January 2026

Relationship, Sexual and Health Education (RSHE) Policy



We Learn, Grow, Shine in the Light of Jesus

School Mission Statement

At St Leonard's, our mission is to be the best version of ourselves at all times. We achieve this as we **learn, grow and shine in the light of Jesus.**

It is through His love and teachings that we are able to take pride in our progress, do better than our best, reach our true potential and shine. Our school is a very special place in which love, care and support are central to ensuring excellence for all; both within our school and wider community.

Within the Mission Statement of the school, it makes it absolutely clear that the whole ethos of the school will reflect the practice and traditions of our Catholic faith. Such teachings direct us to believe that we are all "Children of God" and that we live by following the example of Jesus given to us in the Gospels. We aspire to live out these Gospel Values in all that we do to show how Jesus is our guiding light.

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that Relationships Education, Relationships and Sex Education and Health Education 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.

Consultation

This policy has been produced in consultation with staff and parents/carers. This includes questionnaires to parents / carers, school council discussions and review of Relationships Education, Relationships and Sex Education and Health Education curriculum content with staff and pupils

Rationale

I will show you my faith through my actions

(James 2:18)

We are involved in Relationships Education, Relationships and Sex Education and Health 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 Relationships Education, Relationships and Sex Education and Health Education 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. Relationships Education, Relationships and Sex Education and Health Education, 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, Relationships Education, Relationships and Sex Education and Health Education will be firmly embedded in the Relationships and Health framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All Relationships Education, Relationships and Sex Education and Health Education 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 and support will be provided to help pupils deal with different sets of values.

Aim of Relationships Education, Relationships and Sex Education and Health Education In partnership with parents, we aim to provide children with a "positive and prudent sexual education"[1] which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

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 bodies;
- responsibility for one's 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 love;
- recognising the importance of marriage and family life.

To develop the following personal and social skills:

- making sound judgements and good choices;
- loving and being loved, and the ability to form friendships and loving, stable relationships;
- managing emotions within relationships including when relationships break down;
- 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.

To develop the following knowledge and understanding:

- 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 (Parents may withdraw their child from this aspect of the curriculum)

These will be covered through five overlapping themes – moral, spiritual, physical, emotional and social development'.

Inclusion and Differentiated learning

We will ensure Relationships Education, Relationships and Sex Education and Health Education is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances 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. These questions will be responded to in the context of the school's inclusion policy.

Statutory Curriculum Requirements

We are required to teach those aspects of Relationships Education, Relationships and Sex Education and Health Education which are statutory parts of National Curriculum Science. We are required to teach Relationships and Health Education.

1 Gravissimum Educationis

Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Broad Content of Relationships Education, Relationships and Sex Education and Health Education Three aspects of Relationships Education, Relationships and Sex Education and Health Education - attitudes and values, personal and social skills and knowledge and understanding will be provided in three inter-related ways: the whole school/ethos dimension; cross-curricular Relationships and Health approach and a discreet Relationships Education, Relationships and Sex Education and Health Education curriculum.

Programme / Resources

Using Ten:Ten's new programme, Life to the Full, we will teach Relationship and Sex Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church. Given that the new curriculum became compulsory from September 2020, Ten:Ten are embracing "the challenges of creating a happy and successful adult life" by giving pupils knowledge "that will enable them to make informed decisions about their wellbeing, health and relationships" (DfE Statutory Guidance). The programme will deliver teaching through the prism of Catholic RSE. The framework of our programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice. More information about Ten:Ten can be found at their website https://www.tentenresources.co.uk/

Assessment of Relationships Education, Relationships and Sex Education and Health Education Assessment in RSHE involves knowledge and understanding alongside skills development and the ability to explore values and attitudes. Assessment will be carried out using a wide variety of evidence, recognising that RSHE contributes to pupil's moral and emotional development and to their personal skills. Examples of assessment opportunities include: work in exercise books, preparing presentations or displays, demonstrating understanding through role play, contributions to discussions, shared understanding with peers or significant pieces of written work showing progress and the development of skills.

Parents and Carers

Parents/carers are the primary educators of their children. They were consulted before this policy was ratified by the governors. They will be consulted at every stage of the development of any revision of the Relationships Education, Relationships and Sex Education and Health Education programme, as well as during the process of monitoring, review and evaluation. Resources used by the school in the Relationships Education, Relationships and Sex Education and Health Education programme will be made available each year for parents/carers to view. Parents have the right to withdraw their children from Relationships Education, Relationships and Sex Education and Health Education excepting those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they should notify the school by contacting the Headteacher in writing. The request will be made on a year by year basis. The school will provide support by providing material for parents to help the children with their learning.

Teaching the Programme

Class teachers have the responsibility for teaching the Relationships Education, Relationships and Sex Education and Health Education curriculum. On some occasions adults from other agencies may be used to deliver some aspects of Relationships Education, Relationships and Sex Education and Health Education. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

External visitors will be made clear about their roles and responsibilities whilst they are in school delivering a session. Visitors should adhere to our code of practice developed in line with the school visitor policy and will be required to ensure that all teaching is rooted in Catholic principles and practice.

Other Roles and Responsibilities regarding Relationships Education, Relationships and Sex Education and Health Education

Governors will:

- Draw up the Relationships Education, Relationships and Sex Education and Health Education 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 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 Relationships Education, Relationships and Sex Education and Health Education within relationships and Health Education.
- Ensure that the school policy and teaching is compliant with the guidance issued by the Diocesan Department for Education 2019

Headteacher

The headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Department for Education and the local authority, also appropriate agencies.

Relationships Education, Relationships and Sex Education and Health Education Coordinator

The coordinator with the headteacher 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 Relationships Education, Relationships and Sex Education and Health Education and the provision of in-service training.

All Staff

Relationships Education, Relationships and Sex Education and Health Education 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 Relationships Education, Relationships and Sex Education and Health Education in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching Relationships Education, Relationships and Sex Education and Health Education. 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.

Children's questions

The governors want to promote a healthy, positive atmosphere in which Relationships Education, Relationships and Sex Education and Health Education 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 Relationships Education, Relationships and Sex Education and Health Education. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the Relationships Education, Relationships and Sex Education and Health Education 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. (See also Relationship Education, Relationships and Sex Education and Health Education ,Sections 63 and 64 'Managing Difficult Questions' DfE February 2019, for more detail).

Supporting children and young people who are at risk

Children will also need to feel safe and secure in the environment in which Relationships Education, Relationships and Sex Education and Health Education takes place. Effective Relationships Education, Relationships and Sex Education and Health Education will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform insert here who to inform

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality. All lessons, especially those in the Relationships Education, Relationships and Sex Education and Health Education 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. 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 circumstance they would have to inform others, e.g. parents, headteacher, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and review of the policy

The Relationships Education, Relationships and Sex Education and Health Education Coordinator will monitor provision by scrutinising plans, schemes of work and samples of pupils' work. The programme will be evaluated biennially. Governors will carry out their own audit of the policy and will consider all such evaluations and suggestions before amending the policy. Parents will also be consulted. Governors remain ultimately responsible for the policy.

This policy will be reviewed every two years by the headteacher, Relationships Education, Relationships and Sex Education and Health Education coordinator, the governing body and staff.