Sacred Heart RC Primary School

'Where Every Heart is Sacred'

RELATIONSHIPS AND SEX EDUCATION POLICY

Mission Statement

Our school community serves the common good to the benefit of all;
where the rights and dignity of every human person are respected and
'Every Heart is Sacred'.
We support and encourage everyone to reach their full potential.
We are witnesses to God's love through our actions;
Inspiring hope, nurturing love and caring for our Common Home.
We serve each other peacefully, joyfully and truthfully
so that all
'have life and have it to the full'.

Approved by:	Full Governors
Date:	October 2026
Last reviewed:	April 2025
Next review due:	October 2028

Relationships and Sex Education

Consultation

As part of the review of this policy, consultation has taken place with pupils, parents and carers, staff, governors and members of the wider school community. Pupils' views have been gathered through age-appropriate pupil voice activities and the School Council, while parents and carers have been invited to review the policy and curriculum content, access information about the Ten Ten **'Life to the Full'** programme, and share their views through a consultation questionnaire and discussion with school staff where requested. Staff have reviewed the content and delivery of the RHE curriculum to ensure that it is appropriate, coherent and responsive to the needs of our pupils. The school has also sought the views of relevant members of the wider school community, where appropriate, and governors have been consulted as part of the policy review and approval process. Throughout the review, the school has had regard to guidance from the Department for Education, the Catholic Education Service and the Diocese of Salford to ensure that our provision meets statutory requirements and remains firmly rooted in the teachings, values and ethos of the Catholic Church.

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.

Relationships and Health Education (RHE) refers to the statutory Relationships Education and Health Education taught at Sacred Heart. Where this policy refers to

[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

Sex Education, this means any sex education provided by the school beyond the statutory National Curriculum for Science. Together, these areas form part of the school's wider PSHE provision.

Statutory Curriculum Requirements

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

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"[3] which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following **attitudes and virtues**:

- 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;
- 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;
- how to keep themselves safe by assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

[3] *Gravissimum Educationis* 1

To know and understand:

- the Church's teaching on relationships and the nature
- 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;
- scientific facts about human reproduction
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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 curriculum.

We teach Relationship and Health Education through the Ten:Ten programme.

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

Formative and summative assessment strategies will be used to assess pupils' progress in RSE within PSHE lessons.

Parents and Carers

We recognise that parents (and 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 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 emailing the headteacher (admin@sacredheart-jun.manchester.sch.uk 'FAO The Headteacher').

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).

Parent portal

As part of your subscription to "Life to the Full" and "Prayer and Liturgy", all parents will be able to access the Online Parent Portal with the following login credentials:

Username	sacred-heart-m18
Password	red-heart-187
Parent Portal	https://www.tentenresources.co.uk/parent-portal/
Parent Consultation Tool	https://www.tentenresources.co.uk/parent-consultation-tool-primary/

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. 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 PSHE co-ordinator working in collaboration with the Religious Education and Science Subject Leaders, SENDCO and Headteacher.

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 [4].

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

[4] CES Checklist for External Speakers to Schools, 2016

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.

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service, Academy Trustees (where appropriate) 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.

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 (for example, Bullying Policy, Safeguarding Policy etc.).

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.

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, is deliberately tendentious or is of a personal nature.

Supporting children and young people who are at risk

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

Confidentiality and Advice

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

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

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal

difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such 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 RSE 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 every two years by means of questionnaires given to 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.