs.

5.4 In addition, where appropriate, parents/carers may be consulted before their child's final year of primary school about the detailed content of what will be taught. This will include offering them support in talking to their children about sex education and how to link this with what is being taught in school.

⁶ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2026 pg7

6. A balanced curriculum⁷

6.1 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 an RSHE programme that offers a range of viewpoints on issues.

6.2 Pupils will also receive clear scientific information in line with the National Curriculum for Science.

6.3 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.

7. Controversial or sensitive issues; managing difficult questions; safeguarding⁸

7.1 There will always be sensitive or controversial issues in the field of RSHE. These may be matters 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.

7.2 At St Michael & St John's RC Primary School, we 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.

7.3 At St Michael & St John's RC Primary School, we want to promote a healthy, positive atmosphere in which RSHE can take place. We will 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. We recognise that 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. If this happens, adults will tell the

⁷ CES A Model Policy for Relationships and Sex Education 2016 revised 2026 pg6

⁸ CES A Model Policy for Relationships and Sex Education 2016 revised 2026 pgs7-8

pupil/pupils at the time that they will speak to them after the lesson. A record of the discussion will be made and parents/carers made aware if necessary.

7.4 We recognise that pupils 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 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 will follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

SECTION 2 – WHAT PUPILS WILL LEARN

8. What pupils will learn - Relationships education⁹

By the end of primary school pupils should know:

8.1 Families and people who care for 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.

* (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious)

8.2 Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.

⁹ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2026

- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

8.3 Respectful, kind relationships

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust

8.4 Online safety and awareness

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

8.5 Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- The concept of privacy and its implications 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 contact, including physical contact.

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

9. What pupils will learn - Sex education¹⁰

DfE guidance '*Relationships and sex education (RSE) and health education*' states 'it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.' It recommends therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. In order to do this, we use CES guidance '*A Model Policy For Relationships And Sex Education*'. By the end of key stage 2 we aim:

9.1 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.

9.2 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;

¹⁰ CES A Model Policy for Relationships and Sex Education 2016 revised 2026 pgs3-4

- 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.

9.3 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.

10. What pupils will learn – Physical health and mental wellbeing ¹¹

By the end of primary school pupils should know:

10.1 General wellbeing

- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- The importance of promoting general wellbeing and physical health.

¹¹ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2026

- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- That it is common to experience mental health problems, and early support can help.

10.2 Wellbeing online

- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
- Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

10.3 Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support including which adults to speak to in school if they are worried about their health.

10.4 Healthy eating

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- Understanding the importance of a healthy relationship with food.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

10.5 Drugs, alcohol and tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

10.5 Health protection and prevention

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

10.6 Personal safety

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

10.7 Basic first aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

10.8 Developing bodies

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

SECTION 3 – ADDITIONAL INFORMATION

11. How RSHE will be taught

11.1 RSHE forms one part of the personal development of pupils at St Michael & St John's RC Primary School.

11.2 Through teaching RSHE at St Michael & St John's RC Primary School, we endeavour to raise pupils' self-esteem, help them grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.¹²

11.3 DfE guidance on RSHE is statutory, but schools are free to determine how to deliver it's content. At St Michael & St John's RC Primary School, we have chosen to use resources Life to the Full Plus which are within Salford Diocese recommendations. These resources fit into our broad and balanced curriculum. It is a graduated, age-appropriate programme and when using it, we take into account the developmental differences of our children.

11.4 Our RSHE programme is delivered to pupils by their class teachers.

11.5 Aspects of RSHE which pupils should know by the end of primary school may be delivered through other curriculum areas.

12. Pupils with special educational needs and disabilities (SEND)

12.1 At St Michael & St John's RC Primary School, we ensure that Relationships Education, Sex Education and Health Education is accessible for all pupils. High quality teaching, that is differentiated and personalised where necessary, is the starting point to ensure this.

12.2 Through careful planning and delivery, we ensure that Relationships Education, Sex Education and Health Education is sensitive to the different needs of individual pupils in respect to their different abilities, levels of maturity and developmental stages. We are also sensitive to pupils' personal circumstances; for example, their own sexual orientation, faith

¹² CES A Model Policy for Relationships and Sex Education 2016 revised 2026 pg3

or culture and we teach our programmes in a way that ensure that pupils are not subject to discrimination.¹³

12.3 Our programmes of study will also be delivered with reference to the law, in particular to the Equality Act (see below, pt 14).

12.4 We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We recognise that Relationships Education, Sex Education and Health Education can also be particularly important subject for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. As such, at St Michael & St John's RC Primary School we take into consideration all these factors when designing and teaching these subjects.

12.5 We are mindful of the preparing for adulthood outcomes as set out in the SEND code of practice when teaching Relationships Education, Sex Education and Health Education.¹⁴

13. Transition to KS3¹⁵

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. At St Michael & St John's RC Primary School our programmes are tailored to the age and the physical and emotional maturity of our pupils. They will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for Science – how a baby is conceived and born.

14. Equalities Obligations, including LGBT

14.1 At St Michael & St John's RC Primary School, we will not discriminate against pupils in relation to the following as it is unlawful:

- admissions (apart from the exemptions on single sex schools and those with a religious character)
- the provision of education

¹³ CES A Model Policy for Relationships and Sex Education 2016 revised 2026 pg4

¹⁴ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2026

¹⁵ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2026

- access to any benefit, facility or service
- exclusions
- any other detriment

Unlawful discrimination includes:

- direct discrimination (including discrimination based on perception or association)
- indirect discrimination
- discrimination arising from disability
- failure to make reasonable adjustments
- pregnancy and maternity discrimination¹⁶

14.2 At St Michael & St John's RC Primary School, we ensure that we comply with the relevant requirements of the Equality Act 2010 and do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (protected characteristics).¹⁷

14.3 Lesbian, Gay, Bisexual and Transgender (LGBT)^{18 19}

14.3.1 In teaching Relationships Education, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. In particular, complying with the provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics – see above (pt. 14.1).

14.3.2 At St Michael & St John's RC Primary School, we ensure that all our teaching is sensitive and age appropriate in approach and content. At the point at which we consider it appropriate to teach our pupils about LGBT (see Section 8 – Relationships Education), we ensure that the content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

14.4 We take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic; and we

¹⁶ The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014 pgs7-9

¹⁷ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2026

¹⁸ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2026

¹⁹ CES A Model Policy for Relationships and Sex Education 2016 revised 2026 pg4

take this into consideration in designing and teaching Relationships Education, Sex Education and Health Education.

14.5 We also consider the makeup of our student body, including the gender and age range, when considering whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk).

14.6 We are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotyping and take positive action to build a culture where these are not tolerated. Any occurrences are identified and tackled.

14.7 We are particularly aware of current evidence on the preponderance in schools and colleges of sexual violence and sexual harassment between children. We make it clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously and dealt with accordingly.

14.8 At St Michael & St John's RC Primary School, through our programmes of study, we enable pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including online), use of prejudice-based language and how to respond and ask for help.

15. Cross-Curricular Links

15.1 This policy is delivered as part of our PSHE framework and is compatible with our school's other policy documents including our Behaviour Policy and our Safeguarding Policy.²⁰

15.2 It also complements several national curriculum subjects and we look for opportunities to draw links between the subjects and integrate teaching where appropriate. For example:

- The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old

²⁰ CES A Model Policy for Relationships and Sex Education 2016 revised 2026 pg7

age (including puberty) and reproduction in some plants and animals. We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science.

- The National Curriculum for Computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.
- The National Curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in a competitive sport and activities and lead healthy, active lives.²¹

15.3 We also ensure that our RSHE programmes complement our whole school approaches to wellbeing and health, for example Anti-Bullying Week, Online Internet Safety Day, Pupil Voice Groups – Anti-bullying, Wellbeing Warriors and GIFT Team, Lunchtime activities, After school clubs.

16. External visitors ²²

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

16.2 External visitors will be clear about their role and responsibilities whilst they are in school delivering a session.

16.3 Any visitor delivering aspects of the RSHE curriculum must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools (see appendix A).

16.4 Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing

²¹ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2026

²² CES A Model Policy for Relationships and Sex Education 2016 revised 2026 pg6

techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

17. Monitoring and evaluation²³

17.1 Our RSHE Leader is Marc Duckworth who works alongside the senior leadership team to monitor the provision of the various dimensions of the programme. This includes examining plans, schemes of work and samples of pupils work at regular intervals.

17.2 Curricular development is linked to our self-evaluation, school improvement planning and performance management cycles.

17.3 The programme is evaluated by means of questionnaires and by discussion with pupils, staff and parents and carers. The results of evaluations are reported to these groups of interested parties and their suggestions are sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

18. Governance

18.1 As well as fulfilling their legal obligations, our governing body will also make sure that:

- provision is in accordance with other whole school policies, the ethos of our school and our Christian beliefs²⁴
- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.²⁵

19. Date of policy and review

²³ CES A Model Policy for Relationships and Sex Education 2016 revised 2026 pg8

²⁴ CES A Model Policy for Relationships and Sex Education 2016 revised 2026 pg6

²⁵ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2026



CHECKLIST FOR EXTERNAL SPEAKERS / ORGANISATIONS INVITED TO SCHOOLS

In this checklist **‘School(s)’** means all Catholic school(s). For the avoidance of doubt this includes:

- Catholic voluntary aided schools;
- Catholic independent schools (including Catholic academies);
- Catholic sixth form colleges; and
- Catholic non-maintained special schools.²⁶

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers.

All external speakers invited to schools should be of the highest quality and school leaders are responsible for ensuring that they have enough information about the content to be delivered by any external speaker to enable them to determine whether the content will be pitched at the right level for the age and level of maturity of the children and young people to whom the external speakers will present. All schools should have clear policies for the booking of external speakers which includes sign-off of the booking at an appropriately senior level and compliance with safeguarding checks.

Schools should also be mindful of the DfE guidance on “political impartiality in schools” which can be found by following this link:

[Political impartiality in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/political-impartiality-in-schools)

This checklist should be completed *prior* to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker’s communications with pupils and parents and carers.

²⁶ For the avoidance of doubt, the CES advises that the DfE guidance and this checklist should be followed by all of the specified educational settings listed above. This is the case, even where the DfE guidance does not apply to the setting type.

Visiting speaker Form-Appendix A

(This form should be completed and returned to Headteacher or member of SLT by visit organizer, for approval at least 7 days before it is due to take place)

Name of school organizer:

Name of visiting speaker:

Organisation:

Organisation address:

Telephone number:

Email address:

Date and time of visit:

Please explain below:

- Reason visiting speaker is coming into school
- Topic/s to be covered (copy of visiting speakers intended presentation should be attached)
- Intended outcome

Has a variety of appropriate checks on the suitability of the person (may include internet searches and/or contacting previous venues where visiting speaker has attended been carried out?

Please list any searches below

-
-

The visiting speaker has declared that they fully understand the need to abide by the equality commitments of St Michael and St John's RC Primary School: that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs: and there must be no extremist material. Y/N

Name of Speaker		
Question	Answer	Actions needed/Comment
1. Will the Speaker be supervised at all times during their visit? If not, why not?	yes ☐ no ☐ further comment ☐	
2. Have you carried out safeguarding checks (if appropriate) for the Speaker and have these been recorded in accordance with the school's safeguarding procedures?	yes ☐ no ☐ further comment ☐	
3. Has the Speaker understood and confirmed that their communications in the school will:	yes ☐	

• be respectful towards Catholic teachings; • not be prejudicial or detrimental to the Catholic character of the school; • not engage pupils in political activity; • not cover certain partisan political views which are not deemed relevant or appropriate (provide details if applicable); • be delivered in accordance with the requirements set out in the DfE's guidance on political impartiality in schools (if appropriate).	no ☐ further comment ☐	
4. Have you reviewed the resources/materials that will be used by the Speaker?	yes ☐ no ☐ further comment ☐	
5. Have you reviewed other resources produced by the Speaker (and by any organisation the speaker represents) even if they will not form part of the speaker's activities at the school?	yes ☐ no ☐ further comment ☐	
6. Have you conducted a general internet search using the Speaker's name (e.g. a google search)? If parents or children and young people conducted a similar search are any concerns likely to arise?	yes ☐ no ☐ further comment ☐	

7. Can you confirm that the political views espoused by the speaker/speaker's organisation are in compliance with British values and do not involve taking an extreme political position?	yes ☐ no ☐ further comment ☐	
8. Have school policies and procedures applicable to the speaker been explained to and understood by the Speaker?	yes ☐ no ☐ further comment ☐	
9. Are there any other outstanding issues or concerns with the Speaker and/or their suitability?	yes ☐ no ☐ further comment ☐	
10. Will the Speaker deliver content of a high quality that is appropriate to the age and maturity of the children or young people in the audience?	yes ☐ no ☐ further comment ☐	

If you have any concerns regarding the suitability of this Speaker, you should contact your Diocese to seek further clarification.

Signed _____

Position _____

Dated _____

Approved for booking

Senior Staff Member Name _____

Position _____

Dated _____

Overview of Whole School Curriculum Resource

Life to the Full Ten:Ten Plus

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

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

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

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