

\

Bishop Challoner Catholic College 	FGB Reviewed	July 2026
	Review Period	1 Year
	Next Review	July 2027
	Current Status	Complete
	Staff Owner	J Jethwa
	Government/DfE Requirement	Statutory
Bishop Challoner Catholic College Relationships & Sex Education (RSE) Policy		

**Bishop Challoner Catholic College
Relationships & Sex Education (RSE) Policy 2026
Implemented from September 2020**

Our Mission Statement

'In our Community of Faith in Bishop Challoner Catholic College

We give glory to God by developing our full potential and in our service to others

In the name of the Father and of the Son and of the Holy Spirit'

1. Policy Statement

Our school is committed to providing high-quality Relationships and Sex Education (RSE) that reflects the teachings of the Catholic Church, promotes human dignity, and supports pupils in developing healthy, respectful relationships. RSE is delivered within the context of the Gospel values and the mission of Catholic education, recognising every person as created in the image and likeness of God.

This policy complies with the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE), and Health Education, which becomes fully effective from September 2026. Catholic schools are required to deliver RSE in accordance with both statutory guidance and The Catholic Education Service.

2. Aims of RSE

The aims of RSE are to:

- Promote the spiritual, moral, social, emotional and physical development of pupils.
- Enable pupils to form positive, respectful and healthy relationships.
- Foster self-respect and respect for others.
- Support pupils in understanding the importance of family life and commitment.
- Develop pupils' understanding of personal responsibility, dignity and human flourishing.
- Equip pupils with the knowledge and skills needed to stay safe, both online and offline.
- Encourage pupils to recognise and challenge discrimination, prejudice, sexism, bullying and harmful stereotypes.
- Promote equality, inclusion and respect for diversity.
- Prepare pupils for life in modern Britain while remaining faithful to Catholic teaching.

3. DfE Guidance 2026 Overview

The revised DfE guidance for implementation from September 2026 places greater emphasis on:

- Respectful relationships and consent.
- Online safety and digital citizenship.
- Challenging sexism, misogyny, homophobia and harmful stereotypes.

- Positive male and female role models.
- Ethical decision-making in relationships.
- Mental wellbeing and emotional health.
- Understanding diversity and protected characteristics under the Equality Act 2010.
- Age-appropriate teaching about relationships and family structures.
- Protection from online harms, including AI-generated sexual imagery and inappropriate online content.

4. Catholic Ethos and Ten Ten Programme

The school uses the Ten Ten programme to deliver RSE. Ten Ten's approach is rooted in Catholic teaching and seeks to develop the whole person through faith, relationships and life education. The new programme has refinements rather than structural changes, to ensure that the programme continues to align with expanded expectations of the new guidance.

The programme supports pupils in understanding:

- Human dignity.
- Respect for self and others.
- The value of family life.
- Emotional wellbeing.
- Personal responsibility.
- Healthy relationships.
- Developing bodies.
- Inclusion and belonging within a diverse society.

RSE is underpinned by the school's Catholic values and virtues. Teaching is delivered in a manner that is faithful to Catholic doctrine while ensuring pupils understand and respect the beliefs, backgrounds and experiences of others.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Equality Act 2010 and the Public Sector Equality Duty.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

Children and Social Work Act 2017

DfE (2021) 'Keeping children safe in education 2021'

DfE (2021) 'Teaching about relationships, sex and health'

DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

DfE (2015) 'National curriculum in England: science programmes of study'

5. Equality, Diversity and Inclusion

The school is committed to promoting equality and inclusion for all members of the community. We want to provide all students with a knowledge of their world on a local, national and global scale and give them the confidence and social and communication skills necessary to tackle many of the moral, social and cultural issues that they face; so that they can make informed, healthier and safer choices.

Our students will learn about rights and responsibilities and how to be a respectful member of a diverse and multicultural society, embodying British values. In preparation for working life, our careers education and financial capability elements intend to nurture, broaden and raise their aspirations.

Equality, diversity and inclusion is at the forefront of what we offer to ensure all our students feel valued and empowered and achieve the best they can.

We will:

- Ensure every pupil feels valued, respected and safe.
- Promote respect for people of all backgrounds, cultures, religions and beliefs.
- Challenge discrimination, bullying, prejudice and harassment.
- Teach pupils about the importance of dignity, equality and mutual respect.
- Meet our duties under the Equality Act 2010.
- Ensure that all pupils can access the curriculum appropriately.

Teaching will reflect both Catholic teaching and the requirement to prepare pupils for life in a diverse society.

6. Inclusion

Our RSE curriculum is inclusive and accessible to all pupils, including those with:

- Special Educational Needs and Disabilities (SEND).
- Different cultural and religious backgrounds.
- Diverse family experiences.

Teachers will adapt learning where necessary to ensure all pupils can participate meaningfully and achieve intended outcomes.

7. Safeguarding

RSE contributes to safeguarding by helping pupils:

- Recognise healthy and unhealthy relationships.
- Understand personal boundaries.
- Stay safe online.
- Identify trusted adults.
- Know how and where to seek help and support.

Any safeguarding concerns arising during lessons will be managed in accordance with the school's safeguarding procedures. [Safeguarding Policy](#)

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 ensuring the Ten:Ten Parent Portal is available on the RSE section of the Bishop Challoner website. This Parent Portal includes a sample of resources for parents/carers to view and discuss with their child. Overviews of the curriculum are available on the website.

Parents were consulted in the production of this policy. Parental consultation continues to be important to us during and after delivery of the RSE curriculum therefore any parents/carers that wish to contact the school for further discussion should do so using enquiry@bishopchalloner.bham.sch.uk

Right to withdraw

Parents continue to have the right to withdraw their children from **Sex Education** except in those elements which are required by the Science National Curriculum. Should parents wish to withdraw their children they are asked to notify the school by contacting the Principal. We believe that the controlled environment of the RE classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance page 6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw)⁷.

Responsibility for teaching the programme

Responsibility for the specific relationships and sex education programme lies with the Curriculum Lead. The committee group with teaching and learning responsibilities include the Head of PHSE and Head of Religious Education and Catholic Life Mrs M Healy. 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 between staff, other adults and pupils. They will

also be contributing to the development of pupils' personal and social skills.

External visitors

Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme led by our RE and science teachers and never substitute or replace teacher led sessions. It is important that any external speaker is clear about their role and responsibility whilst they are in school delivering a session. External speakers are clear about their role and responsibility whilst they are in school delivering a session. All speakers must adhere to our policies; [CSE guidance Checklist for External Speakers'](#) and No Platform Policy.

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

Other roles and responsibilities regarding RSE

Governors

Governors have an important role to play in the planning and implementation of the RSE curriculum;

- 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 the ethos of the school and our Christian beliefs, and whole school policies, e.g., SEND, Child Protection and Safeguarding, Anti-Bullying, Behaviour Policy and Equality Policy.
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Principal

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

PSHE/RSE co-ordinator

The RSE co-ordinator Mrs Jethwa and Mrs Healy and Principal have a general responsibility for supporting other members of staff in the implementation of this policy and will lead in the dissemination of the information relating to RSE and the provision of in-service training. He will be supported by the Senior Designated Safeguarding Lead and Strategic Safeguarding Lead.

All staff

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 elements of 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

All PSHE lessons, workshops and assemblies, including all RSE sessions, will be delivered with due regard for all other school policies such as the Safeguarding Policy and Inclusion Statements. These can be found in the policy section of the school website.

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, with due regard for all other school policies.

Learning about RSE in RE classes, form/tutor time, assemblies or collapsed timetable days will complement learning in those areas identified in the PSHE audit.

Student questions

The staff and 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.

Controversial or sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matters of maturity, of personal involvement or experience, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The staff and governors believe that students are best educated and 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.

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 question hints at abuse, is deliberately tendentious or is of a personal nature. If and when appropriate, Teachers will work with the pastoral team and parents to provide answers or signpost students to appropriate information or support.

Supporting children and young people who are at risk

Students 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. Where a teacher suspects that a student is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform a designated safeguarding lead. Teachers will be aware of the needs of their pupils and strive not to let any fears and worries go unnoticed.

Confidentiality and advice

All governors, teachers, support staff, parents and pupils will 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 school policies. 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, designated safeguarding leads. *(See Safeguarding Policy)*

Year 7	Focus	Theme Title	Key Message	Content Covered
Theme 1	Religious Understanding	Who Am I?	Each person is uniquely created, body and soul, and loved by God. Our identity and dignity are gifts that shape how we see ourselves and others.	Self-image, value and dignity
Theme 2	Me, My Body, My Dignity	Changing Bodies	Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us.	Puberty, changes and hygiene
Theme 3	Wellbeing and Health	Healthy Inside & Out	Healthy self-esteem supports emotional wellbeing and helps us care for our bodies and relationships.	Self-esteem and body image
		Keeping Well - Part 1	Human beings are created, body and soul; therefore, caring for our physical health is part of respecting the gift of our bodies.	Healthy eating and hygiene
Theme 4	Life Cycles	Where We Come From	Sexual intercourse is more than a physical act; within marriage, it is a gift from God that expresses love and openness to life.	Human reproduction, fertility and menstruation
Theme 5	Personal Relationships	Family and Friends	Reflecting on different types of friendship and family helps us develop strategies for managing conflict and strengthening respect.	Relationships, family and friends, conflict resolution
Theme 6	Online Awareness	My Life on Screen	Our online lives need safeguarding, just like in real life. Making wise and respectful choices online helps protect our dignity and the dignity of others.	Online safety awareness
Theme 7	Living in the Wider World	Living Responsibly	Becoming aware of how our actions affect others helps us grow in responsibility, and understand the concept of social responsibility.	Social responsibility and respect for self and others
Theme 8	Safe and Well	Basic First Aid - Part 1	Learning how to stay calm and respond in an emergency helps us care confidently for others.	Basic first aid

KEY

- Blue = existing sessions, with small tweaks to be made
- Green = existing sessions undergoing content and creative redevelopment
- Orange = brand new content

Year 8	Focus	Theme Title	Key Message	Content Covered
Theme 1	Religious Understanding	Created and Chosen	We are not accidents or afterthoughts, but created intentionally and loved by God. Our dignity is rooted in this truth and cannot be earned or taken away.	Human dignity
Theme 2	Me, My Body, My Dignity	Appreciating Differences	Understanding our identity includes recognising male and female differences and learning to root our sense of self in being created in God's image.	Gender, stereotypes and identity in God's image
Theme 3	Wellbeing and Health	Feelings	Managing sexual feelings and attraction requires self-control, patience and respect for ourselves and others.	Sexual attraction and feelings
		Keeping Well - Part 2	Understanding our mental health and emotional wellbeing helps us respond wisely to everyday challenges and build resilience.	Mental health and emotional literacy
Theme 4	Life Cycles	Before I Was Born	Reflecting on life in the womb reveals both its beauty and fragility, deepening our respect for human life from its earliest beginnings.	Human reproduction
Theme 5	Personal Relationships	Tough Relationships	In real-life relationships, learning to practise tolerance, kindness and forgiveness helps us grow in maturity and respect.	Prejudice, relationships and tolerance
Theme 6	Online Awareness	Think Before You Share	Sharing images and information carries responsibility. Treating ourselves and others with dignity online means thinking before we post, comment or forward content.	Online safety awareness
Theme 7	Living in the Wider World	Wider World	Recognising unjust discrimination in our world challenges us to examine our own attitudes and behaviour, and to choose fairness and respect.	Prejudice, discrimination and bullying
Theme 8	Safe and Well	Basic First Aid - Part 2	Being prepared to respond when someone feels unwell helps us act with confidence and compassion in everyday situations.	Basic first aid

KEY

- Blue = existing sessions, with small tweaks to be made
- Green = existing sessions undergoing content and creative redevelopment
- Orange = brand new content

Year 9	Focus	Theme Title	Key Message	Content Covered
Theme 1	Religious Understanding	The Search for Love	Beyond romance and desire, authentic love involves choosing the other's good. This deeper view shapes how we see relationships and sex.	Love, desires and sex
Theme 2	Me, My Body, My Dignity	Love People, Use Things	People are to be loved, not used. Recognising this protects our dignity and that of others in relationships and everyday choices.	Loving others well
Theme 3	Wellbeing and Health	In Control of My Choices	True freedom involves responsibility. Learning to reflect before acting helps us stay in control of our choices and their consequences.	Desire, lust and self-control
		Drug and Smoking Awareness	Substances can affect health, judgement and freedom. Understanding the risks helps us make informed and responsible decisions.	Smoking, vaping and drug awareness
Theme 4	Life Cycles	Fertility and Contraception	Fertility is a gift and a responsibility. Understanding reproduction and conception helps us consider how our sexual choices fit God's plan for sex.	Fertility, contraception and Natural Family Planning
Theme 5	Personal Relationships	Commitment and Marriage	Marriage represents a lifelong bond of love and faithfulness. Exploring its meaning helps us reflect on the purpose of commitment in relationships.	Marriage and commitment
		Understanding Consent	Consent is essential in any healthy relationship. Respecting boundaries safeguards dignity, safety and freedom.	Consent and boundaries including online
Theme 6	Online Awareness	Safe and Smart online	Online spaces require discernment and responsibility. Thinking critically about what we share and consume helps protect ourselves and others.	Online safety awareness
Theme 7	Living in the Wider World	Human Rights - And Wrongs	Human rights flow from human dignity. Exploring issues such as sexual exploitation, harassment and assault helps us understand how rights can be upheld or violated.	Human rights, sexual harassment, assault & rape
Theme 8	Safe and Well	Out and About	Making wise decisions in public spaces requires awareness, prudence and respect for others. Calm risk assessment helps protect life and dignity.	Safety around roads, water and railways
		Lifesaving Skills	Knowing how to respond in an emergency builds confidence and courage. Early action can save lives.	Basic first aid

KEY

Blue = existing sessions, with small tweaks to be made

Green = existing sessions undergoing content and creative redevelopment

Orange = brand new content

Year 10	Focus	Theme Title	Key Message	Content Covered
Theme 1	Religious Understanding	Authentic Freedom	Authentic freedom is found in making a loving gift of self according to God's plan for sex. Responsible choices shape the person we become, leading to deeper freedom.	Sex and chastity
Theme 2	Me, My Body, My Dignity	Self-Image	Our self-image is influenced by culture, media and comparison. Grounding our identity in dignity helps us resist pressure and grow in confidence.	Self-respect and body image
Theme 3	Wellbeing and Health	Beliefs, Values, Attitudes	Our beliefs shape our attitudes and behaviour. Reflecting critically on our values helps us act with integrity and develop character.	Developing conscience and character
Theme 4	Life Cycles	Parenthood	Parenthood carries emotional, physical and lifelong responsibilities. Considering its demands helps us understand the importance of commitment and preparation.	Parenthood, rights and responsibilities
Theme 5	Personal Relationships	Pregnancy and Abortion	Pregnancy can raise complex emotional and ethical questions. Exploring support, responsibility and the value of life helps us respond with compassion and care.	Pregnancy and abortion
		Abuse	Abuse in relationships violates dignity and trust. It can take many forms, including emotional, physical and sexual harm; recognising warning signs helps keep us safe.	Abuse, healthy and unhealthy relationships
Theme 6	Online Awareness	Online Influences	Online content shapes attitudes, relationships and behaviour. Learning to think critically helps us respond wisely to digital influence.	Online safety awareness
Theme 7	Living in the Wider World	Solidarity	Love calls us to build peace and live in solidarity with all of God's creation, especially the poor, marginalised and oppressed.	Catholic Social Teaching, solidarity
Theme 8	Safe and Well	Out in Public	Making wise decisions about how we act and treat others in public spaces is part of becoming a responsible young adult. Prudence helps protect dignity and safety.	Personal safety and relationships

KEY

Blue = existing sessions, with small tweaks to be made

Green = existing sessions undergoing content and creative redevelopment

Orange = brand new content

Year 11	Focus	Theme Title	Key Message	Content Covered
Theme 1	Religious Understanding	Self-Worth	Dignity is not based on success, popularity or appearance. Our worth comes from being created and loved by God, shaping how we treat ourselves and others.	Self-worth, respect and dignity
Theme 2	Me, My Body, My Dignity	Alcohol, Drugs & Dependency	Substances promise short-term highs but carry real risks. Exploring addiction, freedom and responsibility helps us make choices that protect health and dignity.	Alcohol and drug awareness
Theme 3	Wellbeing and Health	Mental Wellbeing	Mental wellbeing fluctuates throughout life. Understanding stress, challenges and support pathways helps us care for ourselves and respond compassionately to others.	Mental health
		Eating Disorders (Optional)	Exploring attitudes to food, control and body image helps us understand how eating disorders can develop and how support and recovery are possible.	Mental health
		Health and Fitness	Good health is a gift that requires stewardship. Developing healthy habits supports long-term physical wellbeing and strengthens our ability to serve others.	Physical health and fitness
Theme 4	Life Cycles	Family Planning and Fertility	Fertility is a precious gift linked to love and responsibility. Exploring Natural Family Planning helps us reflect on how sexual choices relate to dignity and commitment.	Contraception, fertility and Natural Family Planning
Theme 5	Personal Relationships	Sexual Health	Sexual choices carry physical and emotional consequences. Understanding sexually transmitted infections and risk helps us reflect on responsibility, respect and wellbeing.	STIs
		Pornography	Pornography distorts the meaning of sexuality and harms dignity. Examining its negative impact helps us consider how it affects behaviour and authentic intimacy.	Pornography
		Coercive Control	Healthy relationships are rooted in respect and freedom. Exploring coercive control helps us recognise how abuse develops, how to protect dignity and stay safe.	Abuse and coercive control

KEY

- Blue = existing sessions, with small tweaks to be made
- Green = existing sessions undergoing content and creative redevelopment
- Orange = brand new content