



# Relationships, Sex and Health Education Policy

**Responsible for policy**  
**Policy status**  
**Chair of Directors**

**CC3 Quality, Provision, Performance and Standards**  
**Statutory**

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## Definitions

In this **Relationships, Sex and Health Education Policy**, unless the context otherwise requires, the following expressions shall have the following meanings:

- I. **‘The Romero Catholic Academy’** means the Company named at the beginning of this **Relationships, Sex and Health Education Policy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, SS Peter and Paul, St Gregory, St John Fisher, St Patrick, Cardinal Wiseman, Shared Services Team.**
- II. **‘Romero Catholic Academy’** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- III. **‘Board’** means the board of Directors of the Romero Catholic Academy.
- IV. **‘Chair’** means the Chair of the Board or the Chair of the Local Governing Body of the Academy appointed from time to time, as appropriate.
- V. **‘Governance professional’** means the Clerk to the Board or the Clerk to the Local Governing Body of the Academy appointed from time to time, as appropriate.
- VI. **‘Chief Education Officer (CEO)’** means the person responsible for performance of all Academies and Staff
- VII. **‘Diocesan Schools Commission’** means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
- VIII. **‘Local Governing Body’** means the governing body of the School.
- IX. **‘Governors’** means the governors appointed and elected to the Local Governing Body of the School, from time to time.
- X. **‘Principal’** means the substantive Principal, who is the person with overall responsibility for the day to day management of the school.
- XI. **‘School’** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- XII. **‘Shared Services Team’** means the staff who work in the central team across the Company (e.g. HR/ Finance)
- XIII. **‘Vice-Chair’** means the Vice-Chair of the Governing Body elected from time to time.
- XIV. **‘RSHE’** means Relationships, Sex and Health Education.
- XV. **‘PSHE’** means Personal, Social, Health and Economic Education.
- XVI. **‘TenTen’** is a service from the founders of the Catholic professional theatre company, TenTen, which aims to provide high quality, media rich, resources to the classroom, staffroom and assembly hall which will enrich the Catholic ethos and identity of all schools.

## 1. Introduction

In this policy the Board of Directors, Local Governing Body of each school and teachers, in partnership with pupils and their parents, set out their intentions about relationships, sex and health education (RSHE). We set out our rationale for, and approach to relationships, sex and health education in the school. This policy is for all eight schools in The Romero Catholic Academy from Nursery to Year 13.

## 2. Our Vision Value and Aims

Our vision and desired future is to be a “A Beacon of Excellence for Catholic Education from 2 to 19 year olds”. Our objectives and our approach to reach those objectives is defined in our *Mission statement* “*We are a Christ-centred Community dedicated to faith formation, academic excellence and individual growth for all of our young people, all rooted in the Gospel message of Jesus Christ.*”

### **Our Romero values provide the guiding compass for our work:**

- **Respect** - We respect and value those we work with and the contribution that they make. Through this policy, we seek the respect of each member of our community of faith.
- **Integrity** - We act fairly, ethically and openly in all we do making the right decision for the right reason.
- **Service** - We put our children at the centre of all that we do. Through this plan, we believe that every child, pupil, student and adult can be nurtured supported and challenged to reach their God-given talents and skills
- **Excellence** - We use our energy, skills and resources to deliver the best, sustainable results. Through this policy, we are resourceful in what we do, in whatever it takes, to provide excellence in the pursuit of positive relationships within a Catholic community.

### **As eight Catholic Schools, collectively The Romero Catholic Academy’s aims are:**

- **Spiritual Growth** - An ethos in which the Gospel message is proclaimed, community in Christ experienced, service to each other and the wider world community is recognised, and thanksgiving and worship of our God is cultivated. At all times we need to teach that we ‘love one another as I have loved you’ linking back to Maundy Thursday.
- **Formation of the Whole Person** - Providing well rounded high quality education that empowers and enables pupils to recognise their full potential and respond to what God calls them to be.
- **Inspire, innovate and excel** - Building on the collaborative success of the Romero Partnership our schools will be inspirational, academically rigorous and innovative, achieving standards of excellence in all settings, supported by exceptionally caring staff who reflect the light of Christ and model strong relationships.
- **Family Partnership** – Being sensitive to the structures of families but upholding parents and guardians in their role as primary educators of their children.
- **Vibrant Communities** - Ensure diverse, dynamic, welcoming, compassionate communities available to all.
- **Global awareness** - Nurture the personal integrity and faith development of pupils that also challenges them to know and understand communities around the world.
- **Stewardship** - Ensuring a vibrant, sustainable future for our schools through unified support and prudent management of resources.

### 3. Consultation of this Policy

This policy has been written with consultation of the following:

- Pupil focus groups/school council
- Questionnaires to parents/carers, using online Consultation Tool (**See Appendix**)
  1. Adapted Parent Letter
  2. Parent Consultation letter
  3. Parent Consultation Survey Questions)
- Review of RSHE curriculum content with staff and pupils
- Consultation with wider school community e.g. school nurse, RE advisor
- Consultation with Board of Directors and Governing Body

### 4. Dissemination

The policy will be given to all members of the Board of Directors, 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 The Romero Catholic Academy Policy page. A copy is available in the school office. Details of the content of the RSHE curriculum will also be published on the school's web site.

### 5. Defining Relationship, Sex and Health Education

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”

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 fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”

This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSHE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”

### 6. Statutory Curriculum Requirements

We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science.

### 7. 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 RSHE 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 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. RSHE, 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) RSHE 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 RSHE 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.

RSHE will explicitly complement the Religious Education Directory (RED) by embedding themes such as Catholic Social Teaching, Living in the Wider World, and Virtues/Character Education. RSHE sessions will be accompanied by opportunities for prayer, guided reflection, and liturgical participation in line with the Prayer and Liturgy Directory (PLD). Examples include prayers on dignity, forgiveness, and vocation; and using liturgical seasons to deepen understanding of self-giving love and service.

## 8. Values and Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. We believe that across the Romero Catholic Academy, we should create a safe and stimulating environment where everyone knows that they are valued as God's children. Every person has the right to be treated with respect and each person has the responsibility to treat others in the same way. We believe that all pupils and students, regardless of their starting points, can achieve if they are taught well and are supported effectively. Our belief is underpinned by clear values that drive our moral compass across schools and this permeates our collective pursuit of excellence:

- **Respect** We respect and value those we work with and the contribution that they make.
- **Integrity** We act fairly, ethically and openly in all we do.
- **Service** We put our children at the centre of all that we do
- **Excellence** We use our energy, skills and resources to deliver the best, sustainable results.

Through the journey of learning and most importantly faith, we strive to create a safe and disciplined environment, where pupils are able to learn, flourish and fulfil their God-given potential.

These values are further supported by **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. In Primary schools, the values and virtues from the 'Catholic Schools Pupil Profile' will also be promoted.

Virtues explicitly mentioned in Primary TEN TEN are:

- Theme 1 - respect, patience, grateful;
- Theme 2 – forgiveness, honesty, care and respect;
- Theme 3 – justice, fairness and self-giving.

## 9. Aim of RSHE and the mission statement

Our Mission Statement "***A Beacon of Excellence for Catholic Education from 2 – 19 years***" commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, our eight schools 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 or carers, in the Romero Catholic Academy, across our eight schools, we will provide children and young people with a "positive and prudent sexual education<sup>2</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.***

RSHE will form pupils for Christian mission by teaching vocation and the call to holiness within relationships; encouraging service, stewardship, and responsibility as expressions of love and discipleship; and highlighting how healthy relationships and personal virtue contribute to the Common Good.

## 10. 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.

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;

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<sup>2</sup> [Gravissimum Educationis](#)

- 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. **(Secondary only)**

## 11. Outcomes

### Inclusion and Differentiated Learning

We will ensure RSHE 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 Special Educational Needs and Disability policy).

### Equalities Obligations towards protected characteristics

The Board of Directors and Local Governing Body have wider responsibilities under the Equalities Act 2010 and will ensure that across our eight schools we strive 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 (protected characteristics) or whether they are looked-after children.

### Broad Content of RSHE

Three aspects of RSHE - **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.

### Programme/Resources

1. Primary schools will be adopting ‘Life to the Full’ by Ten Ten Resources and an overview can be found in the Appendices – (See Appendix 4. ‘One Page Overview.’)
2. All that I am – and The Road Ahead is a Diocesan resource which may be used to supplement some of the Sex Education element of this programme.
3. Jigsaw is a PSHE resource which may also be used supplement the teaching of RSHE.
4. Cardinal Wiseman Catholic School has commenced teaching “A Life to the Full” by Ten Ten. This is being run as an additional RE lesson in all year groups 7-13 during tutor time. Whilst the statutory obligations incumbent upon schools has been put back until Easter 2021, the secondary school has

decided to embark on teaching the schemes of work upon return to school since there are elements within them that focus on self esteem and mental health which are a priority in ensuring that students have a successful reintegration back into school life after lockdown.

No two Primary schools will roll out the Life to the Full programme in the same way. Every school will make an independent decision about when and how the lessons should be taught. This is dependent on:

- The age and stage of the children in the classroom;
- What children have or haven't been taught previously;
- What the governing body, in consultation with parents and SLT, choose to teach and when.

Each school will select from the following 3 pathways to deliver the Ten Ten Programme:

- **Pathway #1** – The programme is taught over two years, with one teaching term per year and no repetition of content
- **Pathway #2** – The programme is taught over two years, with sessions spread out across three terms each year. There is no repetition of content.
- **Pathway #3 – \*Recommended\*** The programme is taught over three terms each year. This means that the full Learning Stages are run twice (e.g. the full KS1 programme is run with Year 1 and then repeated with Year 2).

Teaching strategies will include:

- establishing ground rules
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification
- Music and prayer

### **Pastoral Needs of Pupils:**

Where pupils have specific pastoral needs, the relevant adult (e.g., chaplain, DSL, SENCo, RSHE lead) will provide personalised support in line with Catholic teaching and safeguarding protocols. This ensures compassionate care and dignity while remaining faithful to the Catholic vision of the human person.

## **12. Assessment**

Pupils learning in RSHE will be assessed in the following ways:

- **Primary** – Assessment activity to be completed by pupils at the beginning and end of each unit.

- **Secondary** - Assessment to be conducted at the conclusion of units. All students have been issued with an RHSE knowledge booklet which will be used by students as we progress providing evidence of participation in the programme.

### **Spiritual and Moral Assessment:**

Alongside academic assessment, RSHE will include reflective journals or prayer activities to assess growth in virtues (e.g., respect, chastity, compassion), structured opportunities for pupils to articulate understanding of Catholic teaching, and qualitative indicators of moral development (e.g., participation in service, reconciliation, and restorative practices).

## **13. Parents and Carers**

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a partnership of eight Catholic schools, 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 **email** when the more sensitive aspects of RSHE 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 RSHE 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 RSHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSHE programme to meet their child's needs.

### **For Primary parents/carers**

- Ten Ten Resources [here](#) – Parents can learn everything they need to know about Life to the Full Programme.
- Parents will be sent an online questionnaire to gather their views.
- 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 Principal. 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 guidance](#) Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

## **14. 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 RSHE 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 RSHE (this will include aspects 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.

### **Digital Culture and Online Dignity:**

RSHE will teach digital dignity and responsible use of technology; address the dangers of pornography, exploitation, and online harms from a Catholic perspective; and equip pupils to critically assess digital influences, cultivate temperance and prudence online, and seek help promptly when needed.

## **15. Responsibility for Teaching the Programme**

Responsibility for the specific relationships and sex education programme lays with the relevant teaching staff; this will normally include science, religious education, physical education, RSHE and PSHE leaders.

However, all staff will be involved in developing the attitudes and values aspect of the RSHE 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.

## **16. External Visitors**

Across the eight schools within The Romero Catholic Academy, we will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. 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'. This is included in our '**TRCA No Platform Policy**'.

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.

### **External Visitor Protocol:**

External contributors will be selected, vetted, and supervised in accordance with MAC safeguarding policies and CES guidance. Sessions must complement teacher-led learning, adhere to Catholic principles, use negotiated ground rules to minimise disclosures, and avoid content or approaches inconsistent with Church teaching. A pre-visit briefing and post-visit evaluation may be required.

## **17. Roles and Responsibilities**

### **Board of Directors**

- Through CC3, Quality, Provision, Performance and Standards Committee, oversee the implementation of the RSHE policy, in consultation with parents and teachers; RE leads, Senior leaders and the Local Governing Body across the eight schools
- Ensure that the policy is available to parents and carers;
- 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 or carers know of their right to withdraw their children;
- Establish a link Academy representative 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 RSHE within PSHE.

### **Principal**

The Principal within in each school, takes overall delegated responsibility for the implementation of this policy and for liaison with the Board of Directors, Local Governing Body, Diocesan Schools' Service and appropriate agencies, including Local Authority.

### **PSHE/RSHE Co-Ordinator**

The co-ordinator with the Principal of each individual school 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 RSHE and the provision of in-service training. *(They may be supported by the curriculum Senior Leader and the member of staff with responsibility for child protection).*

### **All Staff**

RSHE 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 RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE. 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.

### **Staff Formation:**

All staff delivering RSHE will receive annual theological and pedagogical training (e.g., CES/TenTen courses) and diocesan CPD. Induction will include Catholic anthropology, virtue ethics, and safeguarding in sensitive topics; ongoing formation will ensure fidelity to Catholic teaching and compliance with statutory guidance.

## **18. Children's Questions**

The Board of Directors and Local Governing Body across the eight schools, want to promote a healthy, positive atmosphere in which RSHE 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.

## **19. Controversial or Sensitive Issues**

There will always be sensitive or controversial issues in the field of RSHE. These may be 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 Board of Directors and Academy Committees believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE 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 (RSHE) and Health Education, Managing difficult questions, Page 23 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, is deliberately tendentious or is of a personal nature.

## **20. Supporting Children who are at Risk**

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE 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.

### **Pastoral Support & Safeguarding**

Effective RSHE provides safe spaces to discuss what is and is not appropriate in relationships. Where concerns arise, staff will follow safeguarding procedures. Pupils with particular pastoral needs will receive personalised support from the relevant adult, with clear referral routes to chaplaincy, counselling, or external agencies where appropriate.

## **21. Confidentiality and Advice**

The Board of Directors, in partnership with individual Local Governing Bodies, 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 RSHE 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. Support can be provided by the pastoral team. 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, principal, but that the pupils would always be informed first that such action was going to be taken

## **22. Evaluation of Policy**

1. The RSHE Co-ordinator, within each school, 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.
2. The Board of Directors remain ultimately responsible for the policy and information and evaluations will be gathered through CC3 Quality, Provision, Performance and Standards Committee which meets termly.

### 23. Links to other policies and key documents

This RSHE 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, SEND)

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 RSHE in PSHE classes will link to/complement learning in those areas identified in the RSHE audit.

This RSHE Policy is linked to our:

- TRCA Anti-Bullying Policy
- TRCA No Platform Policy
- TRCA Special Educational Needs and Disability Policy

#### External documents

- Relationships Education, Relationships and Sex Education (RSHE) and Health Education: [Click here](#)

### 24. Monitoring and Review

- The Board of Directors delegate the implementation of this policy to the Academy Committee.
- This policy will be reviewed by CC3 Quality, Provision, Performance and Standards.

### MAC-wide Consistency & Quality Assurance

All schools will follow a common MAC RSHE framework with agreed pathways and minimum standards. Local adaptations may occur, but core Catholic content and ethos must remain consistent. Quality assurance will include annual programme audits, lesson observations, pupil voice, feedback, and governor monitoring, with findings reported to the Board (via CC3).

## Appendix 1 – Adapted Parent Letter

The programme adopts a spiral curriculum approach so that as your child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last.

*The Sex Education element of the programme is highlighted in red. Parents have the right to withdraw their child from these sessions.*

### **Module One: Created and Loved by God**

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

**Key Stage One** – that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.

**Lower Key Stage Two** – understanding differences, respecting our bodies, **puberty and changing bodies (recommended for Year 4+)**, strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.

**Upper Key Stage Two** – appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional well-being, a more nuanced and scientific understanding of life in the womb **and how babies are made**, and menstruation.

### **Module Two: Created to Love Others**

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

This religious understanding is then applied to real-world situations relevant to the age and stage of the children:

**Key Stage One** – In the Unit 'Personal Relationships', children are taught to identify the Special People in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. In the Unit 'Keeping Safe', we explore the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, the difference between good and bad secrets, and teaching on physical boundaries (incorporating the PANTS resource the NSPCC).

**Lower Key Stage Two** – The sessions here help children to develop a more complex appreciation of different family structures and there are activities and strategies to help them develop healthy relationships with family and friends; here, they are also taught simplified Cognitive Behavioral Therapy (CBT) techniques for managing thoughts, feelings and actions.

Once again, for the 'Keeping Safe' unit, there are some excellent NSPCC resources, as well as teaching on bullying and abuse through a series of animated stories.

**Upper Key Stage Two** – The sessions for UKS2 in the 'Personal Relationships' module aim to equip children with strategies for more complex experiences of relationships and conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and further teaching on how our thoughts and feelings have an impact on how we act

### **Module Three: Created to Live in Community**

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

In the first Unit, Religious Understanding, the story sessions help children to develop a concept of the Trinity.

In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.

## Appendix 2 – Parent Consultation Letter

Relationships Education and Health Education is statutory in all primary schools in England. This subject will build on the non-statutory lessons we have previously taught in RSHE.

As a Catholic school, our mission is to support the spiritual, moral, social and cultural development of all of our pupils, rooted in the wisdom and teaching of the Church. The education of children in human sexuality is an important, precious and privileged responsibility. The Church teaches us that this is very much a partnership with parents, in which parents are the ‘first educators’ of their children on these matters; ultimately, you confer on us the right to co-educate your children with you.

We have been researching various programmes that are available and have decided to adopt **Life to the Full** by Ten Ten Resources. Ten Ten is an award-winning Catholic educational organisation that is well-respected and very experienced in this field of work.

Life to the Full has been approved by our diocese. Furthermore, Ten Ten have entered into a partnership with the Catholic Education Service and the Department for Education to provide training for teachers in Catholic schools on the subject of the new statutory curriculum. Therefore, we are confident that this programme is a very good fit for our school.

Through their programme, Ten Ten understand the foundational role that parents have in educating and nurturing their children on these matters. Within the programme, they have built in resources which will not only keep you informed about what is being taught in school, but will also give you the opportunity to engage your children in discussion, activity and prayer.

We would like to have your feedback on our approach, and particularly on the key decisions that we need to take regarding the teaching of certain topics. To this end, we have opened a consultation period during which we welcome your feedback.

Ten Ten have provided an online **Parent Consultation Tool**. This is a simple-to-follow, short online course which:

- Outlines the statutory changes that will take place.
- Articulates a vision for Catholic Relationships and Health Education.
- Explains how Life to the Full aims to help us fulfil the statutory curriculum with a Catholic ethos.
- Provides some information about key decisions we need to make, in consultation with parents.
- Answers some Frequently Asked Questions.

Ten Ten have also provided an **Online Parent Portal** which will be a tool we can use throughout the year to keep you informed and updated about the work we are doing in school.

To take part in the consultation, please do the following:

- Access the Parent Consultation Tool [here](#)
- You will need the following login credentials for our school:
  - Username: **Your Parent Login Username**
  - Password: **Your Parent Login Password**
- Undertake the Parent Consultation course provided.
- Complete the following questionnaire:  
**Add a link to your own questionnaire or survey**
- Send us your feedback by **deadline date**

**Provide any additional information about how parents can consult with you.**

We hope that our approach not only assures you about the new subject we are going to undertake; we hope that this will be an important and exciting opportunity for our entire school community.

### Appendix 3 – Parent Consultation Survey Questions

Please use and adapt the questions below for your own consultation survey. You may like to upload the questions to an online survey tool such as [Google Forms](#) or [Survey Monkey](#).

Name of parent(s)/carer	
Name of child(ren)	

Select an answer for each of the following questions. If you have any further comments to add, use the comment box beneath each question.

<b>After reading the information in the Parent Consultation Tool about the content of 'Life to the Full':</b>				
<b>I understand what my child will be taught and when.</b>				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree
<b>I am comfortable with the Catholic ethos of the programme.</b>				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree
<b>I trust my school's judgment in delivering this programme.</b>				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree
<b>I feel that my child will need additional support in understanding some of this content.</b>				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

<b>I understand and accept that my role is as the ‘first educator’ of my child on matters related to teaching human sexuality.</b>				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree
<b>I would value further support from school about how to talk to my child about sensitive issues.</b>				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree
<b>The option to teach some elements of the programme is left to the discretion of schools in consultation with parents. These areas are called ‘Key Decisions’ and cover the discussion of genitalia (KS1), puberty (LKS2) and sexual intimacy (UKS2).</b>				
<b>I approve of my child learning the names of external genitalia in KS1.</b>				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree
<b>I think Year 4 is a good time to start learning about physical changes during puberty.</b>				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree
<b>I am happy for my child to be taught about sexual intimacy in Year 6, in a way that is respectful of Catholic beliefs.</b>				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree
<b>I think it is important that pornography is covered from an internet safety perspective.</b>				
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

<b>I think it is important that pornography is discussed as a way in which people are ‘used’.</b>
Strongly agree   Agree                      Undecided      Disagree      Strongly disagree
<b>I would like further details regarding the optional content around these ‘Key Decisions’.</b>
Strongly agree   Agree                      Undecided      Disagree      Strongly disagree
<b>In the box below, write any further comments or queries that you have:</b>
<b>COMMENT BOX</b>



## Appendix 4 – Primary Programme Overview

CORE THEME	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 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the wider World
Key Stage 1	Story Sessions: <a href="#">Handmade With Love (Kester's Adventures)</a>	<b>Session 1:</b> <a href="#">I am Unique (Me)</a>	<b>Session 1:</b> <a href="#">Feelings, Likes and Dislikes</a>	<b>Session 1:</b> <a href="#">The Cycle of Life</a>	<b>Session 1:</b> <a href="#">God Loves You</a>	<b>Session 1:</b> <a href="#">Special People</a>	<b>Session 1:</b> <a href="#">Being Safe</a>	<b>Session 1:</b> <a href="#">Trinity House</a>	<b>Session 1:</b> <a href="#">The Communities We Live In</a>
		<b>Session 2:</b> <a href="#">Girls and Boys (My Body)</a>	<b>Session 2:</b> <a href="#">Feeling Inside Out</a>			<b>Session 2:</b> <a href="#">Treat Others Well...</a>	<b>Session 2:</b> <a href="#">Good Secrets &amp; Bad Secrets</a>	<b>Session 2:</b> <a href="#">Who Is My Neighbour?</a>	
		<b>Session 3:</b> <a href="#">Clean &amp; Healthy (My Health)</a>	<b>Session 3:</b> <a href="#">Super Susie Gets Angry</a>			<b>Session 3:</b> <a href="#">...and Say Sorry</a>	<b>Session 3:</b> <a href="#">Physical Contact</a>		

CORE THEME	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 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Lower Key Stage 2	<b>Story Sessions:</b>  <a href="#">Designed for a Purpose (Kester's Adventures)</a>	<b>Session 1:</b> <a href="#">We Don't Have To Be The Same</a>	<b>Session 1:</b> <a href="#">What Am I Feeling?</a>	<b>Session 1 (Yr4+):</b> <a href="#">Life Cycles</a>	<b>Story Sessions:</b> <a href="#">Jesus, My Friend</a>	<b>Session 1:</b> <a href="#">Friends, Family and Others</a>	<b>Session 1:</b> <a href="#">Sharing Online</a>	<b>Session 1:</b> <a href="#">Trinity House</a>	<b>Session 1:</b> <a href="#">How Do I Love Others?</a>
		<b>Session 2:</b> <a href="#">Respecting Our Bodies</a>	<b>Session 2:</b> <a href="#">What Am I Looking At?</a>				<b>Session 2:</b> <a href="#">Chatting Online</a>		
		<b>Session 3 (Yr4+)</b> <a href="#">What is Puberty?</a>	<b>Session 3:</b> <a href="#">I Am Thankful!</a>				<b>Session 2:</b> <a href="#">When Things Feel Bad</a>	<b>Session 2:</b> <a href="#">What is the Church?</a>	
	<b>Session 1:</b> <a href="#">The Sacraments</a>	<b>Session 4 (Yr4+)</b> <a href="#">Changing Bodies</a>	<b>Session 3:</b> <a href="#">I Am Thankful!</a>			<b>Session 3:</b> <a href="#">Physical Contact</a>			
		<b>Session 5 (Yr4+)</b> <a href="#">Discussion Groups - optional</a>							

CORE THEME	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 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Upper Key Stage 2	<b>Story Sessions:</b>  <a href="#">Made to Grow (Kester's Adventures)</a>	<b>Session 1:</b> <a href="#">Gifts and Talents</a>	<b>Session 1:</b> <a href="#">Body Image</a>	<b>Session 1:</b> <a href="#">Making Babies (P1)</a>	<b>Session 1:</b> <a href="#">Is God Calling You?</a>	<b>Session 1:</b> <a href="#">Under Pressure</a>	<b>Session 1:</b> <a href="#">Sharing Online</a>	<b>Session 1:</b> <a href="#">Trinity House</a>	<b>Session 1:</b> <a href="#">Reaching Out</a>
		<b>Session 2:</b> <a href="#">Girls' Bodies</a>	<b>Session 2:</b> <a href="#">Peculiar Feelings</a>	<b>Session 2:</b> <a href="#">Making Babies (Pt2)</a>		<b>Session 2:</b> <a href="#">Do You Want a Piece of Cake?</a>	<b>Session 2:</b> <a href="#">Chatting Online</a>	<b>Session 2:</b> <a href="#">Catholic Social Teaching</a>	
		<b>Session 3:</b> <a href="#">Boys' Bodies</a>	<b>Session 3:</b> <a href="#">Emotional Changes</a>	<b>*Optional. See your Programme Coordinator</b>		<b>Session 3:</b> <a href="#">Self-Talk</a>	<b>Session 3:</b> <a href="#">Physical Contact</a>		
		<b>Session 4:</b> <a href="#">Spots and Sleep</a>	<b>Session 4:</b> <a href="#">Seeing Stuff Online</a>	<b>Session 3:</b> <a href="#">Menstruation</a>					

## Appendix 5 – Secondary Programme Overview

<b>Overview</b>										
Life to the Full Secondary										
 										
Class	RE, PSHE or Tutor Time							Whole Year		
Main themes	All	Created and Loved by God			Created to Love Others		Created to Live in Community	All		
Focus	<b>Religious Understanding</b>	<b>Me, My Body, My Health</b>	<b>Emotional Well-Being</b>	<b>Life Cycles</b>	<b>Personal Relationships</b>	<b>Keeping Safe</b>	<b>Living In The Wider World</b>	<b>Cinema In Education</b> <small>Whole or half-year groups</small>		
Themes per programme	<b>Theme 1</b>	<b>Theme 2</b>	<b>Theme 3</b>	<b>Theme 4</b>	<b>Theme 5</b>	<b>Theme 6</b>	<b>Theme 7</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>
<b>Year 7</b>	Who Am I?	Changing Bodies	Healthy Inside & Out	Where We Come From	Family and Friends	My Life on Screen	Living Responsibly	Facts of Life	Seeking & Offering Support	Looking in the Mirror
<b>Year 8</b>	Created and Chosen	Appreciating Differences	Feelings	Before I Was Born	Tough Relationships	Think Before You Share	Wider World	The Trouble with Max	Trust the Truth Part One	Trust the Truth Part Two
<b>Year 9</b>	The Search for Love	Love People, Use Things	In Control of My Choices	Fertility and Contraception	Commitment and Marriage	Understanding Consent	Human Rights - And Wrongs	Love, Honour, Cherish	The Gift of Sex	The Gift of Self
<b>Year 10</b>	Authentic Freedom	Self-Image	Beliefs, Values, Attitudes	Parenthood	Pregnancy and Abortion	Abuse	Solidarity	Babies	Responding to an Unexpected Pregnancy	Safe Sex or Save Sex?
<b>Year 11</b>	Self-Worth	Addiction	Eating Disorders	Birth Control	Pornography	STIs	Coercive Control	Truth and Lies	Truth or Lies Part One	Truth or Lies Part Two
<b>Year 12</b>								Common Room	Life in Sixth Form Part One	Life in Sixth Form Part Two
<b>Year 13</b>								Bakhita's Prayer	Understanding Human Trafficking	Taking Action

**Appendix 6 – Compliance Check (CES, RED, PLD, CSI)**

**Compliance Checklist (CES, RED, PLD, CSI)**

<b>Requirement</b>	<b>Evidence</b>
CES RSHE Guidance & Model Policy referenced	Policy sections 1, 5, 14, 16, 17; footnotes
RED alignment (CST, Virtues, Living in the Wider World)	Sections 7a, 9a
PLD alignment (Prayer, Reflection, Liturgical links)	Sections 7a, 12a
CSI mapping (CLM descriptors)	Appendix 7
Consultation protocols documented	Appendix 8
External visitor protocols	Section 16a
Staff formation & CPD	Section 17a
Pastoral care wording (no gender ideology)	Sections 11a, 20a
Digital culture & online dignity	Section 14a

## Appendix 7- Governor Audit Tool for RSHE

Appendix 6. Governor Audit Tool for RSHE Governors should review: (1) Policy fidelity to Catholic teaching and CES guidance; (2) Parental consultation evidence; (3) Curriculum mapping to RED/PLD and CSI; (4) Staff training records; (5) Safeguarding procedures for disclosures; (6) Use of vetted external visitors; (7) Assessment of spiritual/moral development; (8) Pupil and parent voice; (9) Annual QA report to Board.

- Policy references CES model policy and diocesan directives.
- RSHE content integrates prayer/liturgy and virtue formation.
- Consultation logs and materials published to parents.
- Delivery pathways consistent across MAC schools.
- Staff have completed CES/TenTen training; induction for new staff.
- Safeguarding and pastoral referral routes clear and used.
- External visitor protocol applied; pre/post visit forms retained.
- Assessment includes reflective journals/virtue tracking.
- QA cycle completed; actions tracked to completion.

## Appendix 8 – RSHE & CSI Framework

### **RSHE contributes to CSI Catholic Life & Mission:**

- CLM1.3 Moral development (virtue practice in RSHE);
- CLM1.4 Catholic Social Teaching (service/Common Good units);
- CLM1.5 Respect for self and others (consent, dignity);
- CLM1.6 Chaplaincy (pastoral support for RSHE topics).

Leadership and Provision descriptors evidenced via staff formation, curriculum quality, and prayer/liturgy integration.

## Appendix 9 – Consultation Protocol (Parents, Governors, Staff, Pupils, External Partners)

Stages:

- (1) Draft RSHE plan published;
- (2) Parent information sessions and online portal;
- (3) Surveys for parents/pupils/staff;
- (4) Governor scrutiny and approval;
- (5) Publication of final policy and curriculum overview;
- (6) Ongoing feedback loop with annual review.

All materials accessible and transparent.