

Relationships and Health Education Policy

October 25 – Sep 26

Approval Information

Reviewed by:	Headteacher Mrs A Mulholland
Approved by:	Curriculum & Standards Committee
Date Approved:	7 th May 2026
Next Review date:	September 26

Document History

V1.0	Original
V1.1	Originally reviewed October 25 but updated to have new MTCAT logo

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for and approach to relationships and sex education in the school.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the autumn term 2023.

This policy will be reviewed every two years by the Head teacher, RHE Lead, the Governing Body and Staff. The next review date is Summer term 2025.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's web site - see RSE webpage in the Curriculum section of the website.

Defining Relationship and Health Education

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health" [1]. 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. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding" [2].

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science – Relationships and Health Education. However, the reasons for our inclusion of RSE go further.

Rationale

'I have come that you might have life and have it to the full'
(Jn.10.10)

We are involved in relationships and sex education precisely because our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity, Father, Son and the Holy Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in

the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE, RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and is integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

Values and virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Aim of RSE and the Mission Statement

Our Vision Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, as a school we endeavour to raise pupils' self esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education" [3] which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following attitudes and virtues:

- o reverence for the gift of human sexuality and fertility; o respect for the dignity of every human being - in their own person and in the person of others; e joy in the goodness of the created world and their own bodily natures; • responsibility for their own actions and a recognition of the impact of these on others; • recognising and valuing their own sexual identity and that of others; • celebrating the gift of life-long, self-giving love; e recognising the importance of marriage and family life; • fidelity in relationships

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;

- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- age related facts about human reproduction, how love is expressed and is an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life;

Outcomes

Inclusion and Differentiated Learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Broad Content of RSE

Three aspects of RSE attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships curriculum. The school is using Ten:Ten Resources, which fall fully into line with this policy. The structure of the programme is outlined in the following overview:

Programme Structure (Ten:Ten Resources)

In 'Life to the Full+', we will be following a three-stage structure which is repeated across three different learning stages:

- EYFS
- Key Stage One is aimed at Years I and 2
- Lower Key Stage Two is aimed at Years 3 and 4
- Upper Key Stage Two is aimed at Years 5 and 6

Within each learning stage, there are three modules which are based on the Model Catholic RSE Curriculum:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community

Each Module is then broken down into Units of Work.

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 Relationship Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

Programme/Resources will include Ten:Ten Resources which are appendices to this Policy.

Appendices to this policy provide detailed information about the programme and resources for suggested use across all year groups.

Teaching strategies will include:

- Establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming

- film & video
- group work
- role-play
- trigger drawings
- values clarification

Parents and Carers

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 giving them access to the Ten: Ten Parent Portals to help parents/carers to find out more. Parents/carers will be informed by Parentmail when the more sensitive aspects of RSE, such as menstruation, 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 Governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents do not have the right to withdraw their child from statutory RSE. However, they may withdraw their child from some or all of sex education delivered as part of the statutory RSE. Consent for withdrawal from some or all of the sex education section of the curriculum will be automatically given. Parents should review the termly content, as outlined in the teachers' letter, and discuss with teachers as necessary.

However, we believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. 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.

Responsibility for teaching the programme

Responsibility for the specific relationships education programme lays with the Headteacher and her Senior Leadership Team. The Science Coordinator will also play an integral role in the development of the curriculum and policy. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between

staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools' [4]

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

Other Roles and Responsibilities regarding RSE

Governors

Draw up the RSE policy, in consultation with parents and teachers;

Ensure that the policy is available to parents;

Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;

Ensure that parents know of their right to withdraw their children;

Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;

Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSE Lead

The RSE Lead with the head teacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. (They may be supported by the curriculum Lead and the member of staff with responsibility for child protection).

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be

expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them. Teachers will send home a letter outlining which lessons they will cover at the start of each term.

Relationship to other policies and Curriculum subjects

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link learning in those areas identified in the RSE audit.

Children's questions

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people. Children have the opportunity to share their thoughts and concerns confidentially via the 'Worry' box which is in every classroom across the school. The Headteacher also monitors a box that is kept in the office area of the school.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 01 1 6/2000, Department for Education and Employment, July 2000 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hint at abuse, is deliberately tendentious or is of a personal nature.

Supporting children and young people who are at risk

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

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are 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, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils Would always be informed first that such action was going to be taken.

Monitoring and evaluation

The RSE Lead will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets/needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

(1) Sex and Relationship Education Guidance, DfE, 2021

(2) Ibid

(3) Gravissimum Educationis

(4) Protocol for Visitors to Catholic Schools, CES, Feb.

Course overview

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 New People, New Places Classroom Shorts		Session 2 You've Got A Friend In Me	Session 2 Playing Online	Session 2 My Body, My Rules	Session 2 Loving God, Loving Others	Session 2 When I Grow Up... Classroom Shorts
		Session 3 Ready Teddy?	Session 3 Let's Get Real			Session 3 Forever Friends		Session 3 Feeling Poorly		Session 3 'Money Doesn't Grow On Trees' Classroom Shorts
								Session 4 People Who Help Us		
Key Stage 1	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 2 Who Will I Be? Classroom Shorts
		Session 3 Clean and Healthy (My Body)	Session 3 Super Susie Gets Angry	Session 3: Change Is All Around Classroom Shorts		Session 3 ...and Say Sorry		Session 3 Harmful Substances		Session 3 Needs and Wants Classroom Shorts
								Session 4 Can You Help Me? (Part 1)		
								Session 5 Can You Help Me? (Part 2)		

TenTen

Resources

Lower Key Stage 2	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 Classroom Shorts	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 Classroom Shorts	Session 2 Drugs, Alcohol and Tobacco	Session 2 What is the Church?	Session 2 Working Together Classroom Shorts
		Session 3 What is Puberty?	Session 3 I am Thankful	Session 3 Big Changes, Little Changes Classroom Shorts				Session 3 First Aid Heroes		Session 3 Money Matters Classroom Shorts
		Session 4 Changing Bodies						Session 4 Rights and Responsibilities Classroom Shorts		
		Session 5 Male/Female Discussion Groups (optional)								
Upper Key Stage 2	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 Classroom Shorts	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 Classroom Shorts	Session 2 Impacted Lifestyles Classroom Shorts	Session 2 Catholic Social Teaching	Session 2 The World of Work Classroom Shorts
		Session 3 Boys' Bodies	Session 3 Emotional Changes	Session 3 Menstruation		Session 3 Self-Talk		Session 3 Making Good Choices		Session 3 Money and Me Classroom Shorts
		Session 4 Spots and Sleep	Session 4 Seeing Stuff Online	Session 4 Hope Beyond Death		Session 4 Build Others Up Classroom Shorts		Session 4 Giving Assistance		
				Session 5 Coping with Change Classroom Shorts						