



Relationships and Sex Education (RSE) Policy

September 2026

St Joseph's Catholic Primary School

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.

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1. Introduction

St Teresa of Calcutta Multi-Academy Company (MAC) is committed to providing a high-quality Relationships and Sex Education (RSE) programme firmly rooted in the Catholic faith. RSE forms an essential part of the holistic education of every child, supporting their spiritual, moral, social, cultural, emotional and physical development. It equips pupils with the knowledge, understanding, virtues and skills necessary to form positive, healthy relationships, make informed choices and grow into responsible, compassionate adults.

This policy provides guidance for schools across the MAC, ensuring a consistent approach while allowing each school to respond to the specific needs of its community. RSE is delivered in partnership with parents, who are recognised as the primary educators of their children. Each MAC school aims to create a safe and supportive environment where pupils can explore relationships and human development in an informed, morally grounded and age-appropriate manner.

2. Summary of Changes (2026 Update)

This policy has been updated in line with guidance from the Catholic Education Service (CES), the Department for Education (DfE, 2025), and statutory curriculum requirements. Key updates include:

- Alignment with the DfE 2025 RSE and Health Education guidance.
- Reinforced emphasis on Catholic values and virtues.
- Updated primary and secondary curriculum content, ensuring clear progression.
- Greater focus on online safety, mental wellbeing, and resilience.
- Enhanced parental engagement protocols.
- Emphasis on inclusion and adaptive teaching.
- Clarification of roles and responsibilities.
- Reinforced safeguarding, confidentiality, and pastoral support procedures.

3. Rationale

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

RSE within St Joseph's Catholic Primary School is rooted in the Catholic understanding of the human person, created in the image and likeness of God. Relationships and sexuality are gifts to be nurtured in the context of love, respect, and moral responsibility. Catholic RSE promotes human wholeness - physical, emotional, moral, spiritual and social - preparing pupils to live well in modern Britain while remaining faithful to Church teaching.

Gender and sexuality are understood as God-given gifts, and teaching emphasises the sacred dignity of the human person. St Joseph's Catholic Primary School approach recognises contemporary challenges while remaining faithful to Church moral teaching.

4. Defining Relationships 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 promotes moral, social, mental and physical development, and cultivates positive characteristics including resilience, self-worth, integrity, courage, kindness and trustworthiness.

RSE helps pupils understand themselves as sexual beings, what it means to be fully human, and how to live in right relationships with self and others, making moral decisions in conscience.

- **Primary schools:** Focus on building blocks of positive relationships.

5. Statutory Curriculum Requirements

Schools are legally required to teach aspects of RSE within the National Curriculum Science.

6. Aims of RSE

St Joseph’s Catholic Primary School aims to provide pupils with a positive and prudent sexual education compatible with their physical, cognitive, psychological and spiritual maturity. Working in partnership with parents, schools will:

- Promote reverence for the gift of human sexuality.
- Foster respect for the dignity of every person.
- Celebrate the goodness of creation and the human body.
- Develop responsibility for personal actions.
- Recognise and value pupils’ sexual identity.
- Encourage life-long, self-giving love within marriage and family life.
- Equip pupils to make morally informed choices and resist unwanted pressures.
- Develop knowledge of relationships, sexual health, and safety.

7. Curriculum Content

Progressive, Developmental, and Adaptive RSE

RSE at St Joseph’s Catholic Primary School is designed to be progressive and developmental, reflecting the growth of each pupil as a whole person. Learning is carefully sequenced from primary to secondary phases so that each stage builds on the last. Pupils are guided to a deeper and fuller understanding of themselves, their relationships, and their responsibilities at a pace appropriate to their age, maturity and faith formation. This continuity ensures that each phase of education informs the next, supporting pupils’ ongoing moral, spiritual, emotional, and social development.

RSE is adaptive, recognising the diverse needs of individual pupils. Teaching and resources are tailored to accommodate differences in cognitive and emotional development, ability, and learning style. Pupils with special educational needs and disabilities are fully included and never withdrawn from RSE due to lack of resources or training. Staff are supported to provide differentiated teaching and specialist materials where necessary, ensuring that all children have equal access to a high-quality, morally grounded education in relationships and sexuality.

Cross-Curricular and Integrated Approach

In St Joseph's Catholic Primary School, RSE forms an integral part of whole-person education. Teaching about relationships, sexuality, and human development is embedded across the curriculum: for example, some aspects are explored in Science, others in RE, and all are informed by consistent moral and spiritual principles. Each subject reinforces the Church's teaching on human love, fostering a coherent understanding across disciplines.

RSE is integrated with the wider life of the school, the parish and the home. Parents are fully involved in the planning and evaluation of RSE, helping to ensure that pupils hear consistent messages about the meaning and value of human sexuality in faith and life. This partnership between school, home, and parish strengthens the moral and spiritual formation of pupils and reflects the MAC's and St Joseph's Catholic Primary School commitment to holistic Catholic education.

Co-ordinated and Balanced Programme

Effective RSE requires dedicated leadership and whole-school commitment. St Joseph's Catholic Primary School ensure that RSE is led by experienced staff with the time and expertise to co-ordinate the programme, providing support and training to colleagues. Teachers deliver lessons with confidence and enthusiasm, celebrating the Church's teaching on love, virtue and human sexuality.

RSE is balanced, providing pupils with clear factual information alongside moral and spiritual guidance.

Themes and Structure

St Joseph's Catholic Primary School RSE programme is structured around three core themes, adaptable to pupils' age and ability and covering both PSHE and Catholic formation:

1. **Created and Loved by God** – developing self-understanding, self-worth, and reverence for human dignity.
2. **Created to Love Others** – nurturing respectful, loving relationships grounded in Christian morality.
3. **Created to Live in Community – Local, National, and Global** – exploring pupils' relationships with the wider world, fostering service, dialogue, and the extension of God's Kingdom.

Each theme integrates education in virtue and religious understanding with personal, social, and health education, ensuring that teaching both reflects and cultivates the virtues necessary for human flourishing.

Christian Virtues and RSE

Teaching across all phases emphasises the development of virtues such as prudence, mercy, compassion, chastity, integrity and fidelity. These are both modelled by staff and experienced through learning, allowing pupils to internalise habits of character that will guide their moral, social and relational choices.

Curriculum Overview

Our RSE curriculum is based on three core themes:

Theme 1: Created and loved by God (this explores the individual)

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

Theme 2: Created to love others (this explores an individual's relationships with others)

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

Theme 3: Created to live in community – local, national & global (this explores the individual's relationships with the wider world)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Please see Appendix A for additional curriculum content.

Ten:Ten Resources

8. Values, Virtues, and Skills

St Joseph's Catholic Primary School promotes Catholic values including faithfulness, fruitfulness, chastity, integrity, prudence, mercy, and compassion. Pupils develop virtues and personal and social skills, including:

- Respect for human dignity and joy in creation
- Responsibility for actions and recognition of impact on others
- Recognition and valuing of sexual identity
- Celebration of life-long, self-giving love and fidelity in relationships
- Sound judgement and moral decision-making
- Loving relationships free from exploitation or abuse
- Emotional regulation, conflict resolution, humility, mercy, and compassion
- Self-esteem, empathy, resilience, and ability to resist pressures
- Understanding of appropriate stages in relationships and how to love chastely

9. Inclusion and Adaptive Teaching

RSE is inclusive, responding to pupils' individual needs and differences in ability, maturity, faith, culture, or sexual orientation. Lessons promote understanding, respect and equality, addressing discrimination and prejudice, while ensuring every pupil can access the curriculum safely.

10. Equalities Obligations

St Joseph's Catholic Primary School ensures compliance with the Equalities Act 2010, supporting all pupils regardless of disability, race, nationality, sex, gender identity, religion, sexual orientation, pregnancy, maternity or looked-after status.

11. Parental Partnership

Parents and carers are the primary educators of their children. St Joseph's Catholic Primary School work in partnership through:

- advance notice of sensitive topics
- workshops
- resource provision
- consultation in curriculum planning.

Parents retain the right to withdraw their children from non-statutory sex education, with alternative provision available.

12. Safeguarding and Confidentiality

RSE may raise sensitive issues. Staff follow safeguarding procedures to ensure pupils feel safe and supported. Limits of confidentiality are explained, and disclosures of harm or abuse are addressed promptly. Pupils are encouraged to discuss issues with parents or carers.

13. Roles and Responsibilities

- **Trustees and Governors:** Ensure policy consultation, statutory compliance, and alignment with Catholic ethos; monitor and evaluate provision.
- **Headteachers:** Oversee implementation, liaise with MAC Central Team, Governors, Diocese, and authorities, and ensure consistent delivery across schools.
- **RSE/PSHE Coordinators:** Lead curriculum planning, staff support, and training; monitor teaching quality and resource use.
- **All Staff:** Deliver RSE in accordance with Catholic teaching, fostering moral, social, and emotional development.
- **External Visitors:** Complement teacher-led sessions and adhere to CES guidance and school codes of practice.
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14. Monitoring and Evaluation

The school coordinators monitor provision through lesson plans, schemes of work, pupil work, and feedback from pupils, staff and parents. Findings inform curriculum adjustments, ensuring high-quality and consistent RSE across the MAC.

15. Implementation and Review

Implementation will follow consultation with Directors and Governors in the Summer 2026 Term. This policy will be reviewed every two years by the MAC, Headteachers, RSE Coordinators and Directors and Governing Bodies. The next review date is Summer 2028 Term.

16. Dissemination

The policy will be shared with all Directors, Governors and staff within the MAC. Copies will be available to parents via each school's website and school office. Details of the RSE curriculum content will also be made available online.

Appendix A: Primary Curriculum Content

Theme 1: Created and Loved by God

	EYFS & KS1	KS2
Education in virtue	In a Catholic school, pupils are growing to be: 1.1.1.1. Respectful of their own bodies and character 1.1.1.2. Appreciative for blessings 1.1.1.3. Grateful to others and to God 1.1.1.4. Patient when they do not always get what they want	In a Catholic school, pupils are growing to be: 2.1.1.1. Respectful of their own bodies, character and giftedness 2.1.1.2. Appreciative for blessings 2.1.1.3. Grateful to others and to God 2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 2.1.1.5. Discerning in their decision making 2.1.1.6. Determined and resilient in the face of difficulty 2.1.1.7. Courageous in the face of new situations and in facing their fears
Religious understanding of the human person: loving	Pupils will be taught: 1.1.2.1. We are made by God and are special 1.1.2.2. We are all God's children 1.1.2.3. Ways of expressing gratitude to God 1.1.2.4. About the sacrament of Baptism	Pupils will be taught: 2.1.2.1. We are special people made in the image and likeness of God 2.1.2.2. We are children of God with an innate dignity 2.1.2.3. God has created us for a purpose (vocation) 2.1.2.4. Life is precious and their body is God's gift to them 2.1.2.5. Prayer and worship are ways of nourishing their relationship with God 2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics

EYFS & KS1

KS2

Me, my body and my health	Pupils will be taught: Me 1.1.3.1. We are all unique individuals 1.1.3.2. We all have individual gifts, talents and abilities My body 1.1.3.3. The names of the external parts of the body 1.1.3.4. The similarities and differences between girls and boys My Health 1.1.3.5. How to maintain personal hygiene 1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating 1.1.3.7. To understand the harm that excessive time spent online can have physical and mental wellbeing.	Pupils will be taught: Me 2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy 2.1.3.2. Strategies to develop self-confidence and self-esteem 2.1.3.3. Each person has a purpose in the world 2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12) My body 2.1.3.5. Their body will change and develop as they grow 2.1.3.6. About the growth and development of humans and the changes experienced during puberty, including the menstrual cycle 2.1.3.7. The names of the main parts of the body, including identifying and correctly naming: penis, vulva, vagina, testicles, scrotum, nipples My health 2.1.3.8. How to make informed choices that have an impact on their health and what constitutes a healthy life-style, including physical activity, dental health and healthy eating 2.1.3.9. The facts about legal and illegal harmful substances, including smoking, nicotine products, vaping, alcohol use and drug-taking. 2.1.3.10. To understand the harm that excessive time spent online can have physical and mental wellbeing.
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Emotional well-being and attitudes	Pupils will be taught: Emotional well-being 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings Attitudes 1.1.4.3. A basic understanding that feelings and actions are two different things 1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences	Pupils will be taught: Emotional well-being 2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings and know when to seek help when emotions become overwhelming 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media and changing friendships) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves and others Attitudes 2.1.4.5. That some behaviour is unacceptable, unhealthy or risky 2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources
Life cycles and fertility	Pupils will be taught: Life cycles 1.1.5.1. That there are life stages from birth to death	Pupils will be taught: Life cycles 2.1.5.1. How a baby grows and develops in its mother's womb 2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age) Fertility 2.1.5.3. The nature and role of menstruation in the fertility cycle 2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova

Theme 2: Created to love others

EYFS & KS1

KS2

Education in virtue	In a Catholic school, pupils are growing to be: 1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them 1.2.1.5. Courteous, learning to say, “please” and “thank you” 1.2.1.6. Honest, able to tell the difference between truth and lies	In a Catholic school, pupils are growing to be: 2.2.1.1. Loyal, able to develop and sustain caring friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 2.2.1.5. Courteous in their dealings with friends and strangers 2.2.1.6. Honest, committed to living truthfully and with integrity
Religious understanding of human relationships: loving others	Pupils will be taught: 1.2.2.1. We are part of God’s family 1.2.2.2. All families and people who care for me are important 1.2.2.3. That saying sorry is important and can help mend broken friendships 1.2.2.4. Jesus cared for others 1.2.2.5. That we should love other people in the same way Jesus loves us	Pupils will be taught: 2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese 2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation 2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness 2.2.2.4. The sacrament of marriage involves commitment and self- giving. It is a formal, lifelong commitment

Personal Relationships	Pupils will be taught: 1.2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. Family units should be a place of love, security and stability. 1.2.3.5. The importance of spending time with your family 1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.7. To recognise when people are being unkind to them and others and how to respond 1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable	Pupils will be taught: 2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong 2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family 2.2.3.3. Marriage represents a formal and legally recognised commitment 2.2.3.4. For the Church, marriage has a special significance as one of the sacraments 2.2.3.5. The characteristics of a healthy family life. 2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences 2.2.3.7. How to respond appropriately to bullying (including cyber-bullying) and an awareness of responsible use of technology 2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurised 2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes
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Keeping safe and people who can help me	Pupils will be taught: Keeping safe 1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable 1.2.4.3. The difference between good and bad secrets 1.2.4.4. Identifying and correctly name their “private parts” for the purposes of safeguarding them from sexual exploitation 1.2.4.5. Importance of seeking and giving permission in relationships. People who can help me 1.2.4.6. Who to go to if they are worried or need help 1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations	Pupils will be taught: Keeping safe 2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe 2.2.4.2. How to use technology safely 2.2.4.3. That not all images, language and behaviour are appropriate 2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond 2.2.4.5. Importance of seeking and giving permission in relationships People who can help me 2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them 2.2.4.7. How to report and get help if they encounter inappropriate materials or messages 2.2.4.8. To keep asking for help until they are heard
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Theme 3: Created to live in community (local, national and global)

EYFS & KS1

KS2

Education in virtue	In a Catholic school, pupils are growing to be: 1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally 1.3.1.2. People who serve others, locally, nationally and globally 1.3.1.3. Active in their commitment to bring about change	In a Catholic school, pupils are growing to be: 2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally 2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally 2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally
Religious understanding of the importance of human communities	Pupils will be taught: 1.3.2.1. That God is Father, Son and Holy Spirit 1.3.2.2. Some scripture illustrating the importance of living in community 1.3.2.3. Jesus' teaching on who is my neighbour	Pupils will be taught: 2.3.2.1. God is Trinity – a communion of persons 2.3.2.2. The key principles of Catholic Social Teaching 2.3.2.3. The Church is the Body of Christ

Living in the wider world	Pupils will be taught: 1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community 1.3.3.2. That their behaviour has an impact on the communities to which they belong 1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them; 1.3.3.4. About what harms and improves the world in which they live 1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands	Pupils will be taught: 2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.) 2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers 2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread 2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another