




**Bishop Wilkinson**  
Catholic Education Trust  
Through Christ, in Partnership

## Relationship and Sex Education Policy

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| Signed by the Chair                              |  |
| First Date Approved by Local Governing Committee | June 2024   |
| Statutory Policy                                 | Yes   |
| Required on Website                              | Yes   |
| Review Period                                    | Annual  |
| Reviewed by                                      | Local Governing Committee   |
| Review Date                                      | November 2025   |
| Next Review Date                                 | November 2026   |

## **Mission:**

Provide a curriculum that fosters:

- Respect for all people as children of God
- Relationships with one another based on mutual respect and care
- An understanding of the teachings of the Catholic Church
- A focus on the importance of human sexuality, marriage and parenthood

In this policy, the Governors 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 and sex education in the school.

## **Implementation and Review of Policy**

Implementation of the policy has taken place after consultation with the parents and governors in September 2025. This policy will be reviewed annually by the Local Governing Committee. The next review date is September 2026.

## **Dissemination**

The policy will be given to all members of the Local Governing Committee, 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.

## **Defining Relationship and Sex 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**”<sup>1</sup>. It is about the development of the pupil's knowledge and understanding of themselves 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 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).”<sup>2</sup>

## **Statutory Curriculum Requirements**

We are legally required to teach those aspects of RSHE, which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSHE 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 RSHE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

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<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

<sup>2</sup> CES A Model Policy for Relationships and Sex Education 2016 Revised 2020

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, 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.

### **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
- Compassion

### **Aim of RSE**

***As a Catholic community, we believe that relationships, sex and health education (RSHE) is integral to the lifelong learning process and the belief that we have been uniquely created in the image and likeness of God. As such, all people have special value and worth. It is firmly rooted in the school's PSHE programme and there will also be cross over with some of the themes in their daily lessons such as RE and Science.***

***The school supports the parents and carers as the primary educators in RSHE and responds to the needs of the students to enable them to make responsible and well-informed decisions as young people. Every member of staff who delivers RSHE, either as a form tutor delivering the PSHE education programme, or as a subject teacher or member of support staff, understands that they are part of a holistic and integrated programme across the curriculum.***

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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"<sup>3</sup> 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;

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<sup>3</sup> Gravissimum Educationis 1

- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills

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

To know and understand:

- the Church's teaching on relationships 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.

### **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.

### **Equalities Obligations**

The Local Governing Committee 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.

### **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, sex and health curriculum delivered by tutors as part of the PSHE curriculum.

We will deliver RSHE lessons using Ten Ten's programme, Life to the Full, which covers the statutory content within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church. Ten Ten's programme gives pupils knowledge "that will enable them to make informed decisions about their wellbeing, health and relationships" (DFE Statutory Guidance).

The framework of our programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice. More information on Ten Ten can be found on their website: <https://www.tentenresources.co.uk/>

The Model Catholic RSE Curriculum breaks down the curriculum into three Modules:

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

Each Module is then broken down into Units of Work.

**MODULE 1:  
CREATED AND LOVED BY GOD**

**UNITS:**

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

**MODULE 2:  
CREATED TO LOVE OTHERS**

**UNITS:**

- Religious Understanding
- Personal Relationships
- Keeping Safe

**MODULE 3:  
CREATED TO LIVE IN COMMUNITY**

**UNITS:**

- Religious Understanding
- Living in the Wider World

## Year 7

|           | Core Theme              | Session Title          | Description   |
|-----------|-------------------------|------------------------|---|
| Session 1 | Religious Understanding | Who Am I?              | Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God.   |
| Session 2 | My Body                 | Changing Bodies        | Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us.  |
| Session 3 | Emotional Well-Being    | Healthy Inside And Out | Thinking about self-esteem helps us consider its impact and how to nurture it.  |
| Session 4 | Life Cycles             | Where We Come From     | Sexual intercourse is revealed as more than just a physical act, but a gift from God for married couples, an expression of love and His plan for how babies are made. |
| Session 5 | Personal Relationships  | Family and Friends     | Reflecting on different types of friendship and family structure opens up strategies for managing behaviour through consideration of thoughts, feelings and actions.  |
| Session 6 | Keeping Safe            | My Life on Screen      | Online lives need safeguarding, just like in real life.   |
| Session 7 | Wider World             | Living Responsibly     | Becoming aware of the effects of actions on others helps us understand the concept of social responsibility.  |

## Year 8

|           | Core Theme              | Session Title            | Description   |
|-----------|-------------------------|--------------------------|---|
| Session 1 | Religious Understanding | Created and Chosen       | Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us.  |
| Session 2 | My Body                 | Appreciating Differences | Understanding our identity means appreciating male/female differences and learning to accept the invitation from God to root our identity in who he created us to be. |
| Session 3 | Emotional Well-Being    | Feelings                 | Managing sexual feelings requires self-control, self-respect and patience.  |
| Session 4 | Life Cycles             | Before I Was Born        | Contemplating life in the womb reveals that it is both beautiful and fragile.   |
| Session 5 | Personal Relationships  | Tough Relationships      | In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.   |
| Session 6 | Keeping Safe            | Think Before You Share   | Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity.   |
| Session 7 | Wider World             | Wider World              | Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.                         |

## Year 9

|           | Core Theme              | Session Title               | Description   |
|-----------|-------------------------|-----------------------------|---|
| Session 1 | Religious Understanding | The Search for Love         | Beyond romantic feelings and desires, there is a deeper kind of love based on a decision to sacrifice for the good of the other.                  |
| Session 2 | My Body                 | Love People, Use Things     | Consumerism can lead to objectification and this could cause us to treat people the way we treat things.  |
| Session 3 | Emotional Well-Being    | In Control of My Choices    | Desire and attraction can affect the decisions made in relationships and effort and perseverance are needed to prevent them be dominated by lust. |
| Session 4 | Life Cycles             | Fertility and Contraception | Fertility is a gift and responsibility and consideration is given to how methods for managing conception fit with God's plan for sex.             |
| Session 5 | Personal Relationships  | Commitment and Marriage     | Commitment can take on many forms in different relationships, including sexual relationships and marriage.  |
| Session 6 | Keeping Safe            | Understanding Consent       | Consent is not just gaining permission for something but involves complexities in both its giving and receiving.                                  |
| Session 7 | Wider World             | Human Rights - And Wrongs   | Sexual exploitation brings to light our human rights and responsibilities and the ways they are violated by sexual harassment, assault and rape.  |

## Year 10

|                  | Core Theme              | Session Title              | Description  |
|------------------|-------------------------|----------------------------|--|
| <b>Session 1</b> | Religious Understanding | Authentic Freedom          | Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom.                                   |
| <b>Session 2</b> | My Body                 | Self-Image                 | Understanding our dignity allows us to appreciate our bodies in the right way.   |
| <b>Session 3</b> | Emotional Well-Being    | Beliefs, Values, Attitudes | Making good moral choices depends on building confidence, integrity and understanding.   |
| <b>Session 4</b> | Life Cycles             | Parenthood                 | While we sometimes take parents for granted, parenthood impacts us in so many ways. It is the responsibility of a lifetime.        |
| <b>Session 5</b> | Personal Relationships  | Pregnancy and Abortion     | Pregnancy is an invitation to discover the challenge of responding with love to the gift of life.                                  |
| <b>Session 6</b> | Keeping Safe            | Abuse                      | Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.                                    |
| <b>Session 7</b> | Wider World             | Solidarity                 | Love means building peace and living in solidarity with all of God's creation, in particular the poor, marginalised and oppressed. |

## Year 11

|                  | Core Theme              | Session Title    | Description   |
|------------------|-------------------------|------------------|---|
| <b>Session 1</b> | Religious Understanding | Self-Worth       | This session invites pupils to consider how they respect themselves and others, and the role God can play within that.  |
| <b>Session 2</b> | My Body                 | Addiction        | In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, community, responsibility and faith.   |
| <b>Session 3</b> | Emotional Well-Being    | Eating Disorders | This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves.  |
| <b>Session 4</b> | Life Cycles             | Birth Control    | This session holds fertility up as a precious gift to be protected, nurtured and valued.  |
| <b>Session 5</b> | Personal Relationships  | Pornography      | This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships.  |
| <b>Session 6</b> | Keeping Safe            | STIs             | In this session, pupils meet Bobbi, who was raised in East London with strong Indian cultural values. She describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family. |
| <b>Session 7</b> | Wider World             | Coercive Control | In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable.  |

## **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. Parents/carers will be informed via our regular communication which topics of RSHE will be covered weekly, in order that they can be prepared to talk and answer questions about their children's learning. Parents are able to view and use the Parent Portal.

Parents and carers must be consulted before this policy is ratified by the governors. 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.

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 head teacher. 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.

### **Relationships education, relationships and sex education (RSHE) and health education: FAQs Q:**

*Do I have a right to withdraw my child from Relationships and Sex Education?*

*A: Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.*

*There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.<sup>4</sup>*

## **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. 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.

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<sup>4</sup> <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

## **Responsibility for Teaching the Programme**

Responsibility for the specific relationships and sex education programme lays with tutors and curriculum staff from other areas of the school i.e. RE, P.E., Science

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.

## **External Visitors**

Our school 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'<sup>5</sup>. 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**

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

## **PSHE/RSE Co-Ordinator**

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

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.

## **Relationship to other Policies and Curriculum Subjects**

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, Anti-Bullying policy, Safeguarding Policy etc) Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriate 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.

## **Pupils' Questions**

The governors 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.

## **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

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<sup>5</sup> CES Checklist for External Speakers to Schools, 2016

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 RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

### **Supporting Children and Young People who are at Risk**

Pupils 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.

### **Confidentiality and Advice**

All governors, all teachers, all support staff, all parents and all pupils should 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, in line with the school's pastoral ethos. 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.

### **Monitoring and Evaluation**

The RSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining lessons and samples of pupils work at regular intervals. The programme will be reviewed annually. The results of the review should be reported to the 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.