



# **Healthy Relationships and Sex Education Policy**

## **January 2026**

<b>Policy Leader</b>	<b>Mrs C Jones</b>
<b>Last Updated</b>	<b>January 2026</b>
<b>Approved by the Board of Governors</b>	<b>January 2026</b>
<b>Date to Review</b>	<b>Biannually – January 2028</b>



## **Healthy Relationships and Sex Education Policy (HRSE)**

### **Mission Statement**

*“Love one another as I have loved you” (John, 15)*

We believe that Jesus Christ and his Gospel Call – to love God and all people – are at the heart of what we do.

He inspires us, as children of God, to uphold the dignity of each individual.

We strive to develop a community in Christ which fully supports all in achieving their potential – spiritually, academically and personally.

## **1. School Vision and Ethos**

Our mission, inspired by the Gospel of John — “*Love one another as I have loved you*” (John 15) guides everything we do. We place Christ at the heart of our school community, striving to create a supportive and respectful environment where every individual’s dignity is honoured.

Catholic Social Teaching Principles underpin our ethos, shaping how we care for each other and the wider community.

We embrace Ignatian values, through our implementation of the CtK Way, encouraging students to be reflective, compassionate, and committed to justice.

Our school is truly inclusive, welcoming students, parents and carers from many faiths and backgrounds who share common values of respect, kindness, and integrity. We recognise the critical role that parents and carers play as primary educators and aim to foster strong relationships in our shared goals for the development of their child. We believe that Healthy Relationship and Sex Education (HRSE) and Health Education are an integral part of this education.

## **2. Implementation and Review of Policy**

Implementation of the policy will take place after consultation and approval by the local governing body in January 2026. The policy is to be reviewed every two years by school leaders and the local governing body.

## **3. Dissemination of Policy**

The policy will be given to all teaching and non-teaching members of staff. The policy will be available to parents and visitors via the school website along with details of the HRSE curriculum.

## **4. Definition of Healthy Relationships and Sex Education (HRSE)**

The DfE Statutory Guidance states that the aim of HRSE is “to 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.” (Relationships Education, Relationships and Sex Education 2021)

HRSE and Health Education at Christ the King both informs and draws upon the existing knowledge provided by parents, carers and where appropriate, other schools that our students have previously attended. Our HRSE is a response to the challenge of our school Mission Statement. It involves growth, support, collaboration and is based upon our belief in the demands and joys of the Gospel.

In this policy the Governors and teachers, in partnership with students and their parents, set out their intentions about HRSE at Christ the King Catholic High School.

## **5. Rationale**

Jesus said “*I have come that you might have life and have it to the full*” (John 10:10)

We are involved in HRSE because of our Christian beliefs about God and the human person:

- We are made in God’s image *imago dei*, and therefore all humans deserve respect and to be treated with dignity. “Our bodies are temples of the holy spirit” says St Paul, the human body reflects the divine.

- Jesus’ command to love is the basis of all Christian morality and the Cardinal Virtues which we follow as our moral code and creed at Christ the King.

- Humans are created out of love.
- To be human is to relate – we exist in relationship.
- We must live in “right relationships” with the whole of creation.

All HRSE will be in accordance with the Church’s moral teaching. It will emphasise the nature and importance of marriage and the family but will recognise that there are strong and mutually supportive relationships outside marriage. Following the guidance of the DfE and the Bishops of England and Wales, HRSE is firmly embedded in the PSHE framework delivered through PSHE, Religious Education and Science lessons. Other subject areas contribute to HRSE through their curricula, such as Physical Education.

## **6. Aims**

- To help and encourage our students to get to know and understand themselves more fully
- To deepen their awareness and understanding of their relationships with others
- To give the students a positive view of themselves spiritually, emotionally, and physically
- To give an understanding of the physical development of their own bodies and those of the opposite sex
- To understand human sexuality and to respect themselves and others
- To encourage the students to understand sexuality within the context of a loving relationship
- To equip young people so that they can make safe, informed and healthy choices in life

## **7. Values**

Our HRSE programme:

- promotes Catholic social teaching relating to love, stable relationships, marriage and family life
- is faithful to the Church’s vision of human wholeness whilst recognising modern day issues
- provides a positive view of human sexuality and dignity of the human person
- equips our students to make the ‘right choice at the right time’
- is delivered in an age-appropriate way
- is sensitive to the needs of the individual student (especially SEND students)

## **8. Content of Healthy Relationships and Sex Education Programme**

In accordance with the DFE Draft Statutory Guidance 2024, and guidance from the Catholic Education Service, our HRSE programme will cover:

### **Relationships**

- Respect for the dignity of every human being
- Valuing themselves and seeing the good in others
- Gender and sexual identity

- The characteristics and features of healthy relationships
- Different types of relationships
- The Church's teaching on relationships and the nature and meaning of sexual love
- How to manage conflict in relationships
- The damage caused by stereotypes
- The mutual respect and human dignity
- Different types of bullying
- Sexual harassment, sexual violence, grooming and coercive behaviour
- Responsibility for their own actions and recognising the impact on others
- Faithfulness in relationships

### **Families**

- Different types of committed stable relationships
- The nature and purpose of marriage
- Other types of long-term relationships
- 
- The Church's teaching on marriage and family life
- The Church's teaching on homosexual relationships

### **Intimate and Sexual Relationships**

- The human body and the changes that puberty brings
- The menstrual cycle
- Facts about human reproduction; sexual love and procreation
- Choices and the impact on physical, mental, emotional and sexual health
- The choice to delay sexual intimacy
- Sexual pressure and peer pressure and strategies to manage them
- Reproductive health and fertility
- The nature and methods of family planning (Natural and artificial)
- The Church's teaching on Family Planning and Contraception
- Pregnancy and miscarriage
- Choices in relation to pregnancy
- Sexually transmitted infections (STIs) including HIV/AIDS and the importance of testing

- How to keep themselves free from sexually transmitted infections and how to avoid unwanted pregnancy
- Where to go for advice and support
- Alcohol and drugs in relation to risky sexual behaviour

### **Safety, Online and Media**

- Laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, FGM
- Rights and responsibilities in online behaviour
- Online risks and internet safety (including image sharing)
- The harm caused by viewing pornography

### **Developing personal and social skills**

- Make sound judgements and good choices
- The ability to form friendships and loving, stable relationships free from pressure, exploitation, bullying and abuse
- Manage emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity
- Manage conflict positively and maturely
- Develop self-esteem and confidence
- Demonstrate empathy and sensitivity to others
- Build resilience and the ability to resist unwanted pressures (media, internet, peer groups)
- Assess risks and manage behaviour to minimise the risk to health and personal integrity and dignity

### **9. Content of Health Education (Physical and Mental)**

Alongside the HRSE curriculum, and in partnership with it, the following content will be explored in PSHE, Science and Physical Education lessons:

- How bodies change
- Physical and emotional changes in puberty
- The importance of good personal hygiene
- Dental health and oral hygiene
- How germs and viruses are spread
- The science relating to immunisation and vaccination

- The relationship between good physical health and mental wellbeing
- The benefits of physical activity, sleep and good nutrition
- The importance of healthy eating
- The importance of developing and nurturing hobbies and interests
- The benefits of participation
- The law about illegal drugs
- The risks to mental and physical health from drugs and alcohol
- The consequences of addiction
- The harm caused by smoking tobacco
- How to recognise mental health concerns
- Common types of mental ill health
- The differences between the online world and the physical world (including social media images and harmful online behaviours)

## **10. Our Programme: HRSE in Partnership**

### **Parents**

HRSE at Christ the King recognises that parents are the first and best educators of their children and the school endeavours to work in partnership with them. They have the right to be consulted before a RSE programme is embarked upon. Information on the programme, and the resources used will be available to parents on request.

### **Withdrawal from Lessons**

Parents have the right to withdraw their child from RSE lessons but do not have the right to withdraw students from Relationships or Health Education (DfE, 2021). Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher.

A discussion will take place, and if the withdrawal goes ahead the school will provide support by providing material for parents to help the children with their learning.

### **Local Governing Body**

Governors have a responsibility for ensuring that there is a RSE policy in keeping with Catholic teaching. They will ensure that the policy is available to parents and that parents know of their right to withdraw their children. Governors will ensure that the programme and teaching materials are monitored and evaluated.

### **Headteacher**

The Headteacher has overall responsibility for the implementation of this policy and for liaison with the Local Governing Body, Parents, Lancaster Diocese Education Service and Mater Ecclesiae Catholic Multi Academy Trust

The HRSE programme is to be delivered as part of the RE and PHSE lessons. Effective teaching of HRSE ensures that core knowledge is delivered in units of a manageable size, and carefully sequenced. The Co-ordinator 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 HRSE and the provision of in-service training. They will be supported by the PSHE Co-ordinator, the Head of Catholic Life and Mission and the Assistant Headteacher with responsibility for Safeguarding.

#### **A cross-curricular approach at Christ the King**

HRSE at Christ the King is a whole-school issue. HRSE is delivered mainly through RE and PHSE lessons although other aspects are delivered through PE & Science. All teachers have a responsibility of care and should contribute to the physical, moral and spiritual well-being of their students. Teachers are expected to teach HRSE in accordance with the teaching of the Catholic Church and the Catholic ethos at Christ the King. Bespoke schemes of work and centrally created resources ensure consistency of delivery.

#### **11. Equality**

We are required to comply with the relevant requirements of the Equality Act 2010. Please refer to the **Student Equality Policy** for further information.

#### **12. Students with special educational needs and disabilities (SEND)**

HRSE and Health Education are available and accessible to all students. Teaching and resources are differentiated as appropriate. Please refer to the **SEND Policy** for further information.

#### **13. External Visitors/Agencies**

When outside agencies and health specialists deliver aspects of HRSE curriculum, these complement and enhance the current HRSE programme. It is made clear to external visitors about their role and responsibility whilst they are in school delivering a session. Materials and resources will be viewed in advance to ensure that teaching is rooted in Catholic principles, is age-appropriate and meets the needs of all students (e.g. SEND students).

#### **14. Assessment**

Elements of HRSE are taught in Religious Education lessons (KS3 or KS4) and subject to the RE Department's policy on assessment. This also applies to content taught in PE & Science. Assessment take place in PSHE lessons such as feedback questionnaires, student response sheets and self-evaluations.

#### **15. Safeguarding and Confidentiality**

Staff are aware that effective HRSE, brings an understanding of what is and is not acceptable in a relationship and this may lead to disclosure of a Safeguarding issue. If a teacher is concerned that a student is at risk, they should immediately follow the school's Safeguarding procedures.

#### **16. Monitoring and Evaluation**

The Associate Assistant Headteacher responsible for Personal Development will monitor the provision of the various dimensions of the HRSE programme by examining schemes of work, lesson plans and samples of student work. Evaluation will take place through questionnaires / response sheets, or by discussion with students, staff and parents. The results of the evaluation should be reported to the SLT and Local Governing Body as appropriate.