

POLICY

POLICY TYPE

MAT Policy to adopted in full across all schools	
LGC Policy to be reviewed and approved locally	✓

Approval Date:	2026/2027 – AUTUMN TERM
Review Date:	2027/2028 – SPRING TERM



*"Share the Love of God,
every day in everything
we learn, do and say"*

ST PHILOMENA'S CATHOLIC PRIMARY SCHOOL RELATIONSHIP AND HEALTH EDUCATION

Mission

With Christ at the centre, we strive for excellence, act with respect and serve our community.
Our vision is to share the love of God every day in everything we learn, do and say.

This policy is underpinned by the school's mission and Catholic ethos. We believe that every child is created in the image and likeness of God, is loved by Him and possesses inherent dignity and worth. Relationships and Health Education (RHE) forms an important part of our broad, balanced and ambitious curriculum. It supports pupils to develop the knowledge, understanding and personal skills they need to build healthy and respectful relationships, care for their physical and mental wellbeing, make safe and responsible choices and know when and how to seek help.

The school provides statutory Relationships Education and Health Education within the distinctive context of a Catholic school. Teaching is informed by the teachings of the Catholic Church, statutory requirements for schools in England and relevant diocesan and Catholic Education Service guidance. Detailed curriculum content and progression are set out separately within the school's RHE curriculum documentation. This policy establishes the principles and framework through which that curriculum is delivered.

INTENT

1. Curriculum intent

Our intent is to provide high-quality, age-appropriate and carefully sequenced RHE which enables pupils to flourish physically, emotionally, socially, morally and spiritually.

Through RHE, pupils will:

- understand the characteristics of healthy, respectful and safe relationships;
- understand the importance of family, friendship and community;
- recognise the dignity and worth of themselves and others;
- develop emotional literacy, resilience and positive mental wellbeing;
- understand how to care for their physical health;
- recognise personal boundaries, risks and unsafe situations;
- know when, where and how to seek help;
- make safe, informed and responsible choices;
- develop virtues including love, kindness, honesty, respect, forgiveness, courage and responsibility.
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Relationships, health and personal development are taught within the framework of the Gospel and Catholic teaching. Pupils are encouraged to understand that relationships should be characterised by love, truth, respect, responsibility, kindness, care, forgiveness and reconciliation.

The school teaches an understanding of family life consistent with Catholic teaching while recognising that pupils have a range of family circumstances and experiences. Teaching is sensitive, respectful and age-appropriate, and pupils are taught to recognise and respect the dignity of every person.

IMPLEMENTATION

2. Curriculum organisation and statutory requirements

RHE is taught throughout the school from EYFS to Year 6. The school provides Relationships Education and Health Education in accordance with statutory requirements and guidance issued by the Department for Education.

The school recognises the distinction between statutory Relationships Education and Health Education, statutory Science content and additional primary sex education.

Ten Life to the Full is the school's core RHE programme. It is supplemented by carefully selected teaching on personal safety, mental wellbeing, citizenship, fundamental British values, global responsibility and wider personal development. This ensures that pupils receive a broad and coherent curriculum while maintaining Ten as the central framework for RHE.

The detailed content, sequencing and year-group expectations are set out within the school's curriculum documentation and medium-term planning.

3. Why this, why now?

RHE is carefully sequenced so that pupils build upon secure prior knowledge as they mature. Content is selected according to pupils' age, developmental stage and previous learning rather than being taught as isolated topics.

In the earlier years, pupils establish strong foundations in relationships, emotions, health, personal safety, boundaries, respect and seeking help. As pupils mature, this learning is revisited and developed through increasingly complex teaching about relationships, physical and emotional wellbeing, responsibility, risk, growing and changing.

More detailed teaching about puberty and additional primary sex education is provided in Year 6. This allows pupils to approach this learning with the maturity, vocabulary, prior knowledge and understanding needed to engage with it appropriately and prepares them for the next stage of their education.

4. Teaching and learning

RHE is taught in a safe, respectful and appropriately managed environment. Teachers use clear, age-appropriate language and establish expectations for sensitive and respectful discussion.

Teaching may include stories, discussion, scenarios, reflection, role play, retrieval, practical activities and opportunities to apply learning.

Teachers do not require pupils to disclose personal or family experiences. Sensitive or unexpected questions are managed appropriately and, where necessary, referred to senior leaders or the Designated Safeguarding Lead.

Teaching is adapted where necessary to remove barriers for pupils with SEND and other additional needs while maintaining appropriate expectations for all pupils.

5. Relationships Education

Relationships Education includes teaching about:

- families and people who care for us;
- caring friendships;
- respectful relationships;
- online relationships;
- being safe.

Pupils learn how healthy relationships are built and maintained, how to communicate respectfully, recognise personal boundaries, manage disagreements, identify bullying and unsafe behaviour and seek appropriate help.

The school's Catholic understanding of love, family, commitment, responsibility and human dignity provides the context for this learning.

6. Health Education

Health Education supports pupils to develop age-appropriate knowledge of physical health, mental health and emotional wellbeing.

Teaching includes healthy lifestyles, hygiene, physical activity, sleep, healthy eating, medicines and harmful substances, emotional wellbeing, resilience, personal safety and seeking help.

Pupils are encouraged to understand that caring responsibly for their physical and mental health is part of good stewardship of the gifts God has given them.

7. Growing, changing, puberty and sex education

Teaching about growing and changing is provided in an age-appropriate way throughout the primary phase.

Statutory content relating to the human body, growth, development and reproduction is also taught through the Science curriculum where appropriate.

More detailed teaching about puberty and additional primary sex education is provided in Year 6.

Year 6 provision is delivered sensitively and appropriately within the Catholic ethos of the school and is clearly identified within curriculum documentation.

Parents and carers are informed about Year 6 provision and the nature of any additional primary sex education. Parents' rights regarding withdrawal from additional sex education are respected in accordance with statutory requirements.

Teaching about puberty and other statutory Relationships, Health and Science content remains part of the school's statutory curriculum.

8. Safeguarding, personal safety and online safety

RHE forms an important part of the school's wider safeguarding curriculum.

Pupils are taught about personal safety, privacy, boundaries, appropriate and inappropriate behaviour, recognising unsafe situations, responding to pressure and seeking help from trusted adults.

Online safety is reinforced through RHE, Computing, safeguarding education and the wider curriculum.

Any disclosure or safeguarding concern arising through RHE is managed in accordance with the school's Child Protection and Safeguarding Policy.

9. Inclusion and equality

All pupils are entitled to access RHE.

Teaching is adapted where necessary to take account of pupils' developmental needs, SEND and individual circumstances. Adaptations may include visual resources, vocabulary support, structured discussion, additional processing time, repetition, alternative recording methods and targeted adult support.

The school teaches that every human person has dignity and should be treated with respect. Pupils are taught to reject bullying, prejudice, cruelty and discriminatory behaviour and to behave respectfully towards others.

The school's Catholic character informs its understanding of the human person, family and relationships while the school fulfils its statutory responsibilities relating to equality and respect.

10. EYFS

In EYFS, the foundations of RHE are developed through the Early Years Foundation Stage curriculum, particularly Personal, Social and Emotional Development and Physical Development.

Children develop positive relationships, emotional awareness, independence, healthy routines, personal hygiene, kindness, respect and an age-appropriate understanding of personal space and safety.

Provision is practical, developmentally appropriate and play-based.

11. Wider curriculum

RHE makes purposeful links with other areas of the curriculum and wider school life.

Religious Education supports pupils' understanding of human dignity, love, family, responsibility, moral choices, forgiveness, service and Catholic virtues.

Science provides relevant statutory knowledge relating to the human body, growth, development and reproduction. Computing contributes to online safety and responsible digital behaviour.

Wider PSHE, citizenship, fundamental British values and personal development opportunities extend pupils' understanding of their responsibilities towards other people, their communities and the wider world.

12. Parents and carers

The school recognises parents and carers as the primary educators of their children and seeks to work in partnership with them.

This policy and appropriate information about the RHE curriculum are made available to parents and carers. The school communicates the content of additional primary sex education and the relevant arrangements for parental withdrawal in accordance with statutory requirements.

Parents and carers are encouraged to contact the school if they have questions or concerns about RHE provision.

13. Leadership, monitoring and staff development

The RHE Lead is responsible for coordinating, monitoring and reviewing RHE provision.

Monitoring may include curriculum and planning review, pupil voice, learning visits, discussion with teachers, review of pupils' learning and consideration of assessment evidence.

Staff receive appropriate support and professional development to teach RHE confidently, sensitively and safely. This includes understanding statutory requirements, the Catholic approach to RHE, safeguarding, inclusion, responding to sensitive questions and the effective use of Ten resources.

IMPACT

14. Assessment and impact

Assessment in RHE focuses on what pupils know, understand and can apply rather than their personal circumstances, beliefs or experiences.

Teachers use formative assessment including questioning, discussion, retrieval, scenarios, pupil explanations, written work and practical application to identify misconceptions and inform future teaching.

The impact of the curriculum is evaluated through:

- Pupil voice: pupils can explain key learning, use appropriate vocabulary and talk about how their learning builds upon what they already know.
- Curriculum evidence: planning demonstrates clear progression and appropriate coverage of statutory requirements.
- Learning evidence: pupils increasingly remember, understand and apply important knowledge.
- Safeguarding: pupils know how to recognise unsafe situations, identify trusted adults and seek appropriate help.
- Monitoring: learning visits, curriculum review, pupil voice and discussion with staff demonstrate that the agreed curriculum is being implemented consistently.
- Parental engagement: communication and feedback from parents and carers contribute to the ongoing evaluation of provision.

By the end of Key Stage 2, pupils should have developed an age-appropriate understanding of healthy and respectful relationships, family and friendship, emotional wellbeing, physical health, personal safety, online safety, growing and changing, seeking help and the dignity and worth of every person.

They should be increasingly able to make safe and responsible choices, show respect for themselves and others and apply their learning as they prepare for the next stage of their education.

15. Review

The RHE Lead reviews the effectiveness of RHE through the school's monitoring and evaluation processes.

This policy is reviewed annually, or sooner where required, following changes to statutory guidance, diocesan guidance, safeguarding requirements or the school's curriculum provision.