ST CARLO
CATHOLIC ACADEMY TRUST
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St Carlo Catholic Academy Trust
RSHE Policy

TRUST MISSION STATEMENT

"All people are born as originals but many die as photocopies." *St Carlo Acutis*

"Inspired by St. Carlo Acutis, we place Christ at the heart of all we do. We celebrate each person as a unique creation, not ever a photocopy, nurturing their gifts and talents—traditional and new—to serve others and build God's kingdom in our world today.

Guided by Gospel values, we embrace diversity, foster resilience, and promote lifelong learning. In partnership as a faith community, we empower all to become confident, compassionate global citizens who seek truth, act with justice, and lead through service."

In this policy, all schools in the Trust, in partnership with our Trust Board, Local Governing Bodies, parents, together with the Diocese of Westminster Education Service, set out their intentions about relationships and sex education and health education. We set out our rationale for, and approach to relationships and sex education in the Trust.

As part of this process, we have consulted with:

- Parents/Carers via an invitation to complete a consultation survey online or in writing
- Review of RSHE curriculum content with staff teams
- Consultation with our Local Governing Body and the St Carlo CAT Board of Directors

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the LGB's, Trust Board and Parents from September 2026. This policy will be reviewed every 2 years by the Trust Board, Headteachers, RSHE Leaders, the Local Governing Bodies and staff and in consultation with parents/carers. The next review date is June 2028.

Dissemination

The draft policy will be given to all members of the Trust Board, the Local Governing Bodies, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school website. Details of the content of the RSHE curriculum will also be published on each school's website.

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DEFINING RELATIONSHIP AND SEX EDUCATION AND HEALTH 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 RSHE does this by promoting their "moral, social, mental and physical development" and cultivating "positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness"[1]. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe."[2] This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSHE go further.

RATIONALE

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'

(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSHE 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. RSHE, 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, RSHE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral,

[1] Relationships Education, Relationships and Sex Education (RSHE) 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 (RSHE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.7

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 RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

AIM OF RSHE AND THE TRUST MISSION STATEMENT

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

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"[3] which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

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

- 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.

[3] *Gravissimum Educationis* 1

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;
- 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;

Outcomes

INCLUSION AND ADAPTIVE TEACHING AND LEARNING

We will ensure RSHE 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.

EQUALITIES OBLIGATIONS

The Trust Board and Local Governing Bodies have wider responsibilities under the Equalities Act 2010 and will ensure that our schools 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.

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BROAD CONTENT OF RSHE

Three aspects of RSHE, 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.

Our programme will cover:
The statutory objectives as outlined in the National Curriculum following Ten Ten's RSHE programme, 'Life to the Full Plus' (primary) and supplemented with additional resources from our PSHE and science curriculum to ensure coverage.
Our programme outline can be accessed on:
TenTen: Life To The Full Primary: Life to the Full Plus Primary – Ten Ten Resources

https://www.tentenresources.co.uk/parent-portal/
School Username: Stjosephsparent
School Password: W73HU
Parent Consultation Tool: https://www.tentenresources.co.uk/parent-consultation-tool-primary/

PROGRAMME / RESOURCES

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

ASSESSMENT

We will assess pupils' learning by using continuous assessment methods based on work in books and pupil voice. Throughout the programme and following the RSHE programme of study, children will be assessed by the class teacher on the objectives of the RSHE curriculum. Teachers will use their professional judgement to assess if pupils have met the objectives and use outcomes to assess where children need additional support and ensure revision of prior learning/retrieval practice is a strong feature of lessons.

Parents and Carers

We recognise that parents and carers 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 schools 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 via email prior to the teaching of the more sensitive aspects of RSHE, 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 Trust Board and Local Governing Bodies. They will be consulted at every stage of the development of the RSHE 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 RSHE programme using the link to the 'Life to the Full Plus' parent portal above. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the schools' RSHE 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 programme of study. 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 RSHE 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).
Relationships Education, Relationships and Sex Education and Health Education guidance

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 RSHE 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 RSHE (in primary schools/academies relating to female genital mutilation (FGM) in KS2 only). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education and health programme resides with the relevant curriculum staff (including, the Science, Religious Education, PE, RSHE and PSHE Leaders) and the Headteacher.

However, all staff will be involved in developing the attitudes and values aspect of the RSHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

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

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools [4].

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

OTHER ROLES AND RESPONSIBILITIES REGARDING RSHE

Trust Board and Local Governing Body

- draw up the RSHE policy, in consultation with parents/carers and staff;
- ensure that the policy is available to parents/carers;
- ensure that the policy is in accordance with other whole school policies, e.g., SEND, 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 RSHE within PSHE.

Headteachers

The Headteacher of each Academy takes overall delegated responsibility for the implementation of this policy and for liaison with the Local Governing Body, parents/carers, the Westminster Diocese Education Service, Academy Trustees and also appropriate agencies.

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

PSHE/RSHE Leader

The RSE Leaders, alongside the Headteachers have 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 RSHE and the provision of in-service training. *(They may be supported by the RE and Science Leaders and the members of staff with responsibility for child protection and safeguarding).*

All Staff

RSHE 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 RSHE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSHE 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 (e.g., Anti-Bullying Policy, Safeguarding and Child Protection Policy, Online Safety Policy, Anti-Racist 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 RSHE in PSHE lessons will link to/complement learning in those areas identified in the RSHE audit.

CHILDREN'S QUESTIONS

The Trust Board and Local Governing Bodies want to promote a healthy, positive atmosphere in which RSHE 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 RSHE. 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 Trust Board and Local Governing Bodies believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE 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 (RSHE) and Health Education: Statutory guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers, July 2025, p.40 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE 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 Child Protection and Safeguarding Policy and immediately inform the designated senior member of staff (DSL) responsible.

CONFIDENTIALITY AND ADVICE

All Trust Board and Local Governing Bodies, 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 RSHE 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 schools' 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., DSL, parents, Headteacher, but that the pupils would always be informed first that such action was going to be taken.

MONITORING AND EVALUATION

The RSHE Leaders will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires/response sheets/needs assessment given to pupils, 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. Trust Board and Local Governing Bodies will consider all such evaluations and suggestions before amending the policy. The Trust Board remain ultimately responsible for the policy.

Please read alongside:

- Appendix 1: LIFE TO THE FULL PLUS – Scheme of work overview with learning objectives
- Life to the Full Overview

- Gov.uk: Relationships Education, Relationships and Sex Education and Health Education: Relationships Education, Relationships and Sex Education and Health Education guidance
- CES: A Model Primary Catholic RSHE curriculum: 69c407f3ec871f5acc228aee_37.26 Attachment 1 A Model Framework for Catholic Primary RSE 2026.docx
- CES: Who is responsible for teaching RSHE to children and young people: 6791bdaf5defdc98a637c723_WhoZisZresponsibleZforZteachingZRSEZtoZchildrenZandZyoungZpeople.pdf