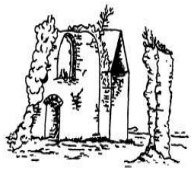
Nottingham Roman Catholic

Diocesan Education Service



The Priory Catholic Voluntary Academy

Relationship and Sex Education Policy

(Advent 2026)

School Mission Statement:

The Priory: a place to learn, have fun, grow and develop in the light and love of Christ.

At the Priory, we are a loving and welcoming community where children learn, have fun, grow and develop in the light and love of Christ. We encourage every child to become a confident, curious and resilient learner, taking pride in their achievements and learning from their experiences. Through kindness, honesty, compassion, forgiveness, peace and courage, we help the children to build positive relationships, celebrate their individuality and appreciate the gifts of others. We value the dignity of every person, welcoming children and families of all faiths and none. Guided by Christ's example, we encourage our children to care for one another, look after God's creation and use their talents to make a positive difference in the world.

Aims

In this policy the Local Governing Body (LGB) and teachers, in partnership with the Diocesan Education Service, the Catholic Multi-Academy Trust, 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.

We aim to provide a Relationship and Sex Education programme that reflects our mission, "The Priory: a place to learn, have fun, grow and develop in the light and love of Christ."

Through RSE, we seek to help pupils:

- understand that they are uniquely created and loved by God;
- develop positive, caring and respectful relationships;
- recognise and value their own dignity and the dignity of others;
- grow in confidence, self-awareness and emotional literacy;
- understand how to stay safe, both in the real world and online;
- appreciate the importance of family life, commitment and loving relationships;
- develop the knowledge and skills needed to make responsible choices;
- understand the physical and emotional changes associated with growing up;
- live out Gospel values of compassion, forgiveness, service and respect for all.

Consultation

This policy has been developed following consultation with key stakeholders. Consultation activities included:

- A review of the RSE curriculum content with teachers
- Ten Ten Online Parent/Carer Consultation and information letter;
- Questionnaires sent to Parents and Carers;
- Consultation with School Governors to review feedback

Parents and carers will be able to view all curriculum materials used to teach Relationships and Sex Education (RSE) on request, including materials provided by Ten Ten and any external providers. The school will respond positively to requests to view these materials and will ensure that any copyright requirements are respected when sharing them. Parents and carers will also be provided with information about the content of the RSE curriculum and opportunities to discuss the resources used.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Local Governing Body. This policy will be reviewed every two years by the Headteacher, PSHE/RSE Lead, staff and the Local Governing Body. The next review date is September 2028.

Dissemination

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

Defining Relationship and Sex 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 RSE 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 of 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

Relationships Education and Health Education are statutory requirements, as are the relevant elements of the National Curriculum for Science. Parents have the right to request that their child be withdrawn from some or all sex education taught beyond the statutory Science curriculum. Parents cannot withdraw their child from Relationships Education, Health Education or statutory Science. Where a parent requests withdrawal from primary sex education, the school will follow the current DfE statutory guidance.

Rationale

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'
(John10.10)

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

[1] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers, July 2025, page 2.
[2] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers, July 2025, page 7.

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. RSE, 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 (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. 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 RSE and the Mission Statement

Our Mission Statement, "The Priory: a place to learn, have fun, grow and develop in the light and love of Christ." commits us to the education of the whole child: spiritual, physical, intellectual, moral, social, cultural and emotional. We believe that Relationships and Sex Education (RSE) is an integral part of this formation. Through our Catholic ethos, we strive to help pupils recognise their God-given dignity, develop positive and respectful relationships, grow in self-esteem and confidence, and understand their responsibilities towards themselves and others.

In partnership with parents and carers, who are the first educators of their children, we are committed to providing a positive and prudent education in relationships, health and human development. Rooted in Catholic teaching and the Gospel values of love, compassion, respect and forgiveness, our RSE programme supports pupils in growing in knowledge, understanding and virtue, in a manner appropriate to their age, stage of development and individual needs.

Through this approach, we aim to help our children become confident, curious and resilient individuals who value themselves and others, make informed and responsible choices, and use their gifts in service of the wider community.

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.

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 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 emotional changes that accompany puberty and growing up;
- the facts about human reproduction and the role of parents in bringing new life into the world as part of God's plan for creation;
- how love is expressed within family life and committed relationships;
- the process of human reproduction as required by the National Curriculum for Science;
- how to keep themselves safe, including online, and how to seek help from trusted adults when needed.

Outcomes

Through the RSE curriculum, pupils will develop the knowledge, understanding, skills and values needed to flourish as children of God and to build positive, respectful relationships with others. By the end of their primary education, pupils at The Priory will:

Relationships

- Understand the characteristics of healthy friendships and family relationships.
- Show respect, kindness and empathy towards others.
- Recognise the importance of communication, trust and forgiveness in relationships.
- Understand that families come in different forms and that all people deserve respect.

Personal Development

- Demonstrate growing self-confidence and self-worth.
- Identify and manage a range of emotions appropriately.
- Know how and when to seek support from trusted adults.
- Understand personal boundaries and consent in age-appropriate contexts.

Health and Safety

- Know how to keep themselves physically and emotionally safe.
- Understand how to stay safe online and recognise risks.
- Identify inappropriate behaviour and know how to report concerns.
- Understand the changes associated with growth and puberty.

Faith and Values

- Recognise that every person is created in the image and likeness of God.
- Apply Catholic values to relationships and decision-making.
- Show respect for diversity whilst understanding Catholic teaching.
- Understand their responsibility to care for themselves, others and God's creation.

Inclusion and adaptive teaching and learning

We recognise that pupils develop at different rates and bring a wide range of experiences, abilities, needs and backgrounds. RSE will be taught in an inclusive and age-appropriate way, with teaching adapted where necessary to ensure all pupils, including those with SEND, can access learning, participate meaningfully and make progress. 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 Local Governing Body has wider responsibilities under the Equality Act 2010 and will ensure that our school strives to provide the best possible education for all pupils, irrespective of

disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, or any other protected characteristic.

Broad Content of RSE

Three aspects of RSE - 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 education curriculum. The programme is primarily delivered through Ten Ten's Life to the Full Plus programme, supplemented by learning in Religious Education, Science, Computing and the wider PSHE curriculum.

The programme follows the three Ten Ten Life to the Full Plus themes:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community

The programme will cover:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community
- Personal relationships and friendships
- Family life and commitment
- Respect for self and others
- Keeping safe, including online safety
- Emotional wellbeing and mental health
- Physical changes associated with growth and puberty
- Human reproduction in accordance with statutory science requirements
- Personal responsibility and decision-making
- Living out Gospel values in relationships

Programme and Resources

The Priory Catholic Primary School delivers Relationships and Sex Education primarily through the Ten Ten Life to the Full Plus programme, which has been recommended by the Catholic Education Service and is fully aligned with Church teaching. The programme meets the statutory requirements for Relationships Education and Health Education and is approved by the Catholic Education Service for use in Catholic schools.

Additional resources may be drawn from diocesan guidance, PSHE Association materials, RE resources and safeguarding materials where appropriate. All resources are reviewed by school leaders to ensure they meet the needs of pupils and reflect the Catholic ethos of the school.

Teaching strategies will include:

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

Assessment in RSE is formative and focused on pupils' understanding, attitudes and personal development. Teachers assess learning through class discussion, questioning, observation, pupil reflection, written work, practical activities and pupil voice. Assessment outcomes are used to inform future planning and to ensure that teaching is responsive to pupils' needs. Teachers evaluate pupils' understanding and engagement to ensure programme objectives are being met and to inform future planning.

Parents and Carers

We recognise that parents (and other carers who stand in their place) 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 school 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 by letter when the more sensitive aspects of RSE will be covered 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 Local Governing Body. They will be consulted at every stage of the development of the RSE 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 RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE 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 orders. 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 guidance, September 2026, for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

Balanced Curriculum

Promoting Catholic values and virtues and teaching in accordance with Church teaching, will ensure that pupils are offered a balanced programme by providing an RSE 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 RSE. 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 delivery of the Relationship and Sex Education programme rests with class teachers, supported by the PSHE/RSE Lead and senior leaders. Elements of learning are also delivered through Religious Education, Science, Computing and safeguarding education. The Headteacher has overall responsibility for ensuring the effective implementation of the programme and policy.

However, all staff will be involved in developing the attitudes and values aspect of the RSE 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 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, the *Checklist for External Speakers to Schools*.[3]

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 RSE

Local Governing Body

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;

[3] CES Checklist for External Speakers to Schools, 2016.

- 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 RSE within PSHE.

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Local Governing Body, parents, the Diocesan Education Service and the Catholic Multi-Academy Trust, also appropriate agencies.

PSHE/RSE Leader

The RSE leader, 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.

Relationship with other policies and Curriculum Subjects

This RSE 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 (for example, Bullying policy, Safeguarding Policy etc).

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 RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

Children's Questions

The Local Governing Body wants to promote a healthy, positive atmosphere in which RSE can take place. The school recognises that pupils may ask questions that arise naturally from learning, personal experience or information encountered outside school. Teachers will answer questions in an honest, age-appropriate and sensitive manner, consistent with the aims of the Relationships and Sex Education curriculum, the school's Catholic ethos and safeguarding responsibilities. Where a question relates to content that is not part of the primary curriculum, is not age-appropriate, or concerns aspects of sex education from which a pupil has been withdrawn, the teacher may acknowledge the question without providing detailed teaching. In such cases, pupils will be encouraged to discuss the matter with their parent or carer. Staff will respond professionally, ensuring that no child feels embarrassed or excluded, while maintaining respect for parental rights and the agreed curriculum. Where a question raises a safeguarding concern, staff will follow the school's safeguarding procedures.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matters 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 Local Governing Body believes 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.

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 hint 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 circumstances 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 Headteacher, PSHE/RSE Lead and Local Governing Body will monitor the effectiveness of the RSE programme through lesson observations, learning walks, scrutiny of planning, pupil voice, parental feedback and staff consultation. The impact of the programme will be evaluated regularly to ensure it remains compliant with statutory requirements, reflects Catholic teaching and meets the needs of pupils. Outcomes from monitoring will inform curriculum development, resource selection and staff professional development. The Local Governing Body retains ultimate responsibility for the implementation, monitoring and review of this policy.

This policy was developed during the Advent Term 2026.

It was ratified by the Full Governing Body during Advent Term 2026.

Review Date: Advent term 2028