

St. Joseph's Catholic Primary School

RSHE Policy



**St. Joseph was a worker.
The community of St. Joseph's works hard together.
We respect and care for each other.
We are open to and for each other.
We make wise choices and always do our best.
We learn to live life to the full.**

As expressed in John 10:10:
"I have come that they may have life, and have it to the full."

Policy Approved by:	Local Governing Board
Date of Approval:	March 2026
Review Interval	Annually
Date of next Review:	March 2027

Our school is committed to the education of the whole child—spiritual, physical, intellectual, moral, social, cultural, and emotional. Relationships and Health Education and Relationship and Sex Education (RHE/RSE) is central to this mission and supports pupils in living life to the full in accordance with the teachings of the Catholic Church.

2. Purpose of the Policy

This policy sets out the school's approach to **Relationships, Health Education and Relationships and Sex Education (RHE/RSE)**. It:

- Meets statutory requirements of the **DfE Relationships and Health Education guidance (2025)**

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026.pdf

- Reflects the teachings of the Catholic Church and guidance from the Catholic Education Service
- Provides clarity for staff, governors, parents, carers, and pupils
- Supports safeguarding, wellbeing, and personal development

This policy has been developed through consultation with pupils, parents/carers, staff, and governors, Westminster Diocese <https://rcdow.org.uk/> and the Catholic Education Service (CES). <https://www.catholiceducation.org.uk/>

3. Rationale

“I have come that you may have life and have it to the full” (John 10:10)

At St Joseph's, our mission is to enable each child to grow in faith, love, understanding and compassion, inspired by our Christian faith and guided by the light and wisdom of the Church. It also reflects our belief that every person is created in the image and likeness of God and that human life has dignity and sanctity. Furthermore, the school will support children in understanding that relationships and sexuality are gifts from God.

Using a combination of the Kapow RHE/RSE scheme and Ten:Ten RHE/ RSE resources enables us to further our mission by revisiting and strengthening the skills and attributes children need to lead safe, confident, healthy and fulfilling relationships and lives. **(Please see Section 9 – Programme and Delivery and Appendix 2 for further details).**

The intention is for pupils to understand themselves and others, and to make informed choices that support their own wellbeing and that of those around them. By developing these skills, we hope that children will gain respect for themselves and others, while preparing for life in modern Britain. Through the delivery of this programme, we will

promote a virtuous culture within the life of the school that will support our children in walking in the footsteps of our Lord.

This provision is both pastoral and educational, equipping pupils with the knowledge, skills and values to flourish safely and confidently.

4. Aims

Our school aims state that we will endeavour to raise pupils' self-esteem, help them grow in knowledge and understanding, recognise the value of all persons, and develop caring and sensitive attitudes. In partnership with parents and carers, we aim to:

- Provide a positive and prudent education in relationships and health
- Promote pupils' emotional, physical, spiritual, and moral development
- Develop self-esteem, resilience, and respect for others
- Enable pupils to build safe, healthy, and respectful relationships
- Support pupils in making informed, responsible decisions
- Prepare pupils for the opportunities and challenges of modern life

In partnership with parents and carers, we aim to provide children and young people with a "positive and prudent sexual education" (*Gravissimum Educationis 1, Declaration on Christian Education proclaimed by His Holiness Pope Paul VI, quoted in Catholic Education Service Model Framework Policy to Support Schools*) that is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

5. Objectives

To develop attitudes and virtues:

- Respect for the dignity of every human person
- Reverence for the human body and the gift of life
- Faithfulness, integrity, compassion, and responsibility
- Appreciation of marriage and family life

To develop personal and social skills:

- Forming and sustaining healthy relationships
- Managing emotions and resolving conflict
- Resisting pressure and making informed choices
- Recognising risk and keeping safe, including online safety

To know and understand:

- The characteristics of positive relationships
- Physical and emotional changes, including puberty

- Basic scientific understanding of reproduction (through Science)
- Mental and physical health and wellbeing
- How and where to seek help and support

6. Statutory Requirements

From September 2026:

- **Relationships Health Education and Relationships and Sex Education are compulsory** in all primary schools
- Content is delivered in line with DfE statutory guidance **(2025)**

At St. Joseph's:

- All statutory **Relationships Health Education** elements of **Sex Education suitable for Primary School Children** are delivered in line with Catholic teaching. **Please see Appendix 1 for further information on the definition of Relationships and Sex Education taught in Primary School.**

7. Curriculum Content

By promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme through an RHE/RSE curriculum that presents a range of viewpoints on relevant issues. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RHE/RSE is delivered through a structured programme, including:

Relationships Education

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

Health Education

- Mental wellbeing

- Physical health and healthy lifestyles
- Emotional literacy and resilience
- Personal safety and risk management

Sex Education

- Correct terminology for genitalia
- Basic reproduction
- Puberty
- Menstruation

8. Defining Relationship and Sex Education

The DfE guidance states that “children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships.” In teaching Sex Education in primary school, and in line with DfE guidance and the Catholic Education Service (CES) Model Framework RSE policy, we aim to deliver high-quality Sex Education that promotes children’s “moral, social, mental and physical development” while also encouraging “positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness.”

The CES RHE/RSE Model Policy states: “It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.”

Following DfE guidance for primary schools, the focus should be on “teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.” This includes the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships, and staying safe.

In Early Years, feelings and relationships with family and friends are a particular focus, along with managing strong emotions and developing resilience. **In KS1**, children will be taught the correct terminology for genitalia and will be able to label and discuss body parts. They will also be taught about consent and about respecting their own bodies as well as those of others. **In KS2**, children learn about puberty and how their bodies change. They are also taught about menstruation, positive body image, and the correct terminology for genitalia. Finally, children in **KS2** are once again encouraged to respect their own bodies and those of others.

Throughout Sex Education, across all year groups, we promote safe and healthy relationships. Sex Education in primary school **does not** include explicit teaching about conceiving a child. **Please note that these areas are taught as part of the secondary**

school RSHE curriculum, as set out in DfE guidance. In secondary schools, RSHE should “provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds...By supporting confidence and self-esteem, RSHE will enable young people to make their own choices about whether and when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.”

Pupils in secondary schools will also receive clear scientific information as well as covering the aspects of the law relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality. **(Please see Appendix 4 on FGM)**

9. Parents and Carers

Parents and carers are the **primary educators** of their children.

The school will:

- Work in partnership with parents
- Share curriculum content and resources
- Inform parents of sensitive topics in advance

Parents:

- Are encouraged to support learning at home

Parents and other carers who stand in their place, are the first educators of their children and, as such, are notified in advance of all Sex Education topics being taught, including the correct terminology for genitalia, basic reproduction, puberty, and menstruation. This encourages a home-school partnership in which parents can share information with children or discuss more sensitive topics with them before they are taught in school. The CES RSE Model Policy states: “We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RHE/RSE will be covered in order that they can be prepared to talk and answer questions about their children’s learning.”

Parents must be consulted before this policy is ratified by the governing body, and they will be consulted at every stage of the RHE/RSE programme development process. They will also be able to review the lesson resources used by class teachers. Our aim is that, by the end of the consultation process, every parent and carer will have full confidence in the school’s RHE/RSE programme to meet their child’s needs.

10. Programme and Delivery

The school uses the **Kapow RHE/RSE scheme** in combination with **Ten:Ten RHE/ RSE resources**. Therefore, we have mapped Kapow **structural progression and statutory coverage** against Ten:Ten **theological depth and relationship information** – with one acting as the spine and the other enriching it. **Please see end of document for further details (Appendix 2).**

Kapow provides:

- Clear progression across year groups
- Full statutory RHE coverage
- Assessment opportunities
- Safeguarding structure

Ten: Ten provides:

- Catholic theology and moral framework
- Language of dignity, vocation, and love
- Age-appropriate faith-based discussions

Delivery and Teaching Includes:

- Use of ground rules to ensure a safe environment
- Whole-class teaching
- Small group and targeted support
- Occasional same-sex sessions for sensitive topics
- Cross-curricular links (RE, Science, PE)
- Enrichment opportunities and themed events
- Brainstorming
- Discussion and reflection
- Role play and collaborative learning
- Active and experiential learning

Assessment Approach

- Pupil discussion and reflection
- Whole school Floor books
- Knowledge recall
- Application in real-life scenarios

Organisation of RHE/RSE at St. Joseph's

The school alternates the teaching of RHE/RSE and Computing each week. All teaching staff deliver a 50-minute RHE/RSE lesson every two weeks to all year groups across the school, alongside planned enrichment opportunities linked to our school's mission,

values, and Catholic Social Teaching. Events such as Sport-a-thon, World Mental Health Awareness Day, Healthy Eating Day, Black History Month, Macmillan Coffee Morning, the MindUp Programme, the London Fire Brigade, the Maida Smiles Dentistry Team, and St Joseph's Equality, Diversity and Inclusion Week in July are included (this is by no means an exhaustive list but should give some indication of the many enrichment opportunities linked to RHE/RSE). Where appropriate, external professionals and health specialists support the delivery of sessions, including the school nurse, family therapists, mental health nurses, and local or national organisations.

11. Inclusion and Equality

We are committed to inclusion and equality for all pupils. RHE and RSE lessons must be accessible to all pupils, including those with special educational needs and disabilities. The SEND Code of Practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying, which means that sensitive, age-appropriate Relationships and Health Education and Relationships and Sex Education are an essential part of their learning. The curriculum is accessible to all pupils by adapting content and the pace of learning where needed, using a range of appropriate resources, adapting small-group work, providing one-to-one support, and delivering relevant CPD for all staff. The governing body has wider responsibilities under the Equality Act 2010 and will ensure that the school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion, sexual orientation (LGBTQ+), or whether they are looked-after children. St Joseph's also promotes British values within the school's aims and values.

RHE/RSE:

- Is accessible to all, including pupils with SEND
- Reflects diverse families and backgrounds
- Promotes dignity, respect, and understanding

The Relationships and Health Education and Relationship and Sex Education scheme of work links to the following whole school and national policies:

- Behaviour Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality Statement
- SEND Code of Practice: 0-25 Years (2025)

https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

- Keeping Children Safe in Education (2025)

We fulfil our duties under the **Equality Act 2010** and promote:

- Equality of opportunity
- Respect for diversity
- British values

12. Safeguarding

RHE/RSE is a key component of safeguarding.

Through the curriculum, pupils learn:

- How to recognise safe and unsafe situations
- How to seek help and support
- How to manage risk and stay safe

All staff:

- Follow the school's safeguarding procedures
- Report concerns to the Designated Safeguarding Lead (DSL)

Children should also feel safe and secure in the environment in which RHE/RSE takes place. Effective RHE/RSE will provide opportunities to discuss what is and is not appropriate in relationships. Such discussion may well lead to the disclosure of a safeguarding issue. Teachers need to be aware of their pupils' needs and not let any fears or worries go unnoticed. Where a teacher suspects that a child or young person is a victim of, or at risk of, abuse, they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

13. Roles and Responsibilities

Governors

- Draw up the RSE/RHE policy in consultation with parents and teachers.
- Ensure that the policy is available to parents.
- Ensure that the policy is consistent with other whole-school policies, for example SEN, the ethos of the school, and our Christian beliefs.
- Ensure that the policy meets statutory requirements.
- Appoint a link governor to assist with monitoring and evaluating the programme, including the resources used.

- Ensure that the policy provides proper and adequate coverage of the relevant National Curriculum science topics and the place of RSE within RHE.

Headteacher

The head teacher takes overall delegated responsibility for implementing this policy and for liaising with the Governing Body, parents, the Diocesan Schools' Service, Academy Trustees (where appropriate), the Local Education Authority, and other relevant agencies.

RHE/RSE Co-ordinator

The co-ordinator, working with the head teacher, has general responsibility for supporting other members of staff in implementing this policy. They will also lead the dissemination of information relating to RHE/RSE and the provision of in-service training.

All Staff

RSE is a whole-school commitment. All teachers have a responsibility to care for pupils; as well as fostering academic progress, they should actively contribute to the protection and guidance of pupils' physical, moral, and spiritual well-being. Teachers will be expected to teach RHE/RSE in accordance with the Catholic ethos of the school. All staff have been involved in developing this policy, and all staff should be aware of the policy and how it relates to their role.

14. External Visitors

External visitors may support delivery where appropriate. They:

- complement, rather than replace, teacher-led provision
- follow safeguarding and school policies
- respect the Catholic ethos of the school

The school will often call upon the help and guidance of outside agencies and health specialists to deliver aspects of Relationships and Health Education and Relationships and Sex Education. Moreover, as a school, we are obliged to take part in NHS directives such as height and weight checks. Permission is always requested and information offered from these third-party initiatives. Such visits will always complement the current programme and never substitute for or replace teacher-led sessions. It is

important that any external visitor is clear about their role and responsibilities while they are in school delivering a session. Any visitor must adhere to our code of practice, developed in line with CES guidance and the *Checklist for External Speakers to Schools* <https://www.catholiceducation.org.uk/resources/checklist-for-external-speakers-to-schools>

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments by using negotiated ground rules and distancing techniques, as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

15. Managing Sensitive Issues and Questions

A safe and respectful environment is established through:

- clear ground rules
- professional judgement by staff

Pupils are encouraged to ask questions, but:

- some questions may be addressed individually
- safeguarding concerns will always be acted upon

There will always be sensitive or controversial issues in the field of RSE. These may relate to maturity, pupils' personal involvement or experience, disagreement with the official teaching of the Church, illegal activity, or other doubtful, dubious, or harmful behaviour. The governors believe that children are best educated and protected from harm and exploitation by discussing such issues openly within the context of the RHE/RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*, July 2025, p. 40 for more detail:

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026.pdf).

All staff are trained in safeguarding and are aware of what to do if any safeguarding concerns arise.

16. Confidentiality

All governors, teachers, support staff, parents and pupils must be made aware of this policy, particularly in relation to advice and confidentiality.

All lessons, especially those in the RHE/RSE programme, will have the best interests of pupils at heart, enabling them to develop their knowledge and understanding of relationships and sex, build appropriate personal and social skills, and become appreciative of the values and attitudes that underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents or carers about the issues discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, particularly in matters that are illegal or abusive. Teachers will explain that, in such circumstances, they would have to inform others, for example parents or the headteacher, but that pupils would always be informed first that this action was going to be taken.

17. Monitoring and Evaluation

The RHE/RSE Subject Lead will monitor the provision of the different aspects of the programme by examining plans, schemes of work and samples of pupils' work at regular intervals. The programme will be evaluated twice a year through questionnaires, response sheets or discussions with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties, and their suggestions should be sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

18. Dissemination

The draft policy will be shared with all members of the Governing Body, as well as all teaching and non-teaching staff. A copy of the document will be available to all parents via the school's website and Arbor Communication, and a copy will also be available in the school office.

19. Right to Withdraw (RHE and RSE)

In primary school, parents in England **cannot** withdraw their children from statutory Relationships Education or Health Education, but they **do** have the right to request withdrawal from sex education lessons that **are not part of the national science curriculum**. This right to withdraw applies until three terms before the child's 16th birthday.

Key Points on Withdrawal from Primary RSHE (as of 2026):

- **No Right to Withdraw (Relationships & Health):** Parents cannot withdraw their child from Relationships Education (families, friendships, safety) or Health Education (puberty, physical/mental health).

- **Right to Withdraw (Sex Education):** Parents may request to withdraw their child from *specific* sex education lessons that fall outside the compulsory national science curriculum.
- **Process:** Parents should contact the Head Teacher to discuss withdrawing their child.
- **School Duty:** The school must consider the request and, if approved, will provide alternative arrangements for the child.
- **Content Considerations:** Schools are encouraged to discuss the curriculum with parents, who can view materials upon request.

What is Covered in Primary RSHE?

- **Statutory (Cannot withdraw):** Families, respectful relationships, online safety, being safe, physical health, mental wellbeing, and changing adolescent bodies (puberty).
- **Non-Statutory (Can withdraw):** Specific lessons focused on human reproduction and sexual intercourse that go beyond the statutory science curriculum.

Appendix 1 – RHE and RSE Curriculum (Ten:Ten)

EYFS

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 & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Handmade 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 Safe 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 You've Got A Friend In Me	Session 2 Playing Online	Session 2 My Body, My Rules	Session 2 Loving God, Loving Others	
		Session 3 Ready Teddy?	Session 3 Let's Get Real			Session 3 Forever Friends		Session 3 Feeling Poorly		
								Session 4 People Who Help Us		

KS1

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
KS1	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	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 3 Clean and Healthy (My Body)	Session 3 Super Susie Gets Angry			Session 3 ...and Say Sorry		Session 3 Harmful Substances		
								Session 4 Can You Help Me? (Part 1)		
								Session 5 Can You Help Me? (Part 2)		

LKS2

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 & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	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	Session 1 A Community of Love	Session 1 How Do I Love Others?
	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 3 What is Puberty?	Session 3 I am Thankful					Session 3 First Aid Heroes		
		Session 4 Changing Bodies								
		Session 5 Male/ Female Discussion Groups (optional)								

UKS2

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 & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Calming the Storm	Session 1 Gifts and Talents	Session 1 Body Image	Session 1 Making Babies (Part 1)	Session 1 God Is Calling You	Session 1 Under Pressure	Session 1 Sharing Isn't Always Caring	Session 1 Types of Abuse	Session 1 The Holy Trinity	Session 1 Reaching Out
		Session 2 Girls' Bodies	Session 2 Peculiar Feelings	Session 2 Making Babies (Part 2)		Session 2 Do You Want A Piece of Cake?	Session 2 Cyberbullying	Session 2 Impacted Lifestyles	Session 2 Catholic Social Teaching	
		Session 3 Boys' Bodies	Session 3 Emotional Changes	Session 3 Menstruation		Session 3 Self-Talk		Session 3 Making Good Choices		
		Session 4 Spots and Sleep	Session 4 Seeing Stuff Online	Session 4 Hope Beyond Death		Session 4 Build Others Up		Session 4 Giving Assistance		

Appendix 1 – RHE and RSE Curriculum (Kapow)

	Introductory lesson	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
EYFS		Self-regulation: My feelings	Building relationships: Special relationships	Building relationships: My family and friends	Managing self: Taking on challenges	Managing self: My wellbeing
Year 1	Y1 Introduction: Setting ground rules for RSE & PSHE	Family and relationships (Lessons 1, 2, 5, 6, 7)	Health and wellbeing (Lessons 1, 3, 5, 6, 7)	Safety and the changing body (Lessons 1, 2, 4, 5, 6)	Citizenship (Lessons 1, 4)	Economic wellbeing (Lessons 1, 4)
Year 2	Y2 Introduction: Setting ground rules for RSE & PSHE lessons	Family and relationships (Lessons 2, 4, 5, 6, 7)	Health and wellbeing (Lessons 1, 5, 6, 7)	Safety and the changing body (Lessons 2, 3, 4, 5, 8)	Citizenship (Lessons 1, 5, 7)	Economic wellbeing (Lessons 2, 3)
Year 3	Introduction: Setting ground rules for RSE & PSHE lessons	Family and relationships (Lessons 1, 2, 3, 5, 6, 7)	Health and wellbeing (Lessons 1, 2, 3, 4, 6, 7)	Safety and the changing body (Lessons 1, 4, 7, 8)	Citizenship (Lessons 2, 5)	Economic wellbeing (Lessons 2, 5)
Year 4	Introduction: Setting ground rules for RSE & PSHE lessons	Family and relationships (Lessons 1, 2, 4, 6, 8)	Health and wellbeing (Lessons 1, 3, 5, 6, 7)	Safety and the changing body (Lessons 1, 2, 4, 7, 8)	Citizenship (Lessons 1, 5)	Economic wellbeing (Lessons 1, 3)
Year 5	Introduction: Setting ground rules for RSE & PSHE lessons	Family and relationships (Lessons 2, 3, 4, 5, 6, 8)	Health and wellbeing (Lessons 2, 5, 6, 7)	Safety and the changing body (Lessons 1, 2, 3, 4, 6, 7)	Citizenship (Lessons 1, 6)	Economic wellbeing (Lesson 4)
Year 6	Introduction: Setting ground rules for RSE & PSHE lessons	Family and relationships (Lessons 1, 2, 4, 5, 6)	Health and wellbeing (Lessons 3, 4, 5, 6, 8)	Safety and the changing body (Lessons 1, 3, 4, 8)	Citizenship (Lessons 1, 4, 6)	Economic wellbeing (Lesson 6)/ Identity (Lesson 2)

Appendix 2 – Links between Kapow Scheme and Ten:Ten Resources

Year Group	Kapow Core Units:	Ten:Ten Links:	Integrated Focus:
EYFS	• Self-regulation • Building relationships • Managing self	• Created and loved by God (module 1)	• Understanding feelings and behaviour • Forming simple friendships • Recognising that we are uniquely made by God
Year 1	• Family and relationships • Health and wellbeing • Safety and the changing body	• Created and loved by God • Created to love others	• Families (including different types) through a catholic lens • Early understanding of personal boundaries • Basic hygiene and body awareness • Naming body parts (scientific language)
Year 2	• Family and relationships • Health and wellbeing • Citizenship	• Created to love others • Created to live in community	• Deepening understanding of friendship and kindness • Introduction to conflict resolution • Responsibility within communities

Year 3	- Relationships - Health and wellbeing - Safety and the changing body	- Emotional regulation and empathy - Introduction to body changes (pre-puberty) - Online safety and respectful behaviour	- Deepening understanding of big feelings. - Understanding how God wants us to feel and act.
Year 4	- Relationships - Health and wellbeing - Safety and the changing body	Created and loved by God (puberty focus)	- Puberty (including menstruation) - Personal hygiene and self-care - Respect for the body as God's creation
Year 5	- Relationships - Health and wellbeing - Citizenship - Safety and the changing body	- Created to love others - Created to live in community	- Deeper understanding of relationships and responsibility - Introduction to reproduction (linked to science) - Online influence, peer pressure, and media literacy
Year 6	- Relationships - Health and wellbeing - Citizenship - Safety and the changing body	- Created to love others (relationships & vocation) - Created to live in community	- Healthy relationships and boundaries - Consent (age-appropriate, safeguarding-focused) - Transition to secondary school - Understanding dignity, love, and responsibility

Appendix 3 – Whole School Progression of Knowledge & Vocabulary Grid

Year Group	Knowledge Progression:	Key Vocabulary:
EYFS To Year 2	• Recognise and name basic emotions • Understand friendships and kindness • Know basic hygiene and body awareness • Identify trusted adults • Begin understanding safety and boundaries	• Feelings, happy, sad, angry • Friend, kind, sharing • Body parts (basic scientific terms) • Safe, unsafe • Help, trust
LKS2	• Family and relationships • Health and wellbeing • Safety and the changing body	• Respect, empathy, conflict • Bullying, behaviour, consequences • Puberty, changes, hygiene • Boundaries, privacy • Online safety, personal information
UKS2	• Understand healthy relationships and boundaries • Know basic human reproduction (scientific) • Understand consent (age-appropriate) • Recognise peer pressure and media influence • Develop strategies for mental wellbeing • Know how to seek help and support	• Relationship, responsibility • Consent, boundaries, respect • Reproduction, puberty, menstruation • Mental health, wellbeing, resilience • Pressure, influence, risk

Appendix 4 – Female Genital Mutilation

Please note that at St. Joseph's our children are not taught about female genital mutilation because our school population is predominantly western European. However, should this change, we would review and update our teaching provision accordingly.

Our teachers and SLT have yearly safeguarding training and updates on FGM and are therefore aware of the signs and indicators to look out for including:

- **Physical Pain/Discomfort:** Difficulty walking, standing, or sitting comfortably. A child may look uncomfortable when sitting or find it hard to sit still for long periods.
- **Toileting Issues:** Spending an unusually long time in the toilet or bathroom.
- **Behavioural Changes:** Appearing quiet, anxious, depressed, or withdrawn.
- **Physical Complaints:** Complaining of pain between their legs or referring to "something someone did to them" that they cannot talk about.
- **School Attendance/Activities:** Long, unexplained absences, or returning from a trip abroad (especially to a country where FGM is common) and behaving differently. They may avoid physical education (PE) or activities.
- **Refusal of Examinations:** A reluctance to undergo routine medical examinations.

Common Indicators of Risk (Pre-FGM)

- Parents or families informing the school of a long, extended holiday to their country of origin.
- A child talking about a "special procedure," "ceremony," or "party" to mark them becoming a woman.
- A female relative (mother, sister, cousin) having previously undergone FGM.)

Throughout the teaching of RHE and RSE our children at St. Joseph's are taught about consent, respecting their bodies and those of others, rooted in a Catholic vision of education and the human person.