

Holy Family Catholic Primary School

RSHE Policy

(Updated for statutory guidance from September
2026)



We live, love and learn together in the light of God by...

praying together

learning together

playing together

and

respecting each other

Approved by: Linda Mockler

Date: 19th March 2026

Next review due by: March 2027

This policy should be read in conjunction with the school's safeguarding and child protection policy and the Catholic Education Service (CES) guidance.

Intent

'I have come that you might have life and have it to the full' (Jn.10:10). We teach Relationships, Sex and Health Education (RSHE) within a Catholic understanding of the human person — made in the image and likeness of God — and rooted in the virtues of faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion. RSHE is seen through the lens of Christian ideals and the dignity of every child. We teach a positive, prudent sexual education compatible with pupils' physical, cognitive, psychological and spiritual maturity, in partnership with parents.

Values and Catholic Social Teaching (CST)

Our RSHE provision enshrines Catholic values about marriage and family life while respecting the dignity of all pupils and the diversity of family structures. It fosters the virtues essential for loving relationships and the common good and supports the development of the whole child — spiritual, physical, intellectual, moral, social, cultural and emotional.

High Quality RSHE

High quality RSHE is most effective when:

- It is integrated across a broad, rich curriculum, with planned age- and stage-appropriate lessons and opportunities to apply learning across subjects and in wider school life.
- It uses multi-sensory approaches to engage learners.
- It is systematic and sequenced to build on prior learning and secure progress.
- It is inclusive, accessible and responsive to pupil voice, including pupils with SEND.

Implementation

We follow Ten:Ten's Life to the Full programme (EYFS-Y6), adapting lessons to meet our pupils' needs and context. The programme structure remains three modules — *Created and Loved by God*; *Created to Love Others*; and *Created to Live*

in Community — taught at four learning stages (EYFS, KS1, LKS2, UKS2). Teachers plan collaboratively, ensuring progression and parity across year groups. Lessons are taught throughout the year and reinforced across the curriculum and daily life.

As and when necessary, the school may feel children need further intervention to support their understanding of relationships. This may be in the form of small group work or one to one by a member of staff or external visitor such as Compass. In this instance (external visitor) a referral will be made.

New statutory updates from September 2026

- Stronger focus on online safety and digital literacy, including harmful content, deepfakes/AI, toxic online subcultures and influencers (e.g., misogyny/incel content), scams and data privacy.
- Personal Safety content added to Health Education (e.g., road/rail/water safety; safety in public spaces).
- Enhanced emphasis on sexual harassment and violence (definitions, consent, coercion, stalking, upskirting, financial/sexual exploitation).
- Mental health clarified: normalised experiences of low mood, worry and loneliness; enhanced content on change, loss and grief; signposting help.
- Anatomical language: clear, correct vocabulary for body parts (including genitalia) and menstrual health to support safeguarding and reduce stigma.
- Relationships and families: primary schools are strongly encouraged to include same-sex parents when discussing family structures; inclusion of diverse families (single parents, kinship, foster, adoptive, grandparents).
- Gender and the law: teach factual content about biological sex and the protected characteristic of gender reassignment; schools must present contested views neutrally and teach the law and facts only.
- Openness with parents: proactive consultation on RSHE policy and curriculum; share representative samples of materials; do not enter contracts that restrict resource sharing with parents.
- Seven guiding principles introduced for curriculum design (engagement with pupils and parents; safeguarding; teacher expertise; evidence-informed practice; age/stage appropriateness; inclusivity; clarity of intent and implementation).

Programme Structure (Modules and Units)

Module 1: *Created and Loved by God* — Religious understanding; *Me, My Body, My Health*; Emotional Wellbeing; Life Cycles.

Module 2: *Created to Love Others* — Religious understanding; Personal Relationships; Keeping Safe.

Module 3: *Created to Live in Community* — Religious understanding; Living in the Wider World.

By the end of each key stage (updated for 2026)

Key Stage 1

- Know they are uniquely created and loved by *God*; recognise similarities and differences (including physical).
- Understand basic physical health; name emotions and strategies for regulation; know correct names for body parts including genitalia.
- Explain the cycle of life from birth to old age.
- Identify trusted adults and special people; practise saying sorry and forgiveness.
- Recognise online risks and difference between secrets and surprises; understand physical boundaries and consent at an age-appropriate level.
- Understand personal safety (road/rail/water/fire) and basic first aid.
- Respect diverse families, including same-sex parents.

Lower Key Stage 2

- Respect bodily differences and understand puberty and changing bodies (boys and girls).
- Practise emotional wellbeing strategies (including gratitude); understand life before birth.
- Recognise more complex family structures; healthy friendships; bullying and abuse.
- Know risks of drugs, alcohol and tobacco; recognise online harms and influencers; critical engagement with online content.
- Personal safety (public spaces); data privacy and location settings.

Upper Key Stage 2

- Appreciate physical and emotional differences; understand puberty, menstruation and body image.

- Understand strong emotions and online/social media impact; strategies for digital wellbeing.
- Know about reproduction and how babies are made (in line with science curriculum); understand consent and pressure; recognise sexual harassment and violence.
- Understand legal facts about biological sex and gender reassignment; respect and dignity under equality law.
- Recognise risks of sharing online; different forms of abuse (including grooming and exploitation).
- Know effects of drugs, alcohol and tobacco; personal safety in public spaces; water/road/rail safety.

Equality, Inclusion and SEND

RSHE is taught in a way that does not discriminate and is sensitive to pupils' circumstances. We acknowledge and include diverse families (e.g., single parents, same-sex parents, grandparents, kinship carers, young carers, adoptive and foster families). Lessons are designed to be accessible for pupils with SEND through adapted resources, explicit teaching of abstract concepts, structured over-learning and assessment of understanding and application.

Ethnic and Cultural Groups

We remain sensitive to cultural needs and will, where appropriate and in consultation with parents, adapt delivery (e.g., single-sex teaching for specific items).

Controversial or Sensitive Issues

Sensitive topics are discussed within a supportive climate and clear ground rules. Teachers will not answer questions that are abusive, deliberately provocative, or inappropriate for class discussion; such matters will be followed up in line with safeguarding policies.

Confidentiality and Advice

Teachers act in pupils' best interests, encouraging dialogue with parents/carers and offering support in line with school policy. Confidentiality cannot be promised where there are safeguarding concerns; staff follow child protection procedures and inform pupils when information must be shared.

Safeguarding Procedures

Staff record and report concerns per the Safeguarding and Child Protection policy. Disclosures or suspicions of abuse are handled according to statutory guidance and school procedures. Lessons include explicit safeguarding content: correct anatomical vocabulary; consent and boundaries; online harms; personal safety; and reporting concerns.

Parents and Openness with Parents

We proactively consult parents on RSHE policy and curriculum and publish the policy on our website. We will share representative samples of teaching materials used (including external resources) and will not enter contracts that restrict sharing resources with parents. Where a parent requests withdrawal from sex education that is outside the science curriculum, the Headteacher will meet to discuss concerns, record the request and provide supportive materials.

External Visitors and Resources

External visitors complement — not replace — teacher-led delivery, and must adhere to our code of practice and Catholic ethos. Staff check materials for age-appropriateness, bias and factual accuracy; contested views are presented neutrally. Health professionals follow school policies and safeguarding protocols.

Online World (updated for 2026)

Many pupils operate freely online from late primary. We teach pupils to distinguish types of online content, be critical of exaggeration and extreme language, recognise harmful ideologies and influencers, and understand privacy, consent and personal data (including location settings). Pupils learn that creating, possessing or sharing indecent images is a criminal offence. We teach how to report concerns and keep personal information safe.

Withdrawal from Sex Education

Parents may withdraw their child from sex education outside the statutory science curriculum. We hope all children take part, and will meet with parents to discuss concerns and ensure alternative, meaningful learning is provided.

Impact and Assessment

We aim for high achievement for all pupils. Progress is assessed through questioning, observation and work scrutiny, with an emphasis on understanding and application (e.g., safe choices, respectful relationships). Evidence includes pupil voice, parental feedback and observation of behaviour beyond lessons.

Roles and Responsibilities

- Headteacher: leads RSHE and ensures progression, coverage and compliance with statutory guidance.
- RSHE/PSHE Leader: oversees medium-term plans, supports staff, monitors standards and updates in line with guidance and diocesan advice.
- Class Teachers: deliver RSHE and ensure intended outcomes for their class; plan collaboratively for parity.
- Governors: monitor RSHE at Full Governing Body meetings and ensure the policy reflects statutory requirements and Catholic ethos.

Appendix A: Summary of 2019 → 2026 changes reflected in this policy

- Online safety expanded (AI/deepfakes, scams, toxic influencers).
- Personal Safety content added (road/rail/water/public spaces).
- Sexual harassment/violence content strengthened (definitions and recognition).
- Mental health clarified; grief and loss added; loneliness addressed.
- Anatomical language and menstrual health emphasised for safeguarding.
- Primary encouraged to teach same-sex parents as part of family structures.
- Gender and the law clarified; teach facts without endorsing contested views.
- Openness with parents strengthened; resource sharing required; contracts must not restrict access.
- Seven guiding principles to underpin RSHE planning and delivery.