



THE CATHOLIC DIOCESE OF
ARUNDEL & BRIGHTON
EDUCATION SERVICE



RSHE at Cottesmore St Mary Catholic School

Questions

RSHE coordinator: Erin Brady

RSHE governor: Katie Raymond

Opening Prayer



Lord our God,

Help us to work together in a spirit
of charity and co-operation,
accepting wholeheartedly that it is
in collaboration that we live out
your example and best serve all
children in our care

Amen.

A Presentation for Parents & carers



- Statutory Framework and Compliance
- What is RSHE?
- RSHE provision- Ten:Ten- Life to the Full
- Supporting all pupils
- Relationships and Health Education at Cottesmore St Mary
- Sex Education in primary schools
- Protective Behaviours
- Year group overview

Statutory Framework and Compliance



This policy has been developed in accordance with current statutory requirements and reflects both national guidance and the distinctive mission of Catholic education.

It is informed by:

- Department for Education statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (2026)
- The most recent version of Keeping Children Safe in Education (KCSIE)
- Guidance from the Catholic Bishops of England and Wales, including *Learning to Love*
- Diocesan guidance and recommendations

In addition, this policy reflects statutory duties under the Equality Act 2010.

- At Cottesmore St Mary, our provision meets statutory requirements and reflects best practice through a curriculum that is:
- broad, balanced and coherently sequenced
- age-appropriate and inclusive
- responsive to the lived experiences of pupils
- faithful to Catholic teaching

The curriculum reflects updated statutory expectations, including:

- enhanced safeguarding and risk awareness
- explicit teaching of online safety, including digital consent and harmful content
- a strong focus on mental health, wellbeing and resilience
- development of communication, boundary-setting and decision-making skills
- use of correct anatomical vocabulary to support safeguarding

RSHE is embedded within a whole-school safeguarding culture, ensuring pupils are equipped to recognise risk, seek help and stay safe.

What is RSHE?



RSHE (Relationships, Sex and Health Education) is the curriculum area through which pupils develop the knowledge, understanding and skills needed to form healthy relationships, keep themselves safe and manage their physical and emotional wellbeing.

At Cottesmore St Mary Catholic Primary School, our mission is to provide a nurturing, enriching and faith-centred environment in which every child is supported to flourish as a unique individual created in the image and likeness of God.

Our approach to RSHE is rooted in a Catholic theology of the human person, recognising that everyone is called to love, to form meaningful relationships and to live a life guided by Gospel values. RSHE is therefore a central part of the Catholic Life and Mission of the school, contributing to the holistic formation of every pupil - spiritually, morally, socially, emotionally and physically.

We are committed to fostering a community where dignity, respect and compassion underpin all relationships and where every child feels safe, valued and heard.

RSHE at Cottesmore St Mary



- At Cottesmore St Mary we believe teaching high quality RSHE is essential in creating an inclusive ethos and is central to developing healthy relationships and behaviours where children are able to assess and manage risk.
- Our approach to RSHE is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals. All RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.
- Our school's mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. Through an agreed approach to RSHE using the Archdiocesan recommended resource 'Life to the Full', we believe that we can promote the development of the whole child so that children can grow in virtue, wisdom and stature, understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

RSHE



Relationships, Sex and Health Education.

- Cottesmore St Mary has chosen the RSHE programme 'Life to the Full' as recommended by the Diocese of Arundel & Brighton alongside adapted RSHE materials from a number of resources (mainly from the Brighton and Hove PSHE Team) which enable RSHE objectives to be met.
- The children will have dedicated RSHE afternoons each week. All schemes of work have been reviewed by our trained RSHE Coordinator Erin Brady and other members of SLT.

Supporting all pupils



- At Cottesmore St Mary, we are committed to ensuring that RSHE is fully accessible to all pupils, including those with special educational needs and disabilities (SEND). Teaching is adapted to ensure all pupils, including those with SEND, can access the curriculum at an appropriate level of understanding and emotional readiness. A range of strategies, including differentiation, scaffolding, visual supports and adapted resources, are used to ensure that all pupils can engage meaningfully with the curriculum.

- RSHE is delivered in a way that is sensitive, inclusive and supportive, enabling pupils with SEND to develop the knowledge, understanding and skills needed to form positive relationships, stay safe and make informed choices. Where appropriate, additional support is provided to ensure pupils can access content at a level that is appropriate to them. This approach ensures that all pupils are included, respected and supported to flourish.

Relationships Education (compulsory)



Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, your child will have been taught content on:

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

Health Education (compulsory)



Health education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, your child will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco (through science curriculum)
- Health and prevention
- Basic first aid
- Changing adolescent body

Sex Education (non- compulsory)



Sex Education

Sex education is not compulsory in primary schools however it is recommended by the Department of Education. The Department of Education recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

At Cottesmore St Mary, sexual intercourse is taught discretely as part of the physical aspect within 'Life to the Full' in Year 6. These lessons will take place in the Summer term and parents/carers will be notified before hand.

Parents of children in Year 6 have the right to withdraw their children from the non-statutory component of Sex Education delivered as part of RSHE. However, it should be noted that primary schools are required to teach National Curriculum Science, which also includes some elements of sex education and puberty. Parents do not have the right to withdraw children from these lessons as they form part of the statutory Science Curriculum.

Right to withdraw



Right to Withdraw

Requests for withdrawal should be made in writing and addressed to the Head Teacher. The Head Teacher will discuss the request with the RSHE lead. The RSHE lead will then discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSHE. Parents do not have the right to withdraw their children from Statutory Relationships, Health or Science Education as set out in the DFE guidance 2020.

Sex Education in the Science curriculum (Compulsory)



Under the National Curriculum, **the basics of Sex Education fall within the Science Curriculum**. The statutory content requires schools to teach children about human development, including puberty, and reproduction.

In Key Stage 1, pupils will:

Be introduced to the process of reproduction and growth in animals. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

Key Stage 2, pupils will:

Be taught about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Protective Behaviours education in Primary Schools (Spring term)



Protective Behaviours is a safety awareness and resilience building programme which we also use at Cottesmore St Mary to teach the children about safety in RSHE. This will always be taught in the Spring term and parents will be notified beforehand. We believe that this programme is an essential part of our school curriculum. It helps the children to recognise any situation where they may feel worried, or unsafe, or uncomfortable, bullied or threatened, and explores practical ways to keep safe in a variety of situations. *Protective Behaviours* also looks at identifying support networks for times when we need someone to listen and help.

Protective Behaviours is based on two key messages:

- ***We all have the right to feel safe all of the time***
- ***We can talk with someone about anything, even if it feels awful or small***

There are four key themes to the programme which develop throughout the year groups.

Feelings and feeling safe
Feeling unsafe and early warning signs
Body awareness and safe touch/secret and telling
Getting help/network of support, problem solving and resistance

Protective Behaviours education in Primary Schools (Spring term)



Protective Behaviours- The Language of Safety

Unit 3: Body Awareness and safe touch/secret and telling

Throughout the teaching of Protective Behaviours, the children learn that language is one of the effective tools that we have to inform, teach and influence other people. It is a key safety skill for children to be able to name all of the parts of their body including their genitals. It is important for children to be taught the correct anatomical names and feel comfortable using them if needed. Children from Reception-Year 6 will be taught the scientific words that we are using for genitals and private parts:

Penis

Testicles

Breasts

Vagina

Bottom

Anus

Nipples

Vulva

Programme STRUCTURE

- EYFS
- Key Stage One
- Lower Key Stage Two
- Upper Key Stage Two

Module 1
Created and
Loved by God



Units:

- Religious Understanding
- Me, My Body, My Health
- Emotional Well-being
- Life cycles

Module 2
Created to
Love Others



Units:

- Religious Understanding
- Personal Relationships
- Keeping Safe

Module 3
Created to Live
in Community



Units:

- Religious Understanding
- Living in the Wider World

Various Sessions

Module I: Created and Loved by GOD



Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Module 2: Created to Love OTHERS



Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

Module 3: Created to Live in COMMUNITY

Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

In the first Unit, Religious Understanding, the sessions help children to develop a concept of the Trinity at a level appropriate for their learning stage.

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and my World Pupils develop an understanding of their own identity and individuality, learning to value differences and build self-awareness while being introduced to online safety.	We all belong Pupils explore relationships, belonging and respect, developing an understanding of similarities and differences alongside strategies to prevent and respond to bullying, including online.	Safety and Wellbeing Pupils learn how to recognise and respond to safe and unsafe situations, understand personal boundaries and identify trusted adults, strengthening their ability to keep themselves safe.	Taking care of myself Pupils develop knowledge and skills to take responsibility for their own health and wellbeing, including making informed choices about diet, hygiene and everyday decision-making.	Staying safe in the real world Pupils apply their understanding of safety to real-life contexts, learning how to manage risks in different environments and recognise the role of people who help keep them safe.	Growing up & Community Pupils explore change, growth and transition, developing an understanding of equality, inclusion and community, while building independence and preparing for the next stage of learning.
RSHE Topics	Unit Prayer and Assessment Activity Life to the Full: I am Me British Values: Respect all differences Life to the Full: Who's who? Life to the Full: Handmade with love (World Mental Health Day) Life to the Full: What is the internet Online Safety: - What is the internet? Show Racism the Red Card	Unit Prayer and Assessment Activity Good To Be Me: Identity & Belonging, Similarities and Differences – with a focus on home food Anti-Bullying Week Life to the Full: Playing online - Cyberbullying - Upsetting images - Unreliable information - Talking to strangers online Life to the Full: Me, You, Us Life to the Full: When I Grow up (Classroom short)	Unit Prayer and Assessment Activity Life to the full: Safe inside and out: Feeling Safe and Unsafe Life to the full: My body my rules: Body Awareness and Networks and Telling Life to the Full: Role Models, (Aspirations Week) Online Safety- Safer Internet Day - Behaviour and Risks Life to the full: All the feelings - Coping mechanisms (Children's Mental Health Week)	Unit Prayer and Assessment Activity Life to the Full: Loving God, Loving others Life to the Full: Feeling poorly, benefits of Healthy Eating and medicine safety Life to the Full: Money doesn't grow on trees (Global Money Week) - Ways to pay Life to the Full: Let's Get Real Life to the Full: New People, New Places (Classroom Short)	Unit Prayer and Assessment Activity Life to the Full: Forever Friends Sun Safety Health & Drugs Education: Keeping healthy & safe. -What is 'health'? -hand washing and asking for help Life to the Full: People that help us Water Safety	Unit Prayer and Assessment Activity Life to the Full: Growing Up Equality Education: Challenging gender stereotypes Online Safety - Digital wellbeing Life to the Full: People who help us -Inclusion and Belonging Education: Belonging to a community First Aid: Calling for help Life to the Full: God is love
Personal Development texts Please also see Cottesmore Reading Spine						
Learning Intention	To celebrate my uniqueness	To make everyone feel welcome	To understand that it's OK to like different things	To understand that all families are different	To celebrate my uniqueness	To understand ways of calming down
Further personal development opportunities	Harvest celebration Black History Month Bonfire / Halloween safety Show racism the red card Mental Health Day World Kindness day	World Smile Day Children in Need Anti-bullying week	Children's Mental Health Week Safer-Internet Day International Women's Day Holocaust Memorial Day Global Money Week Aspirations Week		Mental Health Awareness Week Refugee Week International Day of friendship Disability Awareness Day World Environment Day Sports Day	
Assemblies. Fundraising opportunities – local, national and global Class roles and responsibilities: School Councillors, Eco Councillors, Sports Captains, Fairtrade Rep, Digital Leaders						



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