



Notre Dame High School

Sharing the love and goodness of God with everyone

Relationships and Sex Education Policy 2026-2028

Based on the CES Model Framework Policy to Support Schools

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Policy Author	Mrs M. Selway
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To Be Read Alongside	Behaviour and Relationships Policy, Child Protection and Safeguarding Policy

Contents

1. Aim
 2. Consultation
 3. Implementation and Review of Policy
 4. Dissemination
 5. Defining Relationship and Sex Education
 6. Statutory Curriculum Requirements
 7. Rationale
 8. Values and Virtues
 9. Mission Statement
 10. Inclusion and Adaptive Teaching and Learning
 11. Broad Content of RSE
 12. Parents and Carers
 13. Balanced Curriculum
 14. Responsibility for Teaching the Programme
 15. External Visitors
 16. Other Roles and Responsibilities Regarding RSE
 17. Relationship to Other Policies and Curriculum Subjects
 18. Children's Questions
 19. Supporting Children and Young People Who Are at Risk
 20. Confidentiality and Advice
 21. Monitoring and Evaluation
- Appendix 1: Consultation
- Appendix 2: RSE Curriculum Mapping

1. Aim

In this policy the St Clare Trust Directors, School Governors and teachers, in partnership with their Diocesan Schools' Service, pupils and their parents, set out our intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.

2. Consultation

This policy is informed by consultation with pupils, parents, the Trust and Diocese and with the wider school community. As we implement the policy, we will continue to create opportunities for consultation. We have set out in the appendix the consultation activity that has already taken place and activity that is planned in the coming year.

3. Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors during the summer term of 2026.

This policy will be reviewed every 2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is summer 2028.

4. Dissemination

The policy will be shared with all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the RSE curriculum is included as an Appendix to this policy. More detailed curriculum materials are available to view by contacting Mrs Selway (RE and PD lead).

5. 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. It is about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

In primary schools the focus should be on "teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe."² This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSE should "provide young people with the information they need to develop

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

healthy, safe and nurturing relationships of all kinds...By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether and when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.”³

6. Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are part of the statutory curriculum. For primary children, this includes Relationships and Health Education. It also includes those aspects of sex education included within the biological content within the National Curriculum for Science. For secondary children, this includes Relationships and Sex Education, and Health Education.

However, the reasons for our inclusion of RSE go further.

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 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, as well as complying with the Equality Act 2010. It will therefore 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.

8. 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.

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.11

9. Mission Statement

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

In partnership with parents, to provide children and young people with a “positive and prudent sexual education”⁴ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following attitudes and virtues:

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

To develop the following **personal and social skills**:

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

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;

⁴ *Gravissimum Educationis* 1

- 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.

10. 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).

Teachers are responsible for knowing their pupils and using a range of strategies to remove barriers to learning. Adaptations may include adjustments to instruction, scaffolding, modelling, questioning, resources, task design, classroom environment, and the use of assistive technology where appropriate.

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.

11. Broad Content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

An appendix to this policy provides a Curriculum Mapping that sets out the sequence of learning and provides further information about the way in which the Curriculum is delivered and resources used.

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

Pupils are assessed through a range of formative and summative approaches, including observation, questioning, discussion, practical activities, classwork, independent work, and more formal assessment tasks where appropriate including online questionnaires. Assessment information is used to monitor attainment and progress, inform planning, adapt teaching, and provide timely feedback to pupils.

12. Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme by following the link to Ten Ten parent portal on the school website or contacting Mrs Selway. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

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

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

Please refer to the DfE's RSE and Health Education guidance, July 2025 p.6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

13. Balanced Curriculum

Promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

14. Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme resides with the RE department and PSHE lead, who deliver most of the lessons with support from other departments where appropriate.

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.

15. External Visitors

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

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'⁵, and be aware of their duty to pass on any safeguarding concerns or disclosures.

Health professionals should follow the school's policies, minimising the potential for 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.

16. 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.

Headteacher

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.

⁵ CES Checklist for External Speakers to Schools, 2016

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 will be supported by the curriculum deputy and the member of staff with responsibility for child protection.

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

17. 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 such as the Behaviour and Relationships Policy, and the Child Protection and Safeguarding Policy.

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.

18. 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 or is of a personal nature. In such cases teachers must follow school policies in terms of reporting concerns.

19. 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.

20. 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.

21. Monitoring and Evaluation

The school is implementing the new Statutory RSE and Health Curriculum over the course of academic year 2026/27. The PSHE/PD Lead will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals, and by obtaining pupil voice. Safeguarding audits will also consider the effectiveness of the RSE and Health curriculums. These will all inform further development of the curriculum and staff training needs. This policy will be reviewed by the Local Academy Committee on a two-yearly cycle, or earlier if statutory legislation changes.

Appendix 1: Consultation

Schools **must** consult with parents when developing and reviewing their RSE policy, ensuring that parents recognise that effective RSE supports the wellbeing of all children.

Schools **should** also gather the views of teachers, pupils and other school stakeholders, to help ensure the policy meets the needs of the community it serves.

It is important to note, however, that the school's Local Academy Committee ultimately holds the final responsibility for the policy and the subsequent learning in the curriculum. Consultation is not the same as negotiation, and it is not always possible to meet the viewpoints or preferences of everyone in the school community. Parents are not, for example, able to veto curriculum content.

The table below sets out consultation that has already taken place, and consultation which is planned:

	Consultation activity
Parents	Draft policy available on website June/July 26 with comments invited.
Pupils	PSHE feedback /voice gained summer term 2026.
Staff	Review of RSE curriculum (set out in Appendix) to ensure coverage of statutory curriculum
Other stakeholders	Policy based on CES Model policy. Governors consulted. Local Authority consulted as an additional check against statutory compliance.

Appendix 2: RSE Curriculum Mapping

We follow the TenTen Life to the Full Curriculum. This provides full coverage of the statutory Relationships and Sex Education (RSE) and Health Education, as well as some aspects of the non-statutory wider PSHE curriculum. The TenTen Life to the Full Curriculum is a spiral curriculum that is built around the framework of the Catholic Education Service (CES) Model Catholic RSE Curriculum.

This curriculum is delivered to the children by their RE subject teacher. The table below sets out the sequence of the RSE curriculum for each year group.

A matrix mapping the TenTen curriculum to both the DfE Statutory curriculum, the CES RSE model curriculum and the PSHE Association curriculum is available on request. Tenten are updating the current matrix mapping and this will be available from September.

Class	RE, PSHE or Tutor Time						
Main themes	All	Created and Loved by God			Created to Love Others		Created to Live in Community
Focuses	Religious Understanding	Me, My Body, My Health	Emotional Well-Being	Life Cycles	Personal Relationships	Keeping Safe	Living In The Wider World
Themes per programme	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7
Year 7	Who Am I?	Changing Bodies	Healthy Inside and Out	Where We Come From	Family and Friends	My Life on Screen	Living Responsibly
Year 8	Created and Chosen	Appreciating Differences	Feelings	Before I Was Born	Tough Relationships	Think Before You Share	Wider World
Year 9	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
Year 10	Authentic Freedom	Self-Image	Beliefs, Values, Attitudes	Parenthood	Pregnancy and Abortion	Abuse	Solidarity
Year 11	Self-Worth	Addiction	Eating Disorders	Birth Control	Pornography	STIs	Coercive Control