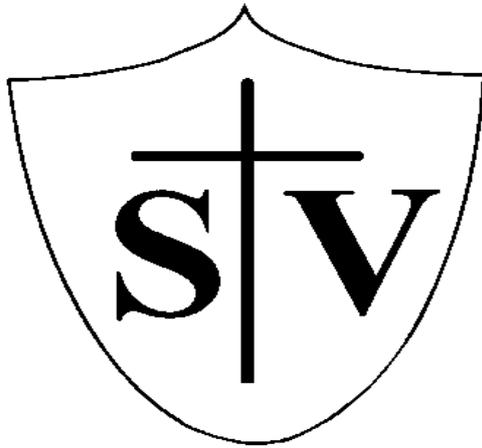


St Vincent's Catholic Primary School



Relationship and Health Education Policy

Approved by:	Governing Body	Date: 3 rd October 2025
Last reviewed on:	3 rd October 2025	
Next review due by:	September 2026	

Links with other policies – This policy should be read in conjunction with:

- Child Protection and Safeguarding
- Behaviour
- Staff [behaviour/code of conduct]
- Health and Safety
- Online Safety
- Curriculum

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School Mission Statement

“We live, love and learn with Christ.”

This is our guiding principle; it is at the heart of all that we say and all that we do.

In order to fulfil our mission we aim to:

- Strive to create a friendly, enjoyable working atmosphere based on Christ's word, where communication between home, school and parish is of paramount importance.
- Foster an awareness of moral and social issues within our own community and in the wider world.
- Offer a secure and caring environment where there is equality of opportunity for each child to realise his or her potential.
- Seek to enable children to grow in independence, to value a healthy lifestyle both physically and emotionally and to have respect for themselves and others
- Develop understanding citizens of the 21st century who recognise the need to participate in a caring and responsible way for the sustainability of our world.
- Teach our children the importance of prayer to develop spiritually and to raise our minds and hearts to God.

Our children aim to be:

- Resilient and persevere when faced with challenges.
- Respectful and welcoming to others.
- Independent learners who are not afraid to take risks when learning.
- Helpful, kind and caring.
- Conscientious in lessons.
- A St. Vincent's Role Model.

“If God is the center of your life, no words are necessary. Your mere presence will touch hearts.”

Vincent de Paul

Rationale

"... children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities.... They should receive a positive and prudent education in matters relating to sex... and young people have the right to be educated to make sound moral judgements, based on a well-informed conscience and to put them into practice with a sense of personal commitment.... And to know and to love God more perfectly." Gravissimum Educationis (para 3) Second Vatican Council.

Relationship is developed through cross-curricular links, for example within science, RE and PSHE, but essentially RHE is concerned with the development of positive relationships with ourselves, other people, the world around us and with God.

1. Aims

The aims of relationships and health education (RHE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › To appreciate the whole of creation as a sign of God's love.
- › To develop a greater understanding of the nature of relationships with families, friends and communities which exist in our multi-cultural, multi-faith society.
- › To develop a greater understanding of the responsibilities of the individual.
- › To promote good health and understanding of physical development, respecting and reverencing the wonder of the body.
- › To promote self-esteem and well-being.
- › To support the personal, moral and social development of all pupils.

2. Statutory requirements

At St Vincent's Catholic Primary School we teach RHE as set out in this policy.

As a primary academy school we must provide relationships and health education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We follow the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. 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 – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parents and relevant stake holders were consulted
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

All RHE in St Vincent's will be taught in line with the advice and guidance of the Diocese of Southwark, in conjunction with government recommendations. Staff sees their role as one of supporting parents as the primary educators of their children and staff's own personal beliefs and attitudes will not influence the Catholic teaching of RSE at the school.

5. Working with Parents

RHE is a joint partnership between school and parents. The 'Ten Ten' materials will be made available to parents of all year groups. Parents wishing to discuss specific aspects of the planned curriculum are invited to make an appointment with the Headteacher.

Parents must be aware that RHE takes place at home, in the school playground, on TV and on the Internet, through the use of mobile devices, and in the media. The school seeks to help to educate children appropriately and with great sensitivity, to dispel myths and ignorance.

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

RHE involves a combination of sharing information, and exploring issues and values.

6. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

7. Delivery of RHE

St Vincent's RHE programme reflects its commitment to the principle of equal opportunities in accordance with government guidelines and Church teaching. This ensures the entitlement of all pupils, regardless of race, gender or disability, to develop their self-esteem and self-identity and to enable a confident participation in the curriculum.

We intend that the subject be taught so that the equal but different natures of men and women are not compromised. We will endeavour to provide male and female role models whenever possible. It is also our aim to ensure that this programme of study is culturally relevant in order to address the

different needs of all our pupils and be sensitive to individual personal circumstances.

8. Organisation

The Headteacher has responsibility, along with the RE Coordinator, to ensure that the planned RHE programme is delivered effectively. They work closely with the PSHE Coordinator. All class teachers will be responsible for delivering their section of the programme to their class. All teachers will be expected to incorporate the Catholic RHE programme – 'Ten Ten'.

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

9. Safeguarding

Children will be made aware that disclosures that fall within the realm of child protection will be pursued. Preventing child sexual abuse/exploitation, child on child abuse and all forms of a safeguarding issue will be identified in the school's Safeguarding and Child Protection procedures and staff will be made fully aware of these (See Safeguarding, IT and Child Protection Policies).

10. Roles and responsibilities

The governing board

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RHE (see section 8).

Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RHE

Staff do not have the right to opt out of teaching HSE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

11. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents do have the right to withdraw their child from the puberty talk.

12. Training

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

13. Monitoring arrangements

The delivery of RHE is monitored by the Headteacher through: planning scrutinies, learning walks, book scrutinies, talking to children and staff.

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

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 and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity
	Story Sessions Hand made 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 Safer 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 Friends Forever		Session 3 Feeling Poorly		Session 3 'Money Doesn't Grow on Trees.' Classroom Shorts
							Session 4 People Who Help Us			

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
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KS1	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity
Yr 1										
Yr 2	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?
		Session 3 Clean and Healthy (My Body)	Session 3 Super Susie Gets Angry	Session 3 Change is All Around		Session 3 ...and Say Sorry		Session 3 Harmful Substances		Classroom Shorts
				Classroom shorts				Session 4 Can you Help Me? (Part one)		Session 3 Needs and Wants

								Session 5 Can you Help Me? (Part two)	Classroom shorts
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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
LKS2	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity
Yr 3	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?
Yr 4	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	Session 2 Drugs, Alcohol and Tobacco	Session 2 What is the Church?	Session 2 Working Together
		Session 3 What is Puberty?	Session 3 I am Thankful	Session 3 Big Changes, Little			Classroom Shorts	Session 3 First Aid Heroes		Classroom Shorts

				Changes						
		Session 4 Changing Bodies		Classroom shorts				Session 4 Rights and Responsibilities		Session 3 Money Matters
				Session 3 Menstruation (this is in UKS2 on portal)				Classroom Shorts		Classroom shorts

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
UKS2	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity	Unit Prayer and Assessment Activity
Yr 5	Story Sessions Calming the Storm	Session 1 Gifts and Talents	Session 1 Body Image		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 4 Hope Beyond		Session 2 Do You Want a Piece of	Session 2 Cyber	Session 2 Impacted Lifestyles	Session 2 Catholic Social	Session 2 The World of Work

				Death		Cake?	bullying	Classroom Shorts	Teaching	
		Session 3 Boys' Bodies	Session 3 Emotional Changes	Session 5 Coping with Change		Session 3 Self- Talk	Classroom Shorts	Session 3 Making Good Choices		Classroom Shorts
		Session 4 Spots and Sleep	Session 4 Seeing Stuff Online	Classroom shorts		Session 4 Building Others Up		Session 4 Giving Assistance		Session 3 Money and Me
						Classroom Shorts		Classroom Shorts		Classroom Shorts

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it 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 physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources