



St. Catherine's CE Primary School

Relationships and Health Education (RHE) Policy

Date of Issue: September 2026

Next Review Date: Autumn 2027

Policy Cover Note

Title of the Policy	PSHE/RHE Policy
Summary/Reason for bringing to Governing Board for Approval	Revised policy following changes to the statutory guidance.
Statutory Requirement	Yes
Decisions to be made / recommendation on options	To be approved
Name of the author	K Graham
Policy/Procedure to be published on the school website	Yes
Amendments/Updates	Changes to the scheme of work from SCARF to Kapow. Brought in line with the revised statutory guidance. Non-statutory sex education is not taught at St. Catherine's; the Year 6 unit previously used for this has been replaced with further first aid content. Policy updated to refer to Relationships and Health Education (RHE) rather than RSE.

Vision

Our vision at St. Catherine's is to provide a loving and inclusive environment that encourages every student to live life in all its fullness, just as Christ intended. We believe that every pupil has the potential to succeed and our aim is to help them develop the knowledge, skills, and values they need to become independent and responsible individuals, ready to make a positive contribution to their local community and society as a whole.

Our Christian values underpin everything we do, and we encourage all pupils to build a strong relationship with God that brings reassurance and support through all aspects of their lives. We strive to create a caring and supportive school community where everyone feels valued, respected, and listened to, and where everyone has the opportunity to achieve their full potential.

At St. Catherine's, we believe that by providing a high-quality education that is focused on 'life in all its fullness', we are preparing our pupils to become confident, compassionate, and well-rounded individuals who are well-equipped to lead fulfilling lives and contribute positively to society.

Introduction

As part of the statutory requirements for Relationships, Sex & Health Education, all primary schools must have in place a written policy for Relationships Education and/or RSE if additional non statutory sex education is taught. St. Catherine's does not teach non-statutory sex education, so this document is a Relationships and Health Education (RHE) Policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. This policy has been developed in consultation with staff, pupils, and parents. The process for this involved online consultation with access to the Kapow materials intended for use. Schools must proactively engage and consult parents when developing and reviewing their policy, ensuring parents understand that effective RSHE is important for promoting and protecting the wellbeing of all children. In our school, we fully embrace this approach by encouraging the development of the whole child. Through our school Core Values, we foster an environment where the academic, social, cultural, spiritual, moral, emotional and physical development of each child is equally valued. Our ultimate goal is for learners to be successful, confident individuals, who make a positive contribution to the community and society - both now and in the future.

This policy aims to provide guidance and information on all aspects of Relationships and Health Education (RHE) in the school for staff, parents/carers and governors and other stakeholders.

This policy was reviewed and updated by the Headteacher.

This policy was approved the Local Governing Body.

This policy is available on the school website. Copies can also be made available on request from the school office.

Legal context

Current regulations and statutory guidance from the Department for Education (DfE) state that Relationships & Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

Sex education is not compulsory in primary schools, but the DfE recommend that primaries teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National curriculum for science. 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. Content relating to conception, birth and human reproduction forms part of the statutory National Curriculum for Science and is taught to all pupils as part of our science curriculum. This is separate from sex education, is compulsory for all pupils, and there is no parental right of withdrawal from it.

The statutory guidance document has been reviewed to ensure that our school policy and approach are in line with statutory requirements and established best practice. Information on statutory requirements, including the current statutory guidance document from the DfE, can be found in Relationships Education, Relationships and Sex Education and Health Education guidance.

At our school, we deliver Relationships and Health Education (RHE), as set out in this policy, in line with current statutory duties and requirements.

As part of an Academy Trust, we must provide Relationships and Health Education to all pupils in line with the Children and Social Work Act 2017. In teaching RHE in our school, we must have regard for guidance issued by the Secretary of State, as required by the Education Act 1996.

Legislation and guidance documents that inform our school's RHE policy include

- Education Act (1996).
- Learning and Skills Act (2000).
- Education and Inspections Act (2006).
- Equality Act (2010).
- Keeping children safe in education (2026).
- Children and Social Work Act (2017).
- Relationships Education, Relationships & Sex Education (RSE) and Health Education (2025).

This policy reflects how we deliver Relationships and Health Education (RHE) in our school, as part of a whole-school approach to the subject. The following school policies also have links to our RHE provision across the school in developing positive, safe and healthy pupil attitudes and behaviours. These policies should also be read in conjunction with this RHE policy to give a broader understanding of our approach to this subject:

- Safeguarding and Child Protection policy.
- Online safety policy.
- Anti-bullying policy.
- Equality information and Objectives

- SEND Policy
- Equality and Information Objectives
- Intimate Care Policy

Definition

At St. Catherine's CE Primary School, we believe that our pupils need to be educated in Relationships and Health Education (RHE) as part of a broad and balanced curriculum that develops the whole child and supports their personal development, health and wellbeing.

We define Relationships Education as learning about personal, physical, social, moral, cultural and emotional development. It includes understanding the importance of stable and loving relationships, respect, love and care, and different kinds of family life, friendships and other relationships. It also involves acquiring information and developing and forming positive beliefs, values and attitudes that help pupils to form and maintain healthy relationships and connections.

We define sex education as the teaching and learning of age-appropriate content ensuring that both boys and girls are prepared for the changes that adolescence brings—drawing on the human life cycle set out in the national curriculum for science—and specifically, how a baby is conceived and born.

We consider effective Relationships and Health Education (RHE) to be a vital part of the school approach to effective safeguarding. We believe RHE is important for our pupils and our school because it helps to keep everyone safe, happy and healthy.

The aims of RHE in our setting link closely to our school values. St. Catherine's does not teach the additional non-statutory sex education. Should the school consider introducing non-statutory sex education in the future, this would only happen following consultation with parents, and this policy would be updated accordingly. Content relating to puberty and how bodies grow and change is taught as part of statutory Health Education and Relationships Education, and, where relevant, the science curriculum; this is not sex education and there is no parental right of withdrawal from it. Further information can be found in the 'Working with parents/Parents' right to withdraw' section of this policy.

Relationships and Health Education (RHE) is not about the promotion of sexual orientation or sexual activity. Instead, it supports understanding and acceptance of the diverse relationships that exist within our school community, in modern Britain and beyond. We ensure that any RHE we deliver is inclusive and meets the needs of all our pupils, including those pupils who have special educational needs and disabilities (SEND).

Aims

The aims of our RHE programme (following the Kapow curriculum) are to:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010.

Curriculum content and organisation

Our Relationships and Health Education (RHE) curriculum and policy have been developed in consultation with parents, pupils, governors and staff, in line with current statutory guidance and with regard to best practice around the age and needs of our pupils. The PSHE/RHE Subject Lead is responsible for overseeing and organising the RHE curriculum. This includes supporting curriculum planning and

development, supporting teachers and ensuring that resources used are in line with our curriculum plan and school policy.

RHE is delivered as part of our PSHE programme. Through this, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Our provision intends to help young people develop confidence in talking about and considering relationships that we all have. RHE is taught gradually across key stages so that learning builds year by year in a way that is appropriate to pupils' age and maturity. This approach responds to the pupils' needs and supports them to manage the opportunities and challenges they may face as they grow up.

At St. Catherine's CE Primary School, we use the Kapow Primary RSE/PSHE scheme of work as the basis for our RHE provision. Follow this link to view the [Kapow Primary RSE curriculum overview](#).

Our RHE provision is mapped to the statutory requirements for Relationships Education and Health Education. Related content is also taught through other curriculum subjects, such as Religious Education and Science (see Legal context).

Pupils also explore related themes through assemblies, whole school events such as Rainbow Day and Diversity Day, where appropriate. RHE is delivered through timetabled curriculum lessons as part of our PSHE and RHE curriculum. Related statutory elements are also delivered through science, in line with the National curriculum. As part of our PSHE and RHE curriculum, we cover a range of topics and learning outcomes that support RHE across the school. For further information about our RHE curriculum, see the curriculum overview in Appendix 1.

Teaching and learning

Our RHE curriculum is delivered predominantly by teachers or other staff within our school and forms part of our timetabled Personal, Social, Health & Economic (PSHE) education programme.

We recognise that external visitors can add value to the teaching and delivery of RHE due to their specialist knowledge or expertise. On occasion, appropriately experienced visitors may contribute to the delivery of RHE. Relevant school policies, including this policy, are shared with any visitors prior to delivery to ensure expectations are clear. School staff are always present during sessions delivered by visitors, and visitors are expected to work in line with this policy and other relevant school policies.

Creating a safe learning environment is a vital part of effective RHE delivery, particularly where sensitive or complex issues may be explored. Our school supports pupils to develop confidence in talking, listening and thinking about relationships in a safe and secure way. To support this, a range of strategies are used, including:

- Establishing clear ground rules or learning agreements with pupils on boundaries in lessons.
- Using 'distancing' techniques and strategies.
- Understanding how to discuss sensitive topics, questions or comments from pupils.
- Using age-appropriate materials.
- Encouraging reflection and discussion.

A wide variety of best-practice teaching and learning approaches are used within the Kapow RSE/PSHE programme to support effective and sensitive delivery of RHE. These include:

- Film-clips/graphics.
- Scenarios and stories.

- Images and visual prompts.
- Reflection and discussions activities (i.e. whole class, small groups, paired etc.).
- Role play.
- Problem-solving activities.
- Independent, paired and group work.
- The use of anonymous question boxes.

Staff receive training where required to support safe and effective delivery, including how to manage sensitive topics and pupil questions. During RHE lessons, pupils are encouraged to ask appropriate questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer Teaching staff aim to answer questions honestly and factually, within the scope of the curriculum. Where a question is not age-appropriate, falls outside the curriculum, or a member of staff does not feel it is appropriate to answer in class, pupils may be supported individually or signposted to parents or carers, who have the primary responsibility for discussing sensitive matters. This approach ensures pupils receive accurate, non-judgmental answers while respecting parental rights and maintaining the integrity of the school's curriculum.

When delivering RHE, teachers are sensitive to the differing needs of pupils and ensure that appropriate adaptations to learning materials are made so they are inclusive, engaging, safe and accessible to all pupils, including any those with additional needs or those with SEND. The DfE makes it clear that schools should make provision for how teachers will answer questions that may be asked by pupils about topics in sex education that the school does not cover, or that relate to sex education from which a child has been withdrawn. Our school delivers Relationships Education and Health Education in the primary phase, as required by statutory guidance. If pupils ask about sex education topics that are not covered in our primary programme (for example, contraception, sexual activity, explicit sexual content), teachers redirect the conversation to the learning being covered, remind pupils of agreed ground rules on asking questions and where they can seek help or advice from trusted adults.

If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures. In responding, teachers use a neutral script such as: "That's a thoughtful question. It's not part of our learning today, so we are not going to explore it in class. If you are worried about anything then you can talk to me or another trusted adult privately outside of the lesson." If a pupil who has been withdrawn from sex education lessons asks a question about withdrawn content, teachers will not answer in class and will use a neutral script such as: "That question is about content your parent has asked us not to cover with you in school. Let's make sure an adult follows this up with you safely." Parents will be informed that their child has asked a question which they may need to follow-up with their child and offer guidance for discussing it at home if needed. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures.

As part of our RHE delivery, pupils are supported to understand who they can speak to in school if they have concerns or worries about anything that has been covered. Building children's ability to understand that there is always help available from trusted adults is an important cross-cutting element of our PSHE and RHE provision. We also signpost pupils to other reliable external service and sources of help and support, such as Childline.

Inclusion

It is our intention that all pupils have the opportunity to experience a programme of Relationships and Health Education (RHE) at a level that is appropriate for their age and cognitive development, with differentiated provision where required. We operate a fully inclusive ethos in our school. Lesson plans and

content are adapted by the Subject Lead and teachers where necessary to ensure that all pupils can effectively access RHE learning.

Our school recognises that there are different ethnic, religious and cultural beliefs and attitudes around RHE topics, as well as acknowledging that pupils may come from a variety of different family types and backgrounds. These differences are reflected through teaching and resources that promote diversity and inclusion in RHE.

During PSHE and RHE sessions, objective discussion of the diversity of the community we serve, and wider society in Modern Britain, is approached in a sensitive and age-appropriate manner so that all pupils have access to lessons that are inclusive and based on a factual understanding of the law. We are mindful of statutory guidance from the Department for Education (DfE) and Ofsted, and of the legal responsibilities placed upon schools by the Equality Act (2010) to promote inclusion, mutual respect and the protection of protected characteristics. RHE provides an opportunity to support the discharge of these duties in a safe and appropriate environment. The full Act can be viewed here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

All schools in England have a legal responsibility to eliminate discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them.

Equality

Under the Equality Act 2010, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without.

The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships. At St. Catherine's CE Primary School, we are committed to working closely with parents to ensure that we create the best possible Relationships and Health Education (RHE) curriculum for our pupils, while also supporting parents in the conversations they may have with their children around these topics. We aim to build a partnership approach with parents towards RHE provision, where transparency and respectful understanding are the basis for all discussions.

Parents are always welcome to contact the school to view resources and discuss any questions or concerns with the Headteacher, RHE Lead or class teacher. As set out in Department for Education (DfE) requirements, schools should show parents a representative sample of the resources they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RHE on request. To meet this duty, we provide samples of materials during parent consultation and on request. Where appropriate. Parents who wish to view additional RHE/PSHE teaching materials are asked to contact the school.

This approach supports open discussion and helps build understanding of the context of our RHE/PSHE provision across the school.

- Our school values transparency and partnership with parents and carers in delivering high-quality Relationships and Health Education (RHE). In line with statutory guidance, we will: Provide access to RHE curriculum materials - Parents and carers may request to view materials used in RHE lessons, including those from external providers.
- Offer ways to view resources - Representative samples of lesson plans and teaching resources are shared using link to website
- Engage parents proactively - Parents are informed of any significant changes to RHE content and invited to share feedback.
- Safeguarding and copyright considerations - While we aim to provide full transparency, some resources may be subject to copyright restrictions.
- All sharing of materials complies with safeguarding and data protection policies.

This approach ensures that parents are fully informed and able to support their child's learning at home, while maintaining compliance with statutory requirements. Parents are given opportunities to understand the purpose and context of RHE as part of our approach to pupils' personal development. We recognise that clear communication, opportunities to ask questions help build confidence in the curriculum. While we believe that all content within our PSHE and RHE curriculum is important and relevant for pupils, parents have the legal right to request that their child be withdrawn from some or all non statutory sex education lessons, other than those that form part of the National curriculum for Science.

Please refer to our programme overview document (Appendix 1), which clearly highlights any lessons where sex education is delivered and where the parental right of withdrawal applies. Parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education, where it is taught. In line with current DfE statutory guidance, there is no parental right of withdrawal from Relationships Education or Health Education, or from any sex education content that forms part of the National curriculum for Science. These are statutory requirements that schools are required to teach. We view the partnership between home and school as vital in providing context around the themes covered in RHE.

We keep parents and carers informed by publishing an overview of the programme and this policy on the school website, and by providing further information and examples of teaching resources online. Parents may also view curriculum materials and discuss content and delivery with the subject lead if required. We acknowledge that parents and carers have an important role to play in RHE and should feel confident that the school's programme complements and supports their parenting role. We ask parents to consider the proven contribution that age-appropriate sex education can make in keeping pupils safe and preparing them for adulthood. If parents wish to request that their child be withdrawn from any non-statutory sex education should it be taught in the future, they should contact the school or headteacher. If parents choose to proceed with withdrawal, the request is recorded and alternative provision is made for the pupil during these sessions so that they are not present in the lesson. It is important that parents who choose to withdraw their child from sex education understand that discussing these issues with their child then becomes their responsibility. St. Catherine's does not currently teach any non-statutory sex education content, so there is no content from which parents need to request withdrawal. Should this change in the future, following consultation with parents, this policy and the curriculum overview in Appendix 1 will be updated to clearly identify any sex education content and to explain how to request withdrawal.

Y6 – [How do people become parents and carers.](#)

Safeguarding

Confidentiality in Relationships and Health Education (RHE) lessons is managed in line with the school's confidentiality and safeguarding/Child Protection policy. A member of staff can never promise unconditional confidentiality to pupils if concerns exist or disclosures are made during lessons. Staff ensure that pupils are made aware that confidentiality cannot be guaranteed and that there are procedures that must be followed. The school's safeguarding protocols are followed at all times.

Through the ground rules established as part of creating a safe learning environment in all PSHE and RHE lessons, pupils are reminded that personal questions or sensitive information should not be shared in an open classroom environment. Pupils are also reminded that they can speak to a member of staff or another trusted adult if they have any questions, worries or concerns.

Teachers are aware that effective RHE, which includes developing an understanding of what is and is not acceptable in different relationships, may sometimes lead to disclosures of safeguarding concerns by pupils. If this occurs, the member of staff informs the Designated Safeguarding Lead/Headteacher (DSL) or Deputy Designated Safeguarding Leads (DDSL), in line with the school's Safeguarding and Child protection policy. All staff are trained to handle questions and disclosures sensitively. If a pupil's question or comment raises a safeguarding concern, staff follow the school's Safeguarding and Child Protection policy and inform the Designated Safeguarding Lead (DSL) immediately.

Confidentiality is respected as far as possible, but safeguarding always takes priority. Ground rules are used within lessons to help manage disclosures and behaviour, alongside other strategies that support the creation of a safe learning environment.

Roles and Responsibilities

The following is a summary of some of the key expectations relating to roles and responsibilities within our school community for Relationships and Health Education (RHE). This list is not exhaustive, but provides a clear reference point for the main expectations.

Governors/Trustees will:

- Approve the RHE policy and hold the headteacher to account for its implementation based on statutory duties.

- Ensure that governors are supportive of the school's policy, aims and objectives relating to RHE.

The Headteacher will:

- Oversee all aspects of this policy and ensure it is implemented and reviewed as required.
- Work with the subject lead to support the implementation of this policy
- Ensure that RHE is taught consistently across the school in line with this policy.
- Manage the process for any parental requests to withdraw pupils from non-statutory sex education.
- Ensure that all staff receive appropriate training relating to RHE.
- Ensure that all staff are aware of this policy and associated guidance.
- Ensure that the school meets statutory requirements for Relationships Education and Health Education.
- Communicate with staff, parents and governors to ensure understanding of the school's RHE curriculum and policy.

All staff will:

- Teach RHE in line with this policy and the school curriculum. Staff do not have the right to opt out of teaching Relationships and Health Education.
- Model positive attitudes and behaviours.
- Consult the subject lead if they have questions regarding provision.
- Monitor pupil progress and provide feedback on delivery when requested.
- Respond to the needs of individual pupils and adapt provision as required, in line with this policy and planning.
- Ensure that personal beliefs and attitudes do not prevent the delivery of balanced and inclusive RHE.
- Ensure that they are up to date with school policy and curriculum requirements around RHE.
- Keep up to date with school policy and curriculum requirements.
- Take part in training as required.
- Follow school safeguarding procedures and inform the appropriate member of staff if any safeguarding concerns arise.
- Respond appropriately to parental requests to withdraw pupils from non-statutory sex education.

The Subject Champion will:

- Oversee the day-to-day operation of the school's RHE provision and policy.
- Keep up to date with changes in legislation and best practice.
- Support or organise training where necessary.
- Liaise with relevant external agencies (for example, school nursing services or visitors).
- Ensure appropriate resources and materials are available.
- Develop, review, monitor and evaluate the delivery of RHE.
- Report to governors and senior leaders as requested.

Pupils will:

- Take part fully in lessons.
- Follow and contribute to agreed ground rules in lessons.
- Behave appropriately and treat others with respect and sensitivity.
- Talk to teachers or other school staff if they have worries or concerns.
- Support the creation of positive and inclusive RHE lessons.

Parents will:

- Share responsibility for supporting their child's RHE learning and wider personal, social and emotional development.
- Support the delivery of RHE in line with this policy.
- Engage in consultation and information-sharing opportunities.
- Seek additional support from the school where needed

Monitoring and evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating RHE in line with other subjects. The monitoring and evaluation of RHE will include the following:

- Monitoring planning
- Learning walks
- Evidence of learning
- Feedback from staff
- Feedback from parents/carers
- Feedback from children

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

Review

This policy will be reviewed every year from the date of approval of the RHE policy by the Local Governing Board. It will also be reviewed in line with curriculum changes expected September 2028.