# SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."

RSE Policy

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| Policy updated: | May 2026 |
| Policy reviewed: | May 2027 |
| Governor committee responsibility: | Local Governing Body |

[4] Protocol for Visitors to Catholic Schools, CES, Feb. 2011

*"Journeying together with Jesus Christ, we learn to love and Love to Learn"*

*In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for and approach to relationships and sex education in the school.*

***Context***

*This policy document should be considered in the light of our School Mission Statement, which outlines all that underpins our work here at Ss John Fisher and Thomas More.*

*Our ethos, here at Ss John Fisher and Thomas More is to educate all our pupils with Christ at the Centre, and thus all that we teach is focused upon Catholic values and morals. We recognise each of our pupils as unique individuals, created in the image and likeness of God and our curriculum reflects the Gospel values of our faith. It is integral to teaching the Christian values and is taught in the context of Christian relationships and virtues. RSE promotes pupil's self-esteem and emotional wellbeing. It helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the wider community.*

*Here at Ss John Fisher and Thomas More we want to embrace the challenges of creating a happy and successful adult life, by giving pupils the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. This policy focuses on how we teach the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other children and adults; peers and teachers.*

***Consultation***

*This policy has been developed through consultation with parents, pupils, staff, governors and the Diocese of Shrewsbury.*

*Parents have been provided with resources, including those of a sensitive nature, prior to taught sessions. During the consultation process, parents were offered with opportunities to discuss the scheme of work with school leaders and ask questions about the content. School leaders also consulted with Governors.*

*Pupil voice, staff expertise and governor oversight have informed this policy, ensuring it reflects both the needs of our community and statutory expectations.*

***Implementation and Review of Policy***

*The implementation of this policy followed consultation with governors, staff and parents.*
***Ratified**: Summer 2026*
***Implemented**: October 2026*
***Next review**: Summer 2027*
*The policy will be reviewed regularly to ensure alignment with Department for Education (DfE) statutory guidance and Catholic Education Service (CES) expectations.*

***Dissemination***

*This policy will be made available to all members of the governing body, all teaching and non-teaching staff and all parents. It will be published on the school website to ensure openness and transparency.*

***Defining Relationships and Sex Education***

[4] Protocol for Visitors to Catholic Schools, CES, Feb. 2011

*Relationships and Sex Education is lifelong learning about physical, moral and emotional development. It is about the understanding of relationships, family life, sexuality and sexual health, framed within a Catholic understanding of the human person.*

*In our school, RSE is rooted in the belief that each person is created in the image and likeness of God. It supports pupils in understanding what it means to be fully human, called to live in right relationship with self, others and God, and enabled to make moral decisions guided by conscience.*
*RSE encompasses the development of attitudes and values, personal and social skills, and knowledge and understanding.*

***Statutory Curriculum Requirements***
*In line with statutory guidance, Relationships Education and Health Education are compulsory in all primary schools, and elements of sex education are taught within the National Curriculum Science programme.*
*Parents do not have the right to withdraw their child from Relationships Education, Health Education or statutory science content. However, they do have the right to withdraw their child from non-statutory sex education.*

***Rationale***

***"I have come that you might have life and have it to the full" (John 10:10).***

*RSE is taught because of our Christian understanding of the human person. The belief that each individual is created in the image and likeness of God underpins all that we do.*

*Our approach is rooted in Catholic teaching and presented within a positive framework of Christian values. It emphasises the importance of love, relationships, marriage and family life, whilst recognising the dignity and worth of every individual.*

The Department for Education states that 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.'

However, the reasons for our inclusion of RSE go further.

*Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE 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.*

*All RSE 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.*

[4] Protocol for Visitors to Catholic Schools, CES, Feb. 2011

***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.*

***Safeguarding***

*RSE forms an integral part of safeguarding. It enables pupils to recognise unsafe situations and seek help. All concerns are reported in line with safeguarding procedures.*

**External Visitors**

*Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. 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 'Protocol for Visitors to Catholic 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

**Governors**-

- *Draw up the RSE 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 RSE within PSHE*

**Headteacher**

*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 Local Education Authority, also appropriate agencies.*

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**PSHE/RSE Coordinator**

*The co-ordinator 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 RSE and the provision of in-service training. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).*

**All Staff**

*RSE 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 RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. 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 RSE 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 RSE. 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 RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.*

*(See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 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 RSE takes place. Effective RSE 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 the designated senior member of staff responsible.*

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 RSE 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 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 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 EVALUATION

*The RSE Co-ordinator 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. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.*

***Confidentiality and Advice***

*Teachers cannot guarantee confidentiality and must follow safeguarding procedures where concerns arise.*

***Monitoring and Evaluation***

*The programme is monitored through lesson observations, pupil voice and feedback, and regularly reviewed by the governing body.*

***Appendix A: DfE Statutory Outcomes (Primary)***

*This appendix is based on the statutory requirements outlined in the Department for Education guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE statutory guidance)*

*This guidance was updated in July 2025 and will be fully implemented from September 2026.*

*By the end of primary school, pupils will know:*

***Families and People Who Care for Me***

- *Families provide love, security and stability*
- *Families may differ but are characterised by care and love*
- *The importance of stable, caring relationships*

***Caring Friendships***

- *How to form and maintain friendships*
- *Qualities such as trust, kindness and respect*
- *How to manage conflict and seek support*

***Respectful Relationships***

- *The importance of respect for all*
- *The concept of self-respect*
- *How to identify and respond to bullying*

***Online Relationships***

- *Safe and appropriate online behaviour*
- *Risks and how to report concerns*
- *How to evaluate information critically*

***Being Safe***

- *Body ownership and personal boundaries*
- *Appropriate vs inappropriate contact*
- *How to seek help and identify trusted adults*

***Appendix B: Curriculum Mapping (Life to the Full Programme)***

*This curriculum mapping reflects:*
*DfE statutory requirements*
*DFE RSE Guidance (2025)*
*Catholic Education Service expectations for RSE*
*CES RSE Frameworks and Guidance*

***Programme: Ten:Ten Life to the Full***

- *Is rooted in Church teaching*
- *Promotes dignity, relationships and vocation*
- *Supports spiritual, moral, social and emotional development*

***Phase Breakdown***

*EYFS*

- *Self-awareness and feelings*
- *Family relationships*
- *Basic safety and care*

*Key Stage 1*

- *Friendship and kindness*
- *Understanding relationships*
- *Personal safety*

*Lower Key Stage 2*

- *Emotional regulation*
- *Respect and boundaries*
- *Community awareness*

*Upper Key Stage 2*

- *Puberty and change*
- *Safety and responsibility*
- *Role in wider society*

***Curriculum Principles (CES-aligned)***

- *Progressive and developmental*
- *Age and stage appropriate*
- *Integrated across curriculum areas*
- *Delivered in partnership with parents*

***Appendix C: Parent Communication Letter (Example)***

*Subject: Relationships and Sex Education (RSE) at Ss John Fisher & Thomas More*

*Dear Parents and Carers… [Full approved letter included]*

***Appendix D: Withdrawal Request Form***

*Child's Name: _____*

*Class: _____*

*I request that my child be withdrawn from the non-statutory sex education elements of the school's RSE curriculum.*

*Parent/Carer Name: _____*

*Signature: _____ Date: _____*

***Appendix E: External Visitors (CES Guidance Reference)***

*CES Checklist: https://www.catholiceducation.org.uk/resources/checklist-for-external-speakers-to-schools*

*All external visitors must: align with Catholic teaching, follow safeguarding procedures and be appropriately vetted*