St Clare's Catholic Primary School, A Voluntary Academy

Relationships and Health Education Policy

"I have come that they may have life and have it to the full"
(John 10:10)

Approved by the Academy Council On	**11th November 2026**
To be Reviewed In	**November 2027**
Signed on Behalf of the Academy Council	R. Drake

1. Our vision and rationale

At St Clare's Catholic Primary School, we are committed to educating the whole child: spiritually, physically, intellectually, morally, socially, culturally and emotionally. Relationships and Sex Education (RSE) is an integral part of this education and of our mission to help every child grow in the knowledge that they are created, chosen and loved by God.

Our approach is rooted in the Catholic understanding of the human person, made in the image and likeness of God and called to love and be loved. We seek to help pupils develop the knowledge, understanding, attitudes, values and personal skills they need to form healthy relationships, make informed choices, respect themselves and others, recognise unsafe situations and seek help.

Our policy is guided by the Catholic vision of education and the Church's teaching on human dignity, love, relationships, marriage and family life. We teach with sensitivity and respect, recognising the dignity of every person and the diverse circumstances of the families represented in our school community.

Our mission statement, "I have come that they may have life and have it to the full" (John 10:10), reminds us that RSE should support children to flourish and to live well with themselves, others and the wider world.

2. Aims

Through our RSE provision, we aim to:

- help pupils recognise that every person is made and loved by God and has inherent dignity and worth;
- develop self-respect, confidence and a positive appreciation of their bodies, gifts and individuality;
- enable pupils to build and maintain healthy, respectful and caring relationships;
- teach pupils about family life, friendship, kindness, commitment, forgiveness and reconciliation;
- equip pupils with accurate, age-appropriate knowledge about their bodies, health, human development and puberty;
- help pupils understand personal boundaries, privacy, consent, appropriate and inappropriate touch, and how to keep themselves safe;
- develop pupils' ability to recognise pressure, bullying, discrimination, exploitation and abuse, including online harms, and to seek help;
- promote emotional literacy, resilience, self-regulation and positive mental health;
- encourage pupils to act with justice, compassion and responsibility in their local, national and global communities;
- prepare pupils for the next stage of their education and for the opportunities and responsibilities of adult life.

3. Catholic foundations and values

The Catholic understanding of the human person is at the heart of our RSE curriculum. We believe that each person is created in the image and likeness of God (Genesis 1:27), is loved by God and possesses an innate dignity that does not depend on achievement, ability, background or circumstance.

We understand that human beings are relational by nature: created out of love and for love. The Trinity is the perfect communion of love and provides the model for loving relationships and life in community. Jesus' example and teaching guide pupils in showing love, compassion, service, forgiveness and respect.

RSE explicitly promotes the virtues that help us to live well with others. These include:

- love, respect and dignity
- patience, courage and resilience
- honesty, integrity and trustworthiness
- forgiveness, reconciliation and courtesy
- justice, compassion, generosity and service
- self-discipline and discernment in decision-making

We affirm the importance of marriage and family life within Catholic teaching, while recognising that pupils come from a range of family circumstances. Every child and family must be treated with respect. No pupil should be made to feel that their family is less valued or that they are responsible for circumstances beyond their control.

4. Statutory framework

As an academy in England, St Clare's provides statutory Relationships Education and Health Education in accordance with the applicable legislation and Department for Education (DfE) statutory guidance. We also teach the statutory National Curriculum science content. This policy has been updated with reference to the DfE statutory guidance which came into effect on 1 September 2026.

The school will have regard to the statutory guidance and will ensure that its curriculum is broad, balanced, inclusive, age-appropriate and consistent with our Catholic character. Where the school considers a departure from guidance appropriate, it will have a clear and recorded rationale.

The policy distinguishes between:

- Relationships Education: compulsory for all primary-aged pupils. This includes families and people who care for us, friendships, respectful relationships, online relationships and keeping safe.
- Health Education: compulsory and includes physical health, mental wellbeing, puberty, hygiene, healthy lifestyles and help-seeking.
- National Curriculum science: compulsory. Relevant content includes human growth and development, reproduction and the changes that occur as children grow.
- Additional sex education: any sex education taught beyond the statutory Relationships Education, Health Education and National Curriculum science requirements. Where such content is planned, parents' right to request withdrawal will apply as set out in section 13.

5. Our curriculum and the Ten:Ten programme

We use Ten:Ten Resources' Life to the Full as our principal programme for the delivery of RSE and Health Education. Life to the Full is a Catholic primary curriculum programme, rooted in a Christian understanding that our deepest identity is as a child of God – created, chosen and loved by God. It is based on the three themes of the Catholic model curriculum and is designed for use from EYFS to Year 6.

The programme provides lesson plans, age-appropriate video and story-based resources, prayer and worship materials, assessment activities, programme-coordinator guidance, staff training and resources to support communication with parents. Teachers use the programme materials alongside professional judgement, the school's curriculum plans and the needs and developmental stages of pupils.

The school will use the Ten:Ten programme as its planned core, while retaining responsibility for checking that the content taught, sequence and resources meet current statutory requirements and the needs of our pupils. The RSE Lead will review programme updates and guidance and make any necessary adjustments.

5.1 The three themes

Catholic theme	Curriculum focus
Created and Loved by God	The individual: identity, dignity, uniqueness, gifts and talents; caring for our bodies and health; emotional wellbeing; growth, life cycles and human development.
Created to Love Others	Relationships with others: family and friendship; positive and difficult relationships; respect, forgiveness and reconciliation; boundaries, consent, personal safety and people who can help.
Created to Live in Community	Our place in the wider world: belonging and responsibility; the Trinity and the common good; Catholic Social Teaching; service, justice, stewardship and respect for others.

5.2 Progression through the school

The programme is taught progressively through four learning stages: EYFS, Key Stage 1 (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). Pupils revisit key ideas as they mature, with learning deepening in response to their age, stage and prior knowledge. Teachers check what pupils already know and adapt teaching where necessary.

Across the phases, pupils develop understanding of:

- their identity as unique and loved children of God, their dignity, gifts and talents;
- the names and functions of body parts, personal hygiene, healthy lifestyles and how bodies grow and change;
- feelings, emotional wellbeing, self-esteem, resilience and how choices affect themselves and others;
- life stages, pregnancy, birth and human development, including puberty and menstruation;
- different family structures, caring relationships, friendship, marriage and commitment within the Catholic understanding;
- respect, kindness, forgiveness, conflict resolution, boundaries, permission and consent;
- bullying, discrimination, prejudice, harassment, exploitation, abuse and how to report concerns;
- online safety, privacy, digital communication, inappropriate content and how to get help;
- community, Catholic Social Teaching, the common good, stewardship and responsibility for others.

5.3 Sensitive and additional content in Upper Key Stage 2

In Upper Key Stage 2, the Ten:Ten programme addresses more complex aspects of growing up, including puberty, fertility, menstruation, conception, pregnancy and childbirth. It also explores emotional and social pressures, online content and personal safety. Teaching is carefully sequenced, age-appropriate and delivered in a calm, respectful and factual manner.

Ten:Ten's Upper Key Stage 2 Life Cycles materials include an optional session which addresses sexual intercourse within the context of marriage. Before deciding whether and how this session or any other content that constitutes additional sex education is taught, the Headteacher and RSE Lead will review the material against the statutory curriculum, Catholic teaching, the age and maturity of pupils and the current DfE guidance. Parents will be informed in advance and the withdrawal arrangements in section 13 will apply where the content is additional sex education.

The school will not assume that every session within a commercial programme is automatically statutory. The RSE Lead will maintain a clear record of which lessons are taught, their curriculum status and the information shared with parents.

6. Teaching approach and learning environment

RSE is taught in a safe, positive and respectful environment. Lessons are delivered by class teachers or other appropriately trained staff, using Ten:Ten resources and additional materials where needed. Teaching may include:

- clear learning intentions and age-appropriate vocabulary;
- agreed ground rules, including listening respectfully and not sharing personal information about others;
- stories, discussion, video, reflection, practical activities and role-play where appropriate;
- distancing techniques, so that pupils can discuss fictional scenarios rather than disclose personal experiences;
- opportunities for pupils to ask questions and practise help-seeking;
- prayer and reflection where appropriate to the learning and the Catholic ethos.

Teachers will use professional judgement when responding to questions. They will not be expected to answer questions that are outside the planned curriculum, inappropriate for the pupil's age or maturity, or that require personal advice. Such questions may be followed up individually, in consultation with the RSE Lead or Designated Safeguarding Lead (DSL), and with parents where appropriate.

7. Inclusion, equality and accessibility

RSE is for every pupil. We are committed to ensuring that all children can access the curriculum and are treated with dignity and respect. Teaching will be adapted to take account of pupils' age, developmental stage, prior learning, SEND, disability, communication needs, emotional maturity, faith, culture and personal circumstances.

Pupils with SEND will not be routinely withdrawn from RSE because of their needs or because adapting provision requires additional planning. Staff will use appropriate resources, vocabulary, repetition, pre-teaching, visual supports, small-group discussion or other reasonable adjustments to support access and understanding.

We will meet our duties under the Equality Act 2010. Teaching will promote respect and kindness and challenge bullying, prejudice, discrimination and harmful stereotypes. Pupils will learn that people and families may be different and that everyone must be treated with dignity.

In teaching within our Catholic character, staff will be clear, measured and age-appropriate, and will not demean or stigmatise any person or group.

8. Safeguarding, personal safety and disclosures

In line with Keeping Children Safe in Education (KCSIE) 2026, Relationships and Health Education forms part of our whole-school approach to safeguarding and preventative education. Through Ten:Ten Life to the Full, pupils learn, in age-appropriate and developmentally appropriate ways, about healthy and respectful relationships, personal boundaries, consent, online safety, recognising inappropriate behaviour and seeking help from trusted adults. Teaching helps pupils recognise and report bullying, discrimination, child-on-child abuse, sexual harassment and other harmful behaviour. Learning is adapted for pupils with SEND and additional vulnerabilities. Any concerns or disclosures arising during lessons must be passed promptly to the DSL or deputy DSL and managed under the school's Child Protection and Safeguarding Policy and current KCSIE guidance.

Safeguarding is central to RSE. Teaching about privacy, boundaries, safe and unsafe situations, appropriate and inappropriate touch, consent, online safety, exploitation and abuse helps pupils recognise when something is wrong and know how to seek help.

If a pupil makes a disclosure or a member of staff has a concern:

- staff must listen calmly, take the pupil seriously and reassure them that they have done the right thing by speaking;
- staff must not promise secrecy or ask leading questions;
- staff must not investigate the matter themselves or delay reporting;
- the concern must be passed immediately to the DSL or deputy DSL and recorded in line with the school's safeguarding procedures;
- staff must follow the school's current Child Protection and Safeguarding Policy and relevant statutory guidance.

Staff should remind pupils that they can speak to a trusted adult in school and that they should keep asking for help until they are heard. Where a pupil's question or comment suggests a safeguarding concern, the matter must be managed through safeguarding procedures rather than treated simply as a classroom discussion.

9. Confidentiality and handling questions

Pupils are encouraged to ask questions in a respectful and supportive environment. Teachers will answer questions in a way that is accurate, age-appropriate and consistent with the planned curriculum and Catholic ethos.

At the start of relevant lessons, teachers will establish that personal disclosures and private information should not be shared with the class. However, staff cannot offer absolute confidentiality. If a pupil shares information that indicates that they or someone else may be at risk of harm, staff must share this with the DSL in accordance with safeguarding procedures.

Where a question is too personal, explicit or outside the planned content, teachers may explain that it is not appropriate to discuss it in class and arrange a suitable follow-up. Teachers should not provide individual medical advice; pupils should be directed to their parent/carer or an appropriate health professional as necessary.

10. Parents and carers: partnership and communication

We recognise parents and carers as the primary educators of their children. In partnership with families, the school seeks to provide a coherent and supportive education that enables children to grow in knowledge, confidence and responsibility.

We will:

- consult parents and carers when developing and reviewing this policy;
- publish the policy on the school website and provide a free copy to anyone who requests one;
- communicate the broad content and timing of the RSE programme, including more sensitive learning;
- provide information about the Ten:Ten Life to the Full programme and how it is used in school;
- make relevant lesson materials available for parents to view, subject to the terms of the Ten:Ten platform and copyright;
- use Ten:Ten parent consultation resources and the Online Parent Portal where available;
- provide opportunities for parents to raise questions or discuss concerns with the RSE Lead or Headteacher.

Parents will be given reasonable notice before additional sex education is taught. We encourage parents and carers to continue conversations at home and to contact school if they would like support in understanding the content.

11. The right to request withdrawal

Parents do not have the right to withdraw their child from statutory Relationships Education or Health Education. They cannot withdraw their child from National Curriculum science, including teaching about growth, puberty, human development and reproduction.

Before RSE teaching takes place, parents and carers are invited to a parent information session to review the statutory and non-statutory elements of the curriculum, see relevant resources and understand what their child will be taught.

Following the session, the school writes to parents outlining which lessons will be taught and when, clearly identifying any non-statutory additional sex education. Parents are asked to return a response form indicating yes or no to their child participating in the non-statutory lesson(s).

Parental responses and any withdrawal arrangements are recorded on CPOMS and Arbor. Pupils withdrawn from non-statutory sex education will be provided with appropriate, purposeful alternative learning during the relevant lesson(s). The right to withdraw does not apply simply because a topic is sensitive or is taught within an RSE lesson.

Parents have the right to request withdrawal from some or all additional sex education beyond statutory Relationships Education, Health Education and National Curriculum science. The Headteacher will grant requests for withdrawal from this non-statutory content. Where clarification is needed, the school will discuss the content and arrangements with parents.

12. Roles and responsibilities

Academy Council / Governing Body

- approve and keep under review the RSE policy;
- ensure that the policy reflects the school's Catholic character and statutory duties;
- ensure parents can access the policy and understand the curriculum and withdrawal arrangements;
- monitor the effectiveness of provision through appropriate reporting and link governance.

Headteacher

- take overall responsibility for implementation of this policy;
- ensure the curriculum is appropriately resourced, staffed and timetabled;
- ensure staff understand the policy and receive appropriate training;
- consider and respond to requests for withdrawal from additional sex education;

- liaise with the Academy Council, parents, the Diocese, the Trust and relevant agencies as appropriate.

RSE Lead

- coordinate the RSE curriculum and the use of Ten:Ten Life to the Full;
- maintain the curriculum overview and record the content taught, including any additional sex education;
- support colleagues with planning, resources, training and sensitive questions;
- review Ten:Ten updates and statutory guidance;
- monitor provision, pupil learning and feedback from staff, pupils and parents.

Designated Safeguarding Lead

The DSL provides advice and oversight where RSE raises safeguarding concerns or disclosures and ensures that concerns are managed in line with the school's safeguarding procedures.

All staff

All staff are expected to model respectful relationships, uphold the Catholic ethos, deliver lessons in line with this policy where they are responsible for teaching, maintain appropriate professional boundaries and report safeguarding concerns immediately.

13. External visitors and resources

External visitors, including health professionals, may contribute to RSE where their expertise adds value. They will complement, not replace, the planned teacher-led curriculum. The school will check the suitability of visitors and resources in advance, clarify the purpose and content of sessions, and ensure that delivery is consistent with safeguarding requirements, statutory guidance and the Catholic ethos.

Ten:Ten Life to the Full is the school's principal RSE resource. Any supplementary resource will be reviewed by the RSE Lead before use to ensure that it is accurate, age-appropriate, inclusive, suitable for the pupils' developmental stage and consistent with the school's policy.

14. Assessment, monitoring and evaluation

Assessment in RSE is focused on pupils' knowledge, understanding, vocabulary, confidence in identifying safe choices and ability to apply learning. It is not an assessment of pupils' personal beliefs, family circumstances or private experiences.

Teachers use questioning, discussion, pupil reflection, activities and Ten:Ten assessment activities to identify learning and address misconceptions. The RSE Lead will monitor provision through:

- review of curriculum plans, lesson coverage and progression;
- discussion with pupils and staff about their learning and confidence in seeking help;
- review of assessment activities and evidence of learning;
- feedback from parents and carers;
- review of safeguarding themes or emerging needs, in partnership with the DSL;
- review of Ten:Ten materials and statutory guidance.

Findings will inform curriculum development, staff support and policy review. The Academy Council will receive appropriate information about the quality and impact of provision.

15. Links with other policies and curriculum areas

RSE is part of our wider PSHE and personal development provision and is connected with the whole-school ethos and curriculum. It is supported by relevant learning in:

- Religious Education, prayer and liturgy, including the dignity of the human person, vocation, family, forgiveness, the Trinity and Catholic Social Teaching;
- Science, including human growth, development and reproduction;
- Computing, including online safety and responsible use of technology;
- Physical Education and Health Education, including physical health, hygiene and wellbeing;
- safeguarding, behaviour, anti-bullying, equality, inclusion and pastoral support.

This policy should be read alongside the school's Child Protection and Safeguarding Policy, Behaviour Policy, Anti-Bullying Policy, Online Safety Policy, Equality and Inclusion Policy, SEND Policy and relevant Trust policies.

16. Review

This policy will be reviewed annually by the Headteacher and RSE Lead, in consultation with staff, parents and the Academy Council. It will also be reviewed sooner if there are significant changes to statutory guidance, Catholic guidance, the Ten:Ten programme or the needs of the school community. Any proposed changes will be shared with parents and brought to the Academy Council for approval as appropriate.

Appendix 1: Curriculum overview by phase

Phase	Key learning emphasis	Illustrative content
EYFS	Identity, belonging, feelings, relationships and safety	Created by God; uniqueness; naming body parts; hygiene; feelings; life stages; family and special people; kindness; safe/unsafe situations; privacy and trusted adults.
KS1 (Y1–2)	Building vocabulary and foundational knowledge	Similarities and differences; healthy habits; managing feelings; life cycles; positive and negative behaviour; family and friendship; bullying; secrets; online safety; personal boundaries and help-seeking.
LKS2 (Y3–4)	Growing independence, resilience and responsibility	Self-esteem; body changes; emotional wellbeing; conception and birth at an age-appropriate level; family diversity; conflict resolution; discrimination; bullying; abuse awareness; online safety; substance awareness;

		community and common good.
UKS2 (Y5–6)	Preparation for adolescence and transition to secondary school	Puberty and menstruation; fertility, conception and fetal development; emotional and media pressures; consent and boundaries; online risks; abuse and exploitation; reporting concerns; healthy relationships; Catholic understanding of marriage and family life.

Appendix 2: Parent information – what can I withdraw my child from?

Parents and carers can contact the Headteacher if they are unsure whether a particular lesson is statutory or additional sex education.

Curriculum content	Can a parent withdraw their child?
Statutory Relationships Education	No.
Statutory Health Education	No.
National Curriculum science, including puberty and reproduction content	No.
Additional sex education taught beyond statutory Relationships Education and National Curriculum science	Yes. In primary schools, the Headteacher must grant a parent's request.

Appendix 3: Key source documents

- Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance (effective 1 September 2026).
- Department for Education, Keeping Children Safe in Education (KCSIE) 2026 – statutory safeguarding guidance: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- Catholic Primary RSE Model Framework, revised Spring 2026 (provided as an accompanying school document).
- Ten:Ten Resources, Life to the Full Primary – programme overview and resources (accessed November 2026).
- St Clare's Catholic Primary School, Relationships and Health Education Policy (approved 20 July 2023) – used as the starting point for this review.