

Human Relationships and Sex Education (HRSE)



Members of staff responsible: Mrs Doolan
Date policy written: June 2026
Date approved by the full Governing body: June 2026
Date to be reviewed: June 2028

The Intent of our Human Relationship and Sex Education Curriculum

Mission Statement

St Clare's is a Christ-centred family where everyone is valued and respected. We learn and grow, whilst strengthening our relationship with God and one another. Together in His love, we can achieve our full potential.

Play, learn and grow together with Christ

Human Relationships and Sex Education (HRSE) is provided by our school as part of the mission of the Catholic Church. HRSE is delivered in a manner consistent with that mission: it seeks to shape the whole person through virtues and values, is conducted through dialogue, is exercised with prudent judgement appropriate to the age, maturity and needs of pupils, and is directed positively towards happiness and human flourishing. HRSE is taught in unity with the Catholic Church under the pastoral oversight of the Bishop of Lancaster, is delivered in partnership with parents as the primary educators of their children, is overseen by the governing body on behalf of the Bishop, and fulfils the statutory requirements for Relationships [and Sex Education,] and Health Education.

Virtues and Values

Gospel virtues and values underpin the HRSE curriculum. The Christian tradition describes behaviours or habits that lead to happiness, human flourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and love are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and happy, good life. The cardinal virtues of practical wisdom, justice, fortitude and temperance help people develop habits of reason, fairness, emotional resilience and self-mastery. They are human virtues and, as such, are part of the development of people of all faiths or none as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St. Thomas Aquinas attributes the theological virtues as having their foundation in God, they complete the cardinal virtues and are the way people can reach "the abundant life" (John 10:10).

At Saint Clare's we live out the Gospel values shared in the Beatitudes, throughout the life of school by modelling the importance of a loving relationship with God established through prayer and the Gospel teachings. We do this by sharing Prayer and Liturgy with the children as well our children sharing prayer with each other. In our school we have established a loving community underpinned in Jesus' message of forgiveness and reconciliation.

As pupils progress through Key Stage Two they develop a deeper understanding of what is moral behaviour and be able to say why this is important for personal happiness and for a closer relationship with God. Our 'Peaceful Prayer Time Committee' plan and deliver their own sessions to other children and share their own understanding and Faith often responding to whole school worship and Key Stage Liturgies. Our children use their own time within the school day to further develop their own spirituality and make space for God in their lives and offer opportunities for all children for reflection and growth. In our school children confidently explain behaviour choices by reference to their beliefs and values, for example, by referring to Jesus teaching about forgiveness.

Procedures

The following groups have been consulted as part of producing this policy.

- staff
- governing body
- parents
- Diocesan Education Service
- school council
- students

At Saint Clare's we have held a Governor and Parent consultation where both parties have discussed the policy and the delivery of HRSE in school.

In consultation with the Governing Body, the policy will be reviewed every two years by the Head teacher, HRSE Co-ordinator and school Staff.

The policy will be circulated to all members of the Governing Body, parents and staff in school. The school prospectus will contain a statement about HRSE teaching, updated guidance and our policy and curriculum overview will be on the school website. The Education Service will be sent a copy of the school's HRSE policy, and it is the duty of the Governing Body to ensure that this is up to date.

Rationale

Schools must maintain and publish a written policy for Relationships [Sex] and Health Education to ensure transparency, consistency, and accountability in its delivery. Statutory guidance issued by the Department for Education requires schools to make clear their approach to Relationships [Sex] and Health Education so that parents, governors, and other stakeholders can understand the provision.

This policy is therefore required in order to fulfil the legal duties set out in the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations, together with the Department for Education statutory guidance updated July 2025 (for implementation from September 2026), as well as to support safeguarding obligations, promote equality of opportunity under the Equality Act 2010, and prepare pupils for life in modern society.

Moreover, because of the significance of the topics involved, the need for prudence in delivery, and the opportunities afforded by Catholic Schools, the Bishop of Lancaster requires that Catholic schools provide a clear and accountable policy for this same provision to ensure transparency and fidelity to the Church's teaching and mission.

The Church, through the Bishop, has the responsibility to oversee the content and manner of this formation, ensuring that it reflects the Church's moral and theological vision.

A public statement of our approach enables all stakeholders, especially Catholic stakeholders, including parents, pupils and staff, foundation governors and the Bishop and his representatives to support St Clare's in its witness to the faith and its role in the Church's mission of evangelisation.

The purpose of this policy document is to:

- set out the aims and principles that govern our provision of HRSE;
- define the content, scope, and boundaries of HRSE provision within the curriculum;
- specify the responsibilities, methods, and review processes by which HRSE is planned, delivered, and evaluated;
- provide transparency and accountability to governors, parents, and the wider community;

- uphold parents' legal rights, including the right to request withdrawal from sex education
- support compliance with safeguarding obligations and equality duties under the Equality Act 2010;
- articulate how our HRSE provision aligns with the moral and theological teaching of the Catholic Church and is exercised under episcopal oversight;
- provide a clear and shared framework through which Catholic parents, pupils, staff, foundation governors, diocesan representatives, and the wider Catholic community can understand and support the school's distinctive approach;
- set out how HRSE provision participates in the holistic formation of pupils;
- ensure consistency and transparency in the expression and safeguarding of Catholic teaching and identity within HRSE;
- clarify how St Clare's works in partnership with parents as the primary educators of their children in matters of human love, relationships, and sexuality.

The Implementation of our HRSE Curriculum

HRSE is a statutory area of provision within the school curriculum, as required by legislation and statutory guidance issued by the Department for Education (DfE).

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 HRSE 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" 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.

However, the reasons for our inclusion of HRSE go further. Catholic Schools are part of the Catholic Church and exist to serve the Church's mission of evangelisation, especially through forming the whole person in light of the Gospel. As the Church teaches,

"The Church, as a mother, is under an obligation to provide for her children an education by virtue of her mission to help all men attain the fullness of Christian life."

Human relationships and sexuality lie at the heart of Catholic formation: the Triune God, relational in Himself, has created human beings in His image to share in His communion. Their bodies, gender, general relationships, sexual relationships and vocations all bear a unique capacity to reveal and share the divine life.

As such, Catholic schools approach these topics through Human Relationships and Sex Education (HRSE), encompassing statutory requirements in a broad and deep vision reflective of the Church's theological and moral understanding of the human person.

HRSE forms an integral part of Catholic education. It nurtures human wholeness and seeks to enable pupils to live life to the full in Christ. It is positive and prudent, showing the beauty and potential of human love while helping pupils to understand and appreciate its moral and spiritual dimensions.

At St Clare's we are committed to the education of the whole child—spiritual, physical, intellectual, moral, social, cultural, and emotional—and we believe that HRSE is an integral part of this education. We therefore commit ourselves, in partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Local Aims of HRSE

We believe that Catholic Human Relationships and Sex Education (HRSE) is of specific benefit to our community because it responds to the real experiences, questions and hopes of our pupils and families.

Aside from its general formative purpose, in our context, where families represent a range of Christian traditions and other faiths", HRSE offers a language of human dignity and love that unites rather than divides. It provides a shared moral and spiritual framework that helps every pupil, whatever their background, to understand their worth, to grow in respect and compassion, and to recognise the call to live generously for others.

This will help us to: strengthen partnership with families and contribute to a culture of kindness, hope and moral integrity within our community. Witness to the Character of Christ in the daily life of the school; deepen and renew the faith of Catholic and other Christian families; enable inter-religious and cross-worldview dialogue rooted in respect and truth; offering a compelling and joyful reason for people to explore or join the life of the Church.

Our provision is planned and delivered according to this local context in some of these ways.

- We offer Sacramental preparation for Baptism, Reconciliation, Eucharist and Confirmation.
- provide clear and attractive written and digital resources for families explaining the Catholic understanding of the human person, conscience, freedom and love;
- structured youth ministry partnerships with Metanoia, offering further relational and vocational formation alongside classroom HRSE content
- We have a Parish Liaison Team who encourage links between home, parish and school.

HRSE Content

Curriculum Requirements

HRSE at St Clare's is delivered in accordance with the requirements of the Diocese of Lancaster.

The Bishop of Lancaster holds canonical responsibility for Catholic education in this diocese, including oversight of how relationships and sex education is taught in Catholic schools. This policy has been developed under his authority to ensure that HRSE is:

- Compliant with the statutory requirements of the Department for Education including *Relationships and Sex Education, and Health Education Statutory Guidance (2019, updated July 2025 for implementation from September 2026)* and all associated legal duties for maintained schools and academies.
- Faithful to the teaching of the Universal Catholic Church as given in Canon Law, Magisterial Teaching, and Guidance of the Holy See, including but not limited to: *Divini Illius Magistri* (1929), *Gravissimum Educationis* (1965), *The Catholic School* (1977), *The Religious Dimension of Education in a Catholic School* (1988), *Truth and Meaning of Human Sexuality* (1995), *Educating Together in Catholic Schools* (2007), and *Amoris Laetitia* (2016).
- Informed by the guidance of the Catholic Bishops' Conference of England and Wales, including but not limited to the *Catholic Education Service (CES) Model Policy for Relationships and Sex Education, Christ at the Centre, Formed in Love*.
- Responsive to the particular context and needs of this diocese.

Statutory Content

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

In our school our main focus is 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.” 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 line with statutory guidance, the curriculum is reviewed regularly to ensure that it prepares pupils for life in modern Britain, including (in age-appropriate ways) current safeguarding risks, contemporary online harms, and relevant legal literacy.

Catholic Content

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. HRSE, 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 HRSE 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.

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 HRSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

All HRSE will be delivered in accordance with the doctrinal and moral teaching of the Church. 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.

Our programme enshrines values relating to the importance of stable relationships, marriage and family life. It also promotes formation in those virtues essential for responding to 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.

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 HRSE 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 HRSE.

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. At the same time, we recognise, as educators, that what pupils are taught can shape attitudes, imagination and desire, and therefore requires careful judgement.

For this reason, the provision of factual information and the consideration of differing viewpoints is undertaken with appropriate prudence, within a clear Catholic moral framework, and with careful attention to pupils' age, maturity and formation. Within this framework, we ensure that pupils have access to the learning they need to stay safe healthy and understand their rights as individuals.

Discussion recognising the contrast between Church teaching and other opinions and beliefs will inevitably form part of HRSE. St Clare's is clear that it teaches from a Catholic perspective, but pupils are equipped to understand and engage with other viewpoints.

Teachers aim to help pupils express disagreement respectfully, articulate opposing views fairly, and identify the underlying differences of worldview.

Our school uses *Ten:Ten*, which is approved by the Catholic Education Service and the Catholic Bishops' Conference of England and Wales. We also use Pol-Ed to enhance the HRSE curriculum

This programme meets all statutory requirements of the Department for Education and all ecclesial requirements of the Universal Church.

Our programme of Human Relationships and Sex Education (HRSE) fulfils and extends all statutory requirements for Relationships, Sex and Health Education (RSE) within a clear Catholic worldview and also includes all PSHE objectives.

The Catholic Bishops' Conference of England and Wales (CBCEW) groups the content of Human Relationships and Sex Education (HRSE) into three interrelated strands that together form the whole person in knowledge, virtue and love. These cover all statutory requirements. All curricula approved by the CES cover these topics explicitly.

The HRSE curriculum is planned and sequenced by year group and, where applicable, is designed to be preventative, equipping pupils before likely exposure to harm.

An overview of content and sequencing can be found on the HRSE pages of our website and full materials may be viewed upon request in accordance with Statutory Guidance.

The specific elements of Sex Education delivered beyond the National Curriculum for science are explicitly identified within the curriculum overview.

How will we use HRSE to develop attitudes, personal and social skills and knowledge and understanding

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;
- 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;
- 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.

HRSE Delivery and Learning Environment

Three aspects of HRSE will be provided:

- attitudes and values
- knowledge and understanding
- personal and social skills.

These will be provided in three inter-related ways:

- the whole school/ethos dimension
- a cross-curricular dimension
- a specific HRSE curriculum.

Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme resides with our leaders of science, religious education, physical education and HRSE.

However, all staff will be involved in developing the attitudes and values aspect of the HRSE 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.

In accordance with our Church's teaching expectations, those devising and overseeing are all well-formed, practising Catholics able to offer joyful personal witness to the Church's teaching. Staff delivering HRSE are either practising Catholics or have been on Diocesan training to support their formation.

Positive Culture

St Clare's promotes a healthy, positive atmosphere in which HRSE can take place 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.

Teaching materials and classroom discussion will be carefully evaluated to ensure they do not normalise harmful behaviours, reinforce limiting stereotypes, portray male violence as inevitable, or stigmatise boys or girls.

Dialogue between Church teaching and other views will be encouraged through the analogy of hospitality as a means of genuine encounter and learning. All pupils should feel valued and welcome, even when challenged by discussion.

Pupils are offered opportunities to reflect on how dialogue has enriched their understanding of the Catholic Church, of other faiths and worldviews, and of the dignity of all people.

Inclusion and Adaptive Teaching and learning

Pupils with particular difficulties, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

We will ensure HRSE 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.

Teaching Strategies

HRSE is delivered through skilled, age-appropriate participative teaching which enables pupils to explore questions safely and thoughtfully. Teaching is structured to support pupils' understanding without causing unnecessary alarm and is carefully sequenced to build confidence and resilience. Some of the teaching strategies used will include; establishing ground rules, discussion, reflection, film and video, group work and role play.

These strategies are implemented through inclusion into the curriculum, teacher initiative and provision of lesson plans.

Relationship To Other Policies and Curriculum Subjects

This HRSE 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. Please see the list at the end of this document.

HRSE lessons will include all learning for PSHE.

Assessment

Assessment in HRSE is proportionate and supports learning rather than personal disclosure. Evidence may include knowledge checks, scenario-based reasoning, and pupils' ability to use respectful language and identify safe help-seeking routes. Assessment activities will not require pupils to disclose personal experiences, private beliefs, or family circumstances.

In line with our anti bullying and behaviour policy children have the opportunity to have a voice to share with staff or in our 'School Worry Box' where concerns can be monitored and therefore appropriate support provided. Progress in

understanding will be monitored through our pupil questionnaire as well as lesson observations, monitoring and through parental meetings.

Dealing with Children's Questions, Disagreement and Contested Topics

HRSE addresses matters on which people hold strong and diverse views. These may include questions of maturity, personal experience, disagreement with Catholic teaching, or uncertainty about identity, relationships, or moral questions. The governors believe that pupils are best educated and protected by discussing such issues openly within the context of the HRSE programme, rather than avoiding them.

In fidelity to the Church's own pattern of evangelisation, we are committed to genuine dialogue in HRSE that correctly values both Church teaching and other perspectives. Ground rules, developed with pupils, help establish a climate of respect and honesty in which this dialogue can take place. Dialogue cannot remove difficulty and may even at times be uncomfortable - for Catholics or non-Catholics - precisely because people may hold opposing viewpoints. However, dialogue can help pupils to recognise one another's views within an environment of mutual respect and recognition.

Where pupils openly raise questions relating to contested topics, staff will respond in a way that reflects our school's Catholic framework while remaining within the limits of their role, confidence and formation. This does not require staff to provide extended theological explanation or personal interpretation. Rather, staff are expected to use a shared and agreed language where appropriate, emphasising core principles such as the dignity of the person, respect for conscience, and the distinction between respect for persons and endorsement of ideas or behaviours.

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. Teachers will use professional judgement in such cases and may defer questions for individual conversation or referral to appropriate support.

When pupils' express beliefs or family experiences arising from parental input or situations that differ from Catholic teaching, teachers will respond with sensitivity, recognising the possibility of a diversity of contexts and taking care not to undermine parental relationships.

Teachers will assume the good will of all participants, even when views are expressed clumsily or from convictions teachers are not familiar with or do not share.

Where a pupil asks a question which relates to sex education content that is not taught by the school or from which the pupil has been withdrawn, staff will respond in a way that is factual, age-appropriate, and consistent with safeguarding, and will signpost the pupil to appropriate support and to their parent/carer as primary educator, unless this would raise a safeguarding concern.

Supporting Children and Young People Who Are At Risk

HRSE addresses aspects of human experience that may connect deeply with pupils' own lives. Teaching in this area may lead to active disclosure of abuse or harm, may surface signs that raise concern about a pupil's safety or wellbeing, or may trigger distress in pupils who have experienced trauma.

Because participative and discussion-based teaching may increase the likelihood of disclosure, staff delivering HRSE are trained to anticipate and respond appropriately to safeguarding concerns.

Teachers delivering HRSE will be attentive to these possibilities and will not let fears, worries, or changes in behaviour 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.

Spiritual Formation Pathways

We will signpost through our Parish, appropriate spiritual formation pathways for Catholic pupils wishing to deepen their faith and for non-Catholic pupils who wish to learn more about the Christian faith in response to HRSE.

Provision

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

Governors remain ultimately responsible for the policy and provision in the school.

Governors should

- draw up the HRSE 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, and maintain communication with the Diocesan Education Service regarding review and implementation;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of HRSE within PSHE;
- ensure appropriate resourcing for HRSE;
- ensure parents have clear information on subject content, teaching materials and any external providers, and know how to request access to materials;
- ensure the school does not enter into contractual restrictions that prevent sharing HRSE materials with parents.

The HRSE co-ordinator with the headteacher has a general responsibility for maintaining communication with the Diocesan Education Service regarding review and implementation of HRSE and for supporting other members of staff in the implementation of this policy.

They will provide a lead in the dissemination of the information relating to HRSE and the provision of in-service training.

HRSE Concerns Process

A transparent and accessible process will be maintained for stakeholders to raise questions or concerns about HRSE content or delivery.

The intention is to lower barriers to engagement, allowing concerns to be raised without requiring direct or personal confrontation, and to support constructive dialogue.

All questions or concerns will receive a clear and time-bound response, involve appropriate senior oversight including the Headteacher and the HRSE Governor or Chair, and be shared with the Diocesan Education Service where appropriate.

The process will be publicised to all stakeholders [*please see complaints policy*]. For raising a concern about HRSE content or delivery in the first instance, any concern should be raised directly with that class teacher. If this dialogue fails to reach satisfactory conclusion, concerns should be brought to the attention of the headteacher. If there is no satisfactory resolution, the matter can be escalated as a formal complaint.

As part of the Catholic Church, the school recognises a responsibility for transparency and accountability in HRSE not only to current families but also to the wider Catholic community, including Catholic parents discerning school choice and parishioners concerned with the authentic transmission of the faith.

This responsibility is exercised through the public availability of the HRSE policy and curriculum information.

Teaching Staff

HRSE 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 HRSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching HRSE. 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.

Appropriate training will be made available for all staff teaching HRSE and those with oversight of HRSE.

In partnership with the Diocesan Education Service, the formation of teachers and overseers of HRSE will give particular attention to Catholic identity as both Catholic integrity and Catholic openness.

Training will include guidance on how to present Church teaching that they may not personally hold, or where staff live in tension with that teaching, outlining teaching practices that are and are not appropriate in such circumstances.

Parental Rights

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. Therefore, the school seeks to maximise its engagement with parents and carers as the best way to support HRSE empowering them as primary educators.

The school does this by providing material to be shared with their children at home and workshops to help parents/carers to find out more.

Parents and carers may view all HRSE curriculum materials used with pupils, including resources from external providers.

Parents/carers will ordinarily be informed by email or via Arbour, in advance when the more sensitive aspects of HRSE will be covered in order that they can be prepared to talk and answer questions about their children's learning. Where appropriate, the school will provide an opportunity to view representative examples of materials for those topics and will provide access to full materials on request.

As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children, therefore, our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's HRSE programme to meet their child's needs.

Parents/carers will be consulted at key stages of policy review and development, as well as during the process of monitoring, review and evaluation.

Additionally, parents and carers will be specifically consulted before the final year of primary school regarding content to be delivered in order to prepare pupils for the transition to the secondary phase of schooling.

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

For clarity, the school distinguishes between:

- c) Relationships Education which is statutory;
- c) Health Education, which is statutory;
- c) Sex Education, meaning teaching about human sexual intimacy and sexual behaviour beyond what is required within the National Curriculum science curriculum.

Parents do not have the right to withdraw pupils from Relationships Education (primary) or from Health Education, as these are statutory. Parents do not have the right to withdraw pupils from the statutory science curriculum.

The school believes that the controlled environment of the classroom is ordinarily the safest place for this curriculum to be followed. Accordingly, the school will work constructively with parents to minimise withdrawal where possible and to support parental confidence in the programme.

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.

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.

All advice and pastoral support offered to pupils will reflect the Catholic identity of the school.

Staff are not expected to address complex or sensitive questions independently where this would be inappropriate or beyond their formation. In such cases, they should acknowledge the question respectfully and defer, signpost or escalate it through established routes, including the HRSE lead, subject specialists, chaplaincy or senior staff.

Equality

Every pupil is created in the image and likeness of God and possesses inherent dignity. This Catholic conviction is the foundation of our commitment to equality.

The governing body have wider responsibilities under the Equalities Act 2010 and ensure that the school fulfils its duties to all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender reassignment, religion or sexual orientation or whether they are looked-after children.

In practice, this means:

- HRSE content and teaching methods are adapted for pupils with SEND, ensuring full access to the curriculum;
- All pupils are treated with dignity, regardless of their personal or family circumstances;
- Pastoral support is available to any pupil for whom HRSE content raises personal questions or concerns.

Where Catholic teaching addresses matters relating to protected characteristics, we present that teaching with clarity and pastoral sensitivity, distinguishing between unconditional respect for persons and the conditions for human flourishing.

This commitment is exercised within our school's wider understanding of hospitality and dialogue.

In teaching about sex, relationships, and equality, the school will teach the relevant facts and the law accurately. Where matters are contested beyond established fact or the law, the school will not present any particular viewpoint as settled fact. With respect to issues relating to biological sex and gender reassignment, the school will avoid implying that social transition provides a simple solution to distress or discomfort.

External Visitors

We may invite external agencies or health specialists to contribute to aspects of HRSE. Any such contribution is intended to complement the existing programme and does not substitute for teacher-led provision.

External visitors contribute as guests of the school, which acts within the mission and episcopal oversight of the Bishop. They work under the direction of the school, follow the school's policies and professional boundaries, and - as guests - contribute their expertise, taking care not to undermine Catholic teaching or pupils' confidence in it. Responsibility for content, suitability and oversight remains with the school at all times.

All external contributions are subject to the school's code of practice for external speakers, developed in line with Catholic Education Service guidance. Care will be taken when considering the organisation that external visitors represent, regardless of the specific content that they will deliver.

The school will quality-assure any external input in advance, ensure it is age-appropriate and integrated within the planned curriculum, and ensure a member of school staff is present and appropriately engaged. External inputs must not use approaches likely to alarm pupils, or that glamourise, inspire or instruct in harmful behaviours.

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.

External Resources

The school may use external resources such as published schemes, videos, lesson packs and online platforms to support HRSE. Where external resources are used, the school remains responsible for the content, suitability and oversight of all materials used with pupils.

The school will ensure that any external resource used in HRSE is consistent with:

- d) statutory Relationships Education/Relationships and Sex Education/Health Education requirements;
- d) safeguarding requirements;
- d) the school's Catholic identity, including Catholic integrity and Catholic openness as defined in this policy;
- d) any requirements or restrictions published by the CBCEW or Diocese of Lancaster Education Service.

The school will not enter into, or rely upon, any contractual or licensing term which restricts the school from showing parents or carers the HRSE curriculum materials used with pupils. Where a contractual clause purports to prevent the school from sharing HRSE materials with parents, the school will treat that clause as unenforceable and will not rely on it.

Where external resources are used, the school will retain a record of the materials used (including editions/versions where relevant) and will be able to make these available for parental viewing on request, and for governance and diocesan monitoring where required.

Dissemination of HRSE Policy

All staff will be made aware of the policy and how it relates to them. All governors, all teachers, all support staff, all parents and all pupils will be made aware of this policy through email consultation or within the school day.

The HRSE policy will be published on the school website, and a copy will be provided free of charge on request. The school will also publish (or otherwise make available) a curriculum overview indicating how statutory requirements are met and when sensitive topics are ordinarily taught.

Parents may view all HRSE curriculum materials on request. Requests should be made via email. Where copyright applies, the school will share materials in a way that complies with copyright law and may require parents to agree not to copy or redistribute materials, but copyright will not be used as a reason to refuse access.

Monitoring and Evaluation

The HRSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and class floor books. The programme will be evaluated by means of questionnaires and/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.

The Impact of our HRSE Curriculum

The impact of our HRSE curriculum is to provide our children with a chance to reflect, learn and apply these crucial skills taught within the program and beyond. Working closely with parents, we are equipping them to be joyful, loving and courageous children of God. This ensures that equality is a key principle for all our pupils who learn to treat people fairly and go forth to promote a society in which everyone has the opportunity to fulfil their full potential.

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Equality and Diversity Policy
- Anti-Bullying Policy
- Inclusion and SEND Policy
- Curriculum Policy
- RE Policy
- Behaviour Policy
- Complaints and Concerns Procedure
- Staff Code of Conduct
- Governor Code of Conduct
- Data Protection and Confidentiality Policy