



Relationships & Sex Education Policy



St. Peter's
Catholic Primary School

Approved by: SPL Local Governing Board

Date: September 2026

Next review due by: September 2027

Our Mission

We put Jesus at the heart of everything that we do.

special kind unique inventive
generous awesome gentleness
purity helpful good positive
expressive enjoyable caring
adventurous bouncy zingy
fun truth colourful superb
confident polite compassion
friendly enthusiastic marvellous
comforting nice remarkable
happy magnificent great
meaningful forgiveness
exceptional joy wonderful
interesting creative hopeful
incredible spectacular
original brilliant peace
lovely service outstanding
dynamic amazing
dignity fabulous impressive
beautiful sacrifice
glorious fantastic tolerance
exciting terrific delicious
integrity cool considerate
phenomenal laughing funny
sharing humility loving
energetic smiling captivating
justice encouraging mercy
gracious faithful important
supporting delightful thankful
hard-working tremendous



St. Peter's
Catholic Primary School



St Raphael
the Archangel
Catholic Multi-Academy Trust

*Forming Christ-centred pilgrims of hope with kind hearts, questioning minds,
a thirst for knowledge, and a hunger for justice.*

RELATIONSHIPS AND SEX EDUCATION POLICY

This policy is based on the Catholic Education Service (CES) Model Policy for Relationships and Sex Education 2016 (revised 2026).

For the purposes of this policy, references to “parents/carers” shall be taken to include all individuals who hold parental responsibility for a child, as well as those who have been formally delegated authority to make day-to-day decisions in respect of the child (including, but not limited to, kinship carers and foster carers).

References to the Headteacher within this policy shall be read as references to the Principal, where this is the title used within the school.

SCHOOL MISSION STATEMENT

In this policy the Governors and teachers, in partnership with their Diocesan Schools’ Service, pupils and their parents, and, where appropriate, Academy Trustees, 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.

Our Relationships, Health and Sex Education (RHSE) curriculum forms an important part of our wider personal, social, health and economic education (PSHE) and our commitment to nurturing the whole child, with *Jesus at the heart of everything that we do*.

Rooted in our Catholic mission and the dignity of every human person, our RHSE curriculum helps pupils to develop the knowledge, understanding, virtues and practical skills they need to flourish, build healthy and respectful relationships, make positive choices and keep themselves and others safe.

Our programme is carefully sequenced and age-appropriate, supporting pupils' physical, emotional, social and spiritual development from Reception to Year 6. It meets the statutory requirements for Relationships Education and Health Education and, in line with national guidance, we also recognise the educational value of providing age-appropriate sex education as part of a carefully planned and coherent programme. This complements the statutory Science curriculum and supports pupils to develop an age-appropriate understanding of their bodies, relationships, growing and changing, and the responsibilities that come with growing up.

We work in partnership with parents and carers, recognising them as the primary educators of their children, and ensure that our RHSE provision is faithful to the teaching of the Catholic Church while meeting statutory requirements. Our approach seeks to equip every child with the knowledge, virtues, confidence and respect they need to flourish as a unique and valued child of God.

CONSULTATION

The school has undertaken consultation with parents and carers regarding its Relationships and Sex Education (RSE) provision through the consultation process for the Ten *Life to the Full* programme and, subsequently, *Life to the Full Plus*.

Parents and carers were provided with information about the programme, its distinctive Catholic approach, the content and progression of learning, and how RSE is taught within the wider context of Relationships, Health and Sex Education (RHSE). The initial consultation provided parents and carers with an opportunity to understand and comment on the proposed approach and resources.

Following the publication of updated Department for Education guidance on Relationships, Sex and Health Education, which came into effect in September 2026, the school undertook a further consultation with parents and carers in September 2026. This re-consultation specifically addressed the updated *Life to the Full Plus* resources and any changes to the content and approach arising from the revised guidance.

Feedback received through both consultation processes was considered by the school and has informed the implementation of the programme and the school's approach to RSE. The school remains committed to open and constructive dialogue with parents and carers and to ensuring that its RSE provision meets statutory requirements while remaining faithful to the distinctive Catholic mission, teaching and values of St Peter's Catholic Primary School.

Following consultation, 'Key Decisions' were made with regard to aspects of the RSE curriculum.

Parents and carers are informed in advance of the teaching of the relevant sessions featuring the 'Key Decisions' content and are encouraged to use the Parent Portal to engage with the learning alongside their child at home.

The 'Key Decisions' made are:

Key Decision 1: Genitalia

In the Early Years Foundation Stage, private body parts are referred to as 'privates' rather than being explicitly named. From Key Stage 1, pupils are taught the correct scientific names for genitalia.

This decision is based on two key considerations: protecting children from harmful stereotypes and safeguarding. As pupils begin to learn about similarities and differences between boys and girls, we believe it is important that this learning is accurate, respectful and does not reinforce negative or stereotypical views about gender. This complements our Protective Behaviours Programme, which supports pupils to develop a positive understanding of themselves, recognise when something does not feel right and seek help from trusted adults.

There is also a clear safeguarding rationale for using correct scientific terminology. Giving children the appropriate vocabulary for all parts of their bodies helps them communicate clearly and confidently about their own body, including if something has happened that makes them feel uncomfortable, worried or unsafe. It reduces ambiguity when children need to describe a concern and supports adults to understand and respond appropriately to disclosures.

We therefore consider teaching the correct scientific terminology to be an important, age-appropriate part of our safeguarding and RHSE curriculum, supporting children to understand, respect and communicate about their bodies.

Key Decision 2: Puberty

From Lower Key Stage 2 onwards, pupils are taught age-appropriate content about puberty and the physical and emotional changes that accompany growing up. Some content relating to specific physical changes is normally introduced in Year 4, rather than being taught progressively throughout Lower Key Stage 2. However, the timing and delivery of this content will be reviewed in light of the age, maturity and needs of each cohort, ensuring that teaching remains appropriate and responsive to pupils.

Parents and carers are informed in advance of the relevant sessions and are encouraged to use the Parent Portal to engage with the learning alongside their child at home.

We recognise that children mature at different rates and that puberty can begin at a wide range of ages. The NHS advises that: *"The average age for girls to begin puberty is 11, while for boys the average age is 12. But it's different for everyone. It's completely normal for puberty to begin at any point from the ages of 8 to 14. The process can take up to 4 years."* We therefore believe it is important that pupils receive accurate, age-appropriate information before or as these changes begin, rather than relying on children to seek information elsewhere.

Our approach also recognises that children may have questions that they feel more comfortable discussing privately with a parent or trusted adult at home. Providing families with access to the same resources supports open and positive communication, reinforces the learning taking place in school and enables parents and carers to respond to questions in a way that reflects their family values and our Catholic ethos.

This approach ensures that pupils are prepared for the changes of adolescence with accurate knowledge, confidence and an understanding that growing and developing is a normal part of life.

Key Decision 3: Life Cycles

In Lower Key Stage 2, pupils learn about the human reproductive system in an age-appropriate session called *Life Cycles*. The session does not teach about sexual intercourse.

This teaching is given in the context of being created, chosen and loved by God; the session concludes with a meditation, giving children the opportunity to reflect on how they have been wonderfully made and to understand that they are formed of body and soul as God's children.

We have chosen to teach this content because accurate, age-appropriate knowledge about the human body and life cycle helps pupils understand and prepare for the physical and emotional changes of adolescence. It also supports safeguarding by helping children develop a secure and respectful understanding of their bodies.

The teaching is rooted in our Catholic ethos, presenting pupils as wonderfully made, created and loved by God, and recognising the dignity of each person as both body and soul.

Although teaching the reproductive system is not explicitly required by statutory RHSE, DfE guidance expects primary schools to prepare pupils for adolescence and, drawing on the National Curriculum for Science, understand how a baby is conceived and born. We therefore consider this content to be an appropriate and carefully sequenced foundation for later RHSE learning. Following consultation with parents, the Governing Body has determined that this provides an appropriate step in preparing our pupils for adolescence.

Key Decision 4: Dangers of Online Content

In Upper Key Stage 2, pupils learn through the session *Seeing Stuff Online* about the risks associated with encountering pornography, explicit images and videos online.

We teach this content primarily as part of our safeguarding and online safety curriculum, under the statutory expectations set out in *Keeping Children Safe in Education 2026*. It also complements our Protective Behaviours programme. Protective Behaviours helps pupils recognise when they feel unsafe, identify trusted adults and develop strategies for seeking help. These principles are reinforced through our wider safeguarding curriculum.

We believe pupils need age-appropriate knowledge and strategies to recognise inappropriate online content, respond safely and know when and how to seek help. This supports our duty to equip children to keep themselves safe, in line with the safeguarding expectations set out in *Keeping Children Safe in Education 2026*.

The teaching is delivered sensitively within our Catholic ethos, promoting dignity, respect and the responsible use of technology. Following consultation with parents, the Governing Body has determined that this age-appropriate learning is appropriate and proportionate to the safeguarding needs of our pupils.

Key Decision 5: Talking About Sex – Where do babies come from?

In Upper Key Stage 2, pupils learn about sex within the context of answering the question 'Where do babies come from?' and developing their scientific understanding of how babies are conceived. Following consultation with parents, the Governing Body has decided that this learning will be delivered as part of our taught RHSE curriculum. While teaching about sexual intercourse is not a statutory requirement at primary school, we believe it is an appropriate and natural progression from learning about the human reproductive system, including the role of sperm and egg. Providing clear, accurate and age-appropriate information enables pupils to develop a coherent understanding of human reproduction before they transition to secondary school, where further RHSE education will build on this knowledge.

We believe that children should receive this information from trusted adults within a safe, carefully planned and age-appropriate environment, rather than being left to seek answers from potentially unreliable or inappropriate sources. The teaching is delivered with sensitivity and care, using language and resources appropriate to the age and maturity of our pupils.

The learning is also firmly rooted in our Catholic ethos. Alongside the scientific explanation of conception, pupils are encouraged to consider the meaning of love, intimacy, commitment, marriage and the dignity of every human person. The teaching reflects the Catholic understanding that sexual intimacy has its proper place within marriage, while affirming the inherent dignity and God-given worth of every child and every family.

Parents and carers are informed before the sessions and are encouraged to use the Parent Portal to access the same resources and continue the conversation at home. We recognise that children may have questions they feel more comfortable asking their parents or trusted adults in the home environment. Providing families with access to the same materials enables school and home to work in partnership and supports open, honest and positive communication.

We therefore consider this learning to be an appropriate, proportionate and carefully contextualised part of our Upper Key Stage 2 RHSE curriculum. It provides pupils with accurate knowledge about human reproduction while giving them space to reflect on relationships, love and human dignity within our Catholic understanding of the human person.

Key Decision 6: Female Genital Mutilation (FGM)

We have chosen to include age-appropriate teaching about Female Genital Mutilation (FGM) within our safeguarding and RHSE curriculum. Although FGM education is not a statutory requirement in primary schools, we believe it is an important safeguarding issue and that pupils should have the knowledge, language and confidence to recognise when something may be unsafe and seek help. The Department for Education's Relationships Education guidance requires pupils to learn about personal safety, bodily autonomy, recognising unsafe situations, reporting concerns and seeking help from trusted adults. Teaching about FGM supports these safeguarding objectives and helps prepare pupils to keep themselves safe.

This learning complements our Protective Behaviours Programme, reinforcing that pupils have the right to feel safe, that their bodies belong to them, how to recognise unsafe situations and how to seek help from trusted adults. It also reinforces wider safeguarding messages about bodily privacy, personal boundaries and not keeping harmful secrets.

The National FGM Centre recommends that primary schools consider age-appropriate education about FGM, recognising that primary-aged children may be at risk. We therefore believe that safeguarding education should reflect risks that children may face and equip them to seek support.

Teaching is sensitive, carefully planned and adapted to pupils' age, maturity and needs. It focuses on personal safety, bodily autonomy, recognising unsafe situations and knowing how and where to seek help. Older pupils may also learn that FGM is a form of child abuse and is illegal in the UK.

The learning is delivered through *Life to the Full* within our Keeping Safe curriculum and our Catholic ethos, which affirms the dignity and worth of every person and their right to be safe and protected from harm.

Following consultation with parents and consideration by the Governing Body, we have determined that this learning forms an appropriate and important part of our safeguarding curriculum.

Key Decision 7: Discussing Protected Characteristics Concerning Sex

In Upper Key Stage 2, pupils are taught about fairness, prejudice, discrimination and bullying. As part of this learning, pupils consider age-appropriate scenarios relating to the protected characteristics of sex and sexual orientation.

We have chosen to include this content because pupils should understand that every person has inherent dignity and should be treated with respect, regardless of differences. Teaching pupils to recognise unfair treatment, prejudice, discrimination and harmful stereotypes helps them develop the knowledge and confidence to respond appropriately, challenge unkind or harmful behaviour and seek help when something is not right.

This learning supports our safeguarding, anti-bullying and Protective Behaviours curriculum, helping pupils to recognise behaviour that is unfair, discriminatory or harmful and promoting respectful, inclusive relationships in which every child is valued.

It also supports the British Values of mutual respect, tolerance and democracy, encouraging pupils to listen to different perspectives, discuss issues respectfully and understand that differences or disagreement must never lead to bullying, prejudice or discrimination.

The teaching is carefully adapted to the age and maturity of our pupils and is rooted in our Catholic ethos and our belief that every person is created in the image and likeness of God and has inherent dignity and worth. Pupils are encouraged to recognise and celebrate the uniqueness of each person and to treat others with kindness, compassion and respect.

Following consultation with parents and consideration by the Governing Body, we have determined that this age-appropriate learning forms an appropriate and important part of our RHSE, inclusion, safeguarding and British Values curriculum.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Autumn term 2026.

This policy will be reviewed every year by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is Autumn 2027.

Dissemination

This 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.

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”. High quality RSE does this by promoting their “moral, social, mental and physical development” and cultivating “positive characteristic including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness”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. In 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.”² This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSE 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, RSE 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.”³

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. There is also a separate requirement for maintained secondary schools to teach about HIV, AIDS and sexually transmitted infections. (This does not currently apply to academies).

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 of 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.

¹ 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.2

² 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.7

³ 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.11

At the heart of the Christian life is the Trinity; Father, Son and 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 (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and 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. It will also prepare pupils for life in modern Britain.

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 Mission 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, our school aims state that we will 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"⁴ 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**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- 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;
- recognising the importance of marriage and family life;
- fidelity in relationships.

⁴ *Gravissimum Educationis* 1

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;
- how to keep themselves safe by 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 and the nature and meaning of sexual love;
- 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;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Outcomes

INCLUSION AND ADAPTIVE TEACHING AND 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. (In looking at these questions, it is important to draw links to the school's inclusion policy).

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 and sex curriculum.

Our Relationships, Health and Sex Education (RHSE) is delivered through the Ten:Ten *Life to the Full Plus* programme, alongside complementary learning within the wider curriculum and our safeguarding provision. A range of age-appropriate teaching strategies is used to create a safe, respectful and supportive learning environment in which pupils feel able to engage, ask questions and participate appropriately.

Teaching is carefully sequenced and adapted to the age, maturity, needs and circumstances of each cohort. Where appropriate, RHSE learning is reinforced through other curriculum areas, including Religious Education, Science, Computing and our safeguarding and Protective Behaviours programme.

Pupils' learning is recorded in dedicated RHSE books, providing a clear record of learning and progression across the programme. Where RHSE content is delivered through or reinforced by another curriculum area, learning may also be recorded within the relevant subject.

Assessment is primarily formative and takes place throughout lessons to check understanding, identify misconceptions and inform future teaching. Where appropriate, summative assessment activities are used to review pupils' understanding of key knowledge and concepts taught through each module.

PROGRAMME / RESOURCES

Appendices to this policy provide further information about the programme and resources for suggested use.

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 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 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 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 continue to have **the right to withdraw** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE's RSE and Health Education guidance, July 2025 p.6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

BALANCED CURRICULUM

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 (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). 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 and sex education programme resides with the Principal, RSHE Lead and class teachers.

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 often 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 'Checklist for External Speakers to Schools'⁵.

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 the policy meets statutory requirements;
- 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.

Principal

The Principal takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service, Academy Trustees (where appropriate) and the Local Education Authority, also appropriate agencies.

PSHE/RSE (RHSE) Co-Ordinator

The co-ordinator with the Principal 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 deputy and the member of staff with responsibility for child protection).*

⁵ CES Checklist for External Speakers to Schools, 2016

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.

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.

Pupils with specific challenges, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills within their capacity. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement 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. Where children ask questions in relation to content that is restricted to older children, as advised in our *Key Decisions*, we will refer the child to their primary educator at home.

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 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)

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 hints at abuse or another safeguarding concern, is deliberately tendentious or is of a personal nature.

Teachers will respond calmly and sensitively, maintaining appropriate professional boundaries. Where appropriate, the question may be addressed privately or followed up with the pupil outside the lesson.

If a question, comment or disclosure raises a safeguarding concern, staff will follow the school's Child Protection and Safeguarding Policy and report the concern promptly to the DSL or appropriate Deputy DSL. Staff will not investigate concerns themselves or promise confidentiality. Any disclosure will be listened to calmly and taken seriously.

Responses will remain age-appropriate and consistent with the school's Catholic ethos, safeguarding procedures and RHSE policy.

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 Safeguarding Lead (or a deputy in their absence).

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 circumstances 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 RHSE Co-ordinator 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.

RELATED POLICIES

- SEND Policy
- Equality Information & Objectives
- Child Protection & Safeguarding
- Anti-bullying & Harassment
- Data Protection
- Information Security & Privacy Notices