



St Joseph's Catholic Primary School
part of
The Good Shepherd Catholic Trust



Relationships, Sex and Health Education (RSHE) Policy (incorporating Journey in Love and statutory Relationships and Health Education)

Owner: Mrs A Hinton (Headteacher)
Approved by: Mrs G Spencer (Chair of Governors)
Date approved: Summer 2026
Next review date: Autumn 2028



1. **Purpose and PRINCIPLES**

1.1 Rationale

- RSHE at St Joseph's is delivered within the school's Catholic vision to educate the whole child, promote dignity and respect, and support spiritual, moral, social and cultural development.
- The school will teach statutory Relationships Education and Health Education in line with DfE guidance and relevant diocesan guidance (Journey in Love). RSHE supports pupils' wellbeing, safety and readiness to flourish in society.

1.2 Aims

- Provide a coherent, sequenced RSHE curriculum that builds knowledge and skills year-on-year.
- Ensure statutory content is covered and mapped transparently.
- Work in partnership with parents as primary educators.
- Deliver RSHE in a way that is inclusive, accessible to pupils with SEND and EAL needs, and consistent with the school's Catholic ethos.
- Promote safeguarding, healthy relationships and pupil wellbeing.

2. **Statutory Requirements and Curriculum Intent**

2.1 Statutory Coverage

- The school will teach statutory Relationships Education and Health Education for primary pupils and deliver the statutory elements of National Curriculum Science (including puberty and basic reproduction facts where required).
- The RSHE programme also uses the diocesan Journey in Love resources for content consistent with Catholic teaching. Any non-statutory sex education in Year 6 (e.g., aspects of conception within Journey in Love) will be clearly identified and parents informed in advance.

2.2 Transparency and Publication

- A published RSHE curriculum map shows learning outcomes, key knowledge, vocabulary and the year group in which statutory and non-statutory content is taught. This map is available on the school website and on request.
- Representative lesson plans and a summary of resources will be available to parents at least two weeks before delivery (or a reasonable notice period as published each year).

3. **Curriculum Organisation and Sequencing**

3.1 Curriculum Map and Learning Outcomes



- Year-by-year RSHE curriculum map with clear knowledge statements, vocabulary lists and assessment tasks.
- Each unit includes explicit learning outcomes and progression steps. Lessons are sequenced so pupils build secure knowledge and skills.

3.2 Teaching Approaches

- Age-appropriate, engaging pedagogy: discussion, role-play, distancing techniques, story, practical activities and visual supports.
- Use of ground rules in every lesson to create a safe environment.
- Teachers will use knowledge organisers and assessment tasks to track pupil understanding and identify gaps.

4. **Inclusion, SEND and EAL**

4.1 Accessibility and Differentiation

- RSHE will be accessible to all pupils. Lessons will be differentiated to meet SEND and EAL needs (e.g., simplified language, visual resources, SALT input, extra processing time, one-to-one support).
- The RSHE/PSHE co-ordinator will maintain an RSHE Access Plan recording specific adaptations and accessible resources.

4.2 Individual Plans and EHCPs

- Pupil Learning Passports (PLPs) and EHCP outcomes will include RSHE objectives where appropriate and be reviewed with parents termly.
- Where statutory outcomes in an EHCP relate to relationships or social communication, RSHE provision will be aligned to those outcomes.

5. **Equality, Faith Context and Family Diversity**

5.1 Church Teaching and Equality Duties

- The policy is delivered in line with Catholic teaching and the school's ethos of dignity and respect for all.
- Pupils will learn about different family forms and that all families deserve respect. The school will approach topics of sexual orientation and gender identity in an age-appropriate manner, consistent with safeguarding duties and the school's faith position.
- Lessons will avoid discriminatory or derogatory content and will emphasise respect and pastoral care for every pupil.

6. **Parental Involvement and Withdrawal**

6.1 Partnership with Parents

- Parents are regarded as the primary educators. The school will consult parents when developing and reviewing the RSHE policy and invite parents to view representative resources.



- At least one annual parent workshop will explain Journey in Love content and how parents can support learning at home. Translated summaries or interpreter support will be offered where required.

6.2 Withdrawal from Non-Statutory Sex Education

- Parents may withdraw their child from non-statutory sex education lessons (e.g., specific Year 6 conception lesson if identified as non-statutory).
- Withdrawal procedure: parents must submit a written request to the Headteacher specifying the lesson(s) and reasons. The Headteacher will meet parents to discuss the request, explain the implications and agree alternative arrangements. The school will record all withdrawal requests and the provision made. A reasonable notice period (published in the school calendar) will be given before sensitive lessons.

7. **Handling Pupils' Questions, Controversial Issues and Safeguarding**

7.1 Ground Rules and Question Management

- Teachers will establish ground rules and use a prepared teacher guidance note for responding to difficult questions. Distancing techniques will be used where appropriate.
- If a pupil's question is outside the planned content, staff will take it as an opportunity to signpost to other learning or ask parents if further discussion is appropriate.

7.2 Safeguarding and Disclosures

- Any disclosure or safeguarding concern arising from RSHE lessons will be recorded immediately on the school's safeguarding system (CPOMS) and the DSL informed in line with the safeguarding policy.
- Confidentiality limits are made clear to pupils. Teachers will follow the school's safeguarding procedures for reporting and record-keeping.

8. **External Visitors, Resources and Provider Checks**

8.1 Using External Providers

- External visitors can enhance learning but the school retains responsibility for content and teaching. The school will check credentials, ask to see materials and a lesson plan in advance and ensure alignment with Catholic principles and curriculum outcomes.
- The school will not agree to contractual clauses that prevent sharing materials with parents; any such clauses will be refused.

8.2 Safer Recruitment and In-Class Responsibility



- All external visitors will provide written confirmation of identity and DBS clearance where required. The school will complete a provider checklist (aligned with CES) prior to delivery.
- Teachers will remain in the room and are responsible for safeguarding, classroom management and the local delivery of content throughout visits.

9. Assessment, Recording and Data Protection

9.1 Assessment and Tracking

- Teachers will use assessment tasks, end-of-unit checks and recorded judgements to track pupil progress. Outcomes will be recorded in the school's tracking system (SONAR) as appropriate.
- Anonymised monitoring data (pupil voice summaries, coverage checks) will be retained by the RSHE coordinator for evaluation.

9.2 Recording Sensitive Incidents

- Sensitive disclosures or incidents will be recorded directly on CPOMS in line with school data protection and safeguarding policies. Records are retained securely and shared only with those who need to know.

10. Monitoring, Evaluation and Governance

10.1 Monitoring Cycle

- The RSHE/PSHE co-ordinator will undertake termly monitoring including learning walks, planning and work scrutiny, pupil voice (age-appropriate), staff feedback and parent surveys.
- Monitoring outcomes will inform curriculum development and CPD.

10.2 Governance and Accountability

- The named link governor for RSHE will meet the RSHE co-ordinator at least annually.
- An annual RSHE report will be presented to governors/trustees including monitoring outcomes, priorities and any parental feedback.

11. Staff Training and CPD

- All staff delivering RSHE will receive annual CPD covering the policy, pedagogy (ground rules, distancing), SEND and EAL adaptations and safeguarding expectations.
- Training records will be maintained. New and supply staff will receive a short RSHE briefing on arrival.
- The RSHE/PSHE co-ordinator will access subject-specific training at least annually and attend diocesan/trust moderation.

12. Resources, Translations and Parental Access



- Representative resources, lesson plans and guidance (including translations where required) will be published on the school website. Parents can request to view full materials; copyright permitting the school will share materials with parents under an access agreement.
- Where external providers hold copyright preventing sharing, schools will not enter into contracts that prevent parental access (such clauses are unenforceable and will not be accepted).

13. Specific Content Clarifications

13.1 Puberty and Reproduction

- Puberty is covered as part of statutory Health Education and National Curriculum Science. The school will teach puberty facts and appropriate vocabulary at an age-appropriate level.
- Detailed instruction on contraception and STI prevention is not included in primary provision, only basic biological facts are required by the National Curriculum. Any content in Year 6 approaching conception will be clearly identified and communicated to parents in advance.

13.2 LGBTQ+ and Family Forms

- Lessons will teach about different family structures and emphasise respect for all. The school will ensure content avoids derogatory language and meets safeguarding expectations while reflecting the school's denominational position.

14. Implementation and Review

- This policy will be reviewed by the RSHE/PSHE co-ordinator with stakeholders by Autumn 2028 or sooner if statutory guidance changes.
- It will be published on the website.

15. Roles and Responsibilities

- Governors/Trustees: Ensure policy oversight, review monitoring reports and ratify the policy.
- Headteacher: Overall responsibility for implementation and responding to parental withdrawal requests.
- RSHE/PSHE Coordinator: Day-to-day leadership, curriculum mapping, monitoring, CPD co-ordination.
- All staff: Deliver RSHE in line with the policy, follow ground rules, safeguarding procedures and record incidents appropriately.
- Parents: Engage with published materials, attend consultations/workshops and support learning at home.

This policy reflects statutory duties, diocesan guidance, and the needs of our diverse community. It seeks to balance the school's Catholic ethos with the protection, inclusion and wellbeing of all pupils.