

HRSE Policy

(Human Relationships and Sex Education)

Policy Statement

Human Relationships and Sex Education (HRSE) is provided by this school as part of the mission of the Catholic Church. HRSE is delivered in a manner consistent with that mission: it seeks to shape the whole person through virtues and values, is conducted through dialogue, is exercised with prudent judgement appropriate to the age, maturity and needs of pupils, and is directed positively towards happiness and human flourishing. HRSE is taught in unity with the Catholic Church under the pastoral oversight of the Bishop of Lancaster, is delivered in partnership with parents as the primary educators of their children, is overseen by the governing body on behalf of the Bishop, and fulfils the statutory requirements for Relationships and Sex Education, and Health Education.

HRSE is the main subject area through which we deliver our PSHE curriculum.

1. Aims of HRSE

HRSE is a statutory area of provision within the school curriculum, as required by legislation and statutory guidance issued by the Department for Education (DfE).

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 HRSE does this by promoting their "moral, social, mental and physical development" and cultivating "positive characteristic 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.

However, the reasons for our inclusion of HRSE go further. Catholic Schools are part of the Catholic Church and exist to serve the Church's mission of evangelisation, especially through forming the whole person in light of the Gospel. As the Church teaches,

> *"The Church, as a mother, is under an obligation to provide for her children an education by virtue of her mission to help all men attain the fullness of Christian life."*[2]

Human relationships and sexuality lie at the heart of Catholic formation: the Triune God, relational in Himself, has created human beings in His image to share in His communion. Their bodies, gender, general relationships, sexual relationships and vocations all bear a unique capacity to reveal and share the divine life.

As such, Catholic schools approach these topics through Human Relationships and Sex Education (HRSE), encompassing statutory requirements in a broad and deep vision reflective of the Church's theological and moral understanding of the human person.

HRSE forms an integral part of Catholic education. It nurtures human wholeness and seeks to enable pupils to live life to the full in Christ. It is positive and prudent, showing the beauty and potential of human love while helping pupils to understand and appreciate its moral and spiritual dimensions.

Our mission commits us to the education of the whole child—spiritual, physical, intellectual, moral, social, cultural, and emotional—and we believe that HRSE is an integral part of this education. We therefore commit ourselves, in partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual

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

[2] *Gravissimum Educationis, 3*

maturity, and rooted in a Catholic vision of education and the human person.

1.1 Local Aims of HRSE

We believe that Catholic Human Relationships and Sex Education (HRSE) is of specific benefit to our community because it responds to the real experiences, questions and hopes of our pupils and families.

Aside from its general formative purpose, in our context, where we are very proud of our multi-cultural demographic, HRSE offers a language of human dignity and love that unites rather than divides. It provides a shared moral and spiritual framework that helps every pupil, whatever their background, to understand their worth, to grow in respect and compassion, and to recognise the call to live generously for others.

This will help us to e.g. strengthen partnership with families, and contributing to a culture of kindness, hope and moral integrity within our community; witness to the Character of Christ in the daily life of the school; deepen and renew the faith of Catholic and other Christian families; enable inter-religious and cross-worldview dialogue rooted in respect and truth; offer a compelling and joyful reason for people to explore or join the life of the Church.

2 HRSE Content

2.1 Requirements

HRSE at St Gregory's is delivered in accordance with the requirements of the Diocese of Lancaster, as set out in the Diocesan Model HRSE Policy and any subsequent diocesan guidance.

The Bishop of Lancaster holds canonical responsibility for Catholic education in this diocese, including oversight of how relationships and sex education is taught in Catholic schools. This policy has been developed under his authority to ensure that HRSE is:

- Compliant with the statutory requirements of the Department for Education including *Relationships and Sex Education, and Health Education Statutory Guidance (2019, updated July 2025 for implementation from September 2026)* and all associated legal duties for maintained schools and academies.
- Faithful to the teaching of the Universal Catholic Church as given in Canon Law, Magisterial Teaching, and Guidance of the Holy See, including but not limited to: *Divini Illius Magistri* (1929), *Gravissimum Educationis* (1965), *The Catholic School* (1977), *The Religious Dimension of Education in a Catholic School* (1988), *Truth and Meaning of Human Sexuality* (1995), *Educating Together in Catholic Schools* (2007), and *Amoris Laetitia* (2016).
- Informed by the guidance of the Catholic Bishops' Conference of England and Wales, including but not limited to the *Catholic Education Service (CES) Model Policy for Relationships and Sex Education*, *Christ at the Centre*, *Formed in Love*.
- Responsive to the particular context and needs of this diocese.

2.2 Statutory Content

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

In primary schools the focus should be on "teaching the skills and knowledge that form the building blocks of all 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."[3] This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

In line with statutory guidance, the curriculum is reviewed regularly to ensure that it prepares pupils for life in modern Britain, including (in age-appropriate ways) current safeguarding risks, contemporary online harms, and relevant legal literacy.

2.3 Catholic Content

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. HRSE, 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) HRSE 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.

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

All HRSE will be delivered in accordance with the doctrinal and moral teaching of the Church. 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.

2.3.1 Catholic Virtues & Values

Our programme enshrines values relating to the importance of stable relationships, marriage and family life. It also promotes formation in those virtues essential for 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.

2.4 Balanced Curriculum

Promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an HRSE 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 HRSE.

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. At the same time, we recognise, as educators, that what pupils are taught can shape attitudes, imagination and desire, and therefore requires careful judgement.

For this reason, the provision of factual information and the consideration of differing viewpoints is undertaken with appropriate prudence, within a clear Catholic moral framework, and with careful attention

[3] Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.7

to pupils' age, maturity and formation. Within this framework, the school ensures that pupils have access to the learning they need to stay safe healthy and understand their rights as individuals.

Discussion recognising the contrast between Church teaching and other opinions and beliefs will inevitably form part of HRSE. The school is clear that it teaches from a Catholic perspective, but pupils are equipped to understand and engage with other viewpoints.

Teachers aim to help pupils express disagreement respectfully, articulate opposing views fairly, and identify the underlying differences of worldview.

2.5 Curriculum Objectives

The objectives of the HRSE curriculum are as follows:

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 sexual 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 psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

2.6 Links with Religious Education

As a Catholic School, the teachings of our faith inform every other aspect of our curriculum and has a strong relationship with it.[4]

This is relevant to HRSE. In the first instance, this is because a well-informed understanding of Catholic teaching in these topics is important for high quality HRSE. Moreover, the religious education required by the Bishops of England and Wales includes discussion of, and formation in, approaches to dialogue that are particularly relevant to HRSE.

2.7 Curriculum Source

The school uses the PSHE Association materials to deliver its HRSE curriculum, with our Catholic heritage interwoven throughout.

2.8 Overview of Content

Our programme of Human Relationships and Sex Education (HRSE) fulfils and extends all statutory requirements for Relationships, Sex and Health Education (RSE) within a clear Catholic worldview.

The Catholic Bishops' Conference of England and Wales (CBCEW) groups the content of Human Relationships and Sex Education (HRSE) into three interrelated strands that together form the whole person in knowledge, virtue and love. These cover all statutory requirements. All curricula approved by the CES cover these topics explicitly.

The HRSE curriculum is planned and sequenced by year group and, where applicable, is designed to be preventative, equipping pupils before likely exposure to harm.

An overview of content and sequencing (including the timing of topics commonly regarded as sensitive) and is given in Appendix A.

The specific elements of Sex Education delivered beyond the National Curriculum for science are explicitly identified within the curriculum overview.

3 HRSE Delivery and Learning Environment

3.1 Delivery Contexts

Three aspects of HRSE will be provided:

- attitudes and values
- knowledge and understanding
- personal and social skills.

These will be provided in three inter-related ways:

- the whole school/ethos dimension
- a cross-curricular dimension
- a specific HRSE curriculum.`

3.2 Responsibility for teaching the programme

Responsibility for the specific relationships and sex education programme resides with the Subject leader and Class Teacher.

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[4] *To Know You More Clearly, The Religious Education Directory for Catholic Schools, Academies and Colleges in England and Wales*, 2022, CBCEW, p6.

However, all staff will be involved in developing the attitudes and values aspect of the HRSE 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.

3.3 Positive Culture

The school promotes a healthy, positive atmosphere in which HRSE can take place 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.

Teaching materials and classroom discussion will be carefully evaluated to ensure they do not normalise harmful behaviours, reinforce limiting stereotypes, portray male violence as inevitable, or stigmatise boys or girls.

Pupils are offered opportunities to reflect on how dialogue has enriched their understanding of the Catholic Church, of other faiths and worldviews, and of the dignity of all people.

3.4 Inclusion and Adaptive Teaching and learning

Pupils with particular difficulties, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

We will ensure HRSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

3.5 Teaching Strategies

HRSE is delivered through skilled, age-appropriate participative teaching which enables pupils to explore questions safely and thoughtfully. Teaching is structured to support pupils' understanding without causing unnecessary alarm and is carefully sequenced to build confidence and resilience.

Teaching strategies will include:

- establishing ground rules
- discussion
- project learning
- reflection
- brainstorming
- film & video
- group work
- role-play
- written work

Full details of teaching strategies are available in our Curriculum Policy.

3.6 Relationship To Other Policies And Curriculum Subjects

This HRSE 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 e.g. Behaviour Policy and Safeguarding Policy.

3.7 Assessment

Assessment in HRSE is proportionate and supports learning rather than personal disclosure. Evidence

may include knowledge checks, scenario-based reasoning, and pupils' ability to use respectful language and identify safe help-seeking routes. Assessment activities will not require pupils to disclose personal experiences, private beliefs, or family circumstances.

3.8 Dealing with Children's Questions, Disagreement & Contested Topics

HRSE addresses matters on which people hold strong and diverse views. These may include questions of maturity, personal experience, disagreement with Catholic teaching, or uncertainty about identity, relationships, or moral questions. The governors believe that pupils are best educated and protected by discussing such issues openly within the context of the HRSE programme, rather than avoiding them.

In fidelity to the Church's own pattern of evangelisation, the school is committed to genuine dialogue in HRSE that correctly values both Church teaching and other perspectives. Ground rules, developed with pupils, help establish a climate of respect and honesty in which this dialogue can take place. Dialogue cannot remove difficulty and may even at times be uncomfortable - for Catholics or non-Catholics - precisely because people may hold opposing viewpoints. However, dialogue can help pupils to recognise one another's views within an environment of mutual respect and recognition.

Where pupils openly raise questions relating to contested topics, staff will respond in a way that reflects the school's Catholic framework while remaining within the limits of their role, confidence and formation. This does not require staff to provide extended theological explanation or personal interpretation. Rather, staff are expected to use a shared and agreed language where appropriate, emphasising core principles such as the dignity of the person, respect for conscience, and the distinction between respect for persons and endorsement of ideas or behaviours.

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. Teachers will use professional judgement in such cases and may defer questions for individual conversation or referral to appropriate support.

When pupils' express beliefs or family experiences arising from parental input or situations that differ from Catholic teaching, teachers will respond with sensitivity, recognising the possibility of a diversity of contexts and taking care not to undermine parental relationships.

Teachers will assume the good will of all participants, even when views are expressed clumsily or from convictions teachers are not familiar with or do not share.

Where a pupil asks a question which relates to sex education content that is not taught by the school or from which the pupil has been withdrawn, staff will respond in a way that is factual, age-appropriate, and consistent with safeguarding, and will signpost the pupil to appropriate support and to their parent/carer as primary educator, unless this would raise a safeguarding concern.

The policy at St Gregory's for dealing with difficult questions is generally thus:

- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole-class setting (e.g. we don't mention people by names; we only recall stories if everyone will be comfortable hearing them etc). Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening, but teachers will need support and training so that they prepare for the unexpected.
- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service
- If a teacher doesn't know the answer to a question, it is essential to acknowledge this, and to suggest that the pupil or teacher or both together research the subject later;

- If a problem is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have received respectful treatment, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

Sensitive subjects in HRSE always need to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information, something which the safeguarding framework of the school ensures. Questions asked by students that are a cause for concern for the teacher, for example, because of their explicit or graphic content, should be addressed following the school's safeguarding policy and confidentiality procedures (see school website).

Students will be encouraged to talk to their parents or carers about issues and questions that arise as part of the programme. It will be made clear to all that unconditional confidentiality cannot be guaranteed where illegal or abusive concerns come to light, and these will be dealt with under the terms of the relevant policies, e.g. Safeguarding and Child Protection or Behaviour Policy.

As with all aspects of delivering the curriculum in HRSE, if a teacher is unaware of how to deal with something which has presented itself within a lesson or how to respond, we: **pause; value and record; and seek support** from the SLT who will put provision in place to address accordingly.

3.9 Supporting Children And Young People Who Are At Risk

HRSE addresses aspects of human experience that may connect deeply with pupils' own lives. Teaching in this area may lead to active disclosure of abuse or harm, may surface signs that raise concern about a pupil's safety or wellbeing, or may trigger distress in pupils who have experienced trauma.

Because participative and discussion-based teaching may increase the likelihood of disclosure, staff delivering HRSE are trained to anticipate and respond appropriately to safeguarding concerns.

Teachers delivering HRSE will be attentive to these possibilities and will not let fears, worries, or changes in behaviour 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.

4 General Provision and Infrastructure

4.1 Oversight

4.1.1 Headteacher's Oversight

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

4.1.2 Governors Oversight

Governors remain ultimately responsible for the policy and provision in the school.

Governors should

- draw up the HRSE 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 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, and maintain communication with the Diocesan Education Service regarding review and implementation;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of HRSE within PSHE;
- ensure appropriate resourcing for HRSE;
- ensure parents have clear information on subject content, teaching materials and any external providers, and know how to request access to materials;
- ensure the school does not enter into contractual restrictions that prevent sharing HRSE materials with parents.

4.1.3 The HRSE Coordinator's Oversight

The HRSE co-ordinator with the headteacher has a general responsibility for maintaining communication with the Diocesan Education Service regarding review and implementation of HRSE and for supporting other members of staff in the implementation of this policy.

They will provide a lead in the dissemination of the information relating to HRSE and the provision of in-service training. They may be supported by the curriculum leader and the member of staff with responsibility for child protection.

4.1.4 HRSE Concerns Process

A transparent and accessible process will be maintained for stakeholders to raise questions or concerns about HRSE content or delivery.

The intention is to lower barriers to engagement, allowing concerns to be raised without requiring direct or personal confrontation, and to support constructive dialogue.

All questions or concerns will receive a clear and time-bound response, involve appropriate senior oversight including the Headteacher and the HRSE Governor or Chair, and be shared with the Diocesan Education Service where appropriate.

This is achieved by: half-termly publication of HRSE topics (specifically drawing attention to any that may be more contentious); parents session going over subject content and welcoming questions; welcoming parents in to discuss any matters specific to their needs (always with the aim of working together for the most appropriate adult to provide children with all the statutory information they need to stay safe and flourish as human beings)

4.1.5 Transparency and Accountability to the Wider Catholic Community

As part of the Catholic Church, the school recognises a responsibility for transparency and accountability in HRSE not only to current families but also to the wider Catholic community, including Catholic parents discerning school choice and parishioners concerned with the authentic transmission of the faith.

This responsibility is exercised through the public availability of the HRSE policy and curriculum information.

4.2 Teaching Staff

HRSE 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 HRSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching HRSE. 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.

4.3 Training

Appropriate training will be made available for all staff teaching HRSE and those with oversight of HRSE, e.g. Subject Leader diocesan meetings/CPD sessions and CPD sessions in school for all teachers given by the Subject Leader

In partnership with the Diocesan Education Service, the formation of teachers and overseers of HRSE will give particular attention to Catholic identity as both Catholic integrity and Catholic openness.

Training will include guidance on how to present Church teaching that they may not personally hold, or where staff live in tension with that teaching, outlining teaching practices that are and are not appropriate in such circumstances.

4.4 Parental Rights

4.4.1 Parental Support

As mentioned above, we recognise that parents (and other carers who stand in their place) are the primary educators of their children. Therefore, the school seeks to maximise its engagement with parents and carers as the best way to support HRSE empowering them as primary educators.

4.4.2 Parental Access to Curriculum Materials

Parents are routinely provided with sample materials from the HRSE curriculum. Parents and carers may view all HRSE curriculum materials used with pupils, including resources from external providers, whether or not they are considering withdrawal from Sex Education. The procedure and access arrangements are set out at section 4.10.

4.4.3 Informing Parents About Sensitive Topics

Parents/carers will ordinarily be informed by dojo message in advance when the more sensitive aspects of HRSE will be covered in order that they can be prepared to talk and answer questions about their children's learning. Where appropriate, the school will provide an opportunity to view representative examples of materials for those topics and will provide access to full materials on request in accordance with section 4.10 of this policy.

4.4.4 Parental Consultation

As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children, therefore, our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's HRSE programme to meet their child's needs.

Parents/carers will be consulted at key stages of policy review and development, as well as during the process of monitoring, review and evaluation.

Additionally, parents and carers may be specifically consulted before the final year of primary school regarding the detailed content of sex education to be delivered in order to prepare pupils for the transition to the secondary phase of schooling.

4.4.5 Right of Withdrawal

For clarity, the school distinguishes between:

a) Relationships Education (primary) and Relationships and Sex Education (secondary), which is statutory;
b) Health Education, which is statutory;
c) Sex Education, meaning teaching about human sexual intimacy and sexual behaviour beyond what is required within the National Curriculum science curriculum.

Parents do not have the right to withdraw pupils from Relationships Education (primary), from the relationships content of RSE (secondary), or from Health Education, as these are statutory. Parents do not have the right to withdraw pupils from the statutory science curriculum.

Where our school chooses to include additional Sex Education beyond statutory Relationships Education, Health Education and the science curriculum, parents retain the right to request that their child be withdrawn from those additional elements.

Parents who wish to exercise the right of withdrawal are required to notify the school by contacting the Headteacher in writing. The school will confirm in writing the agreed arrangements, including what content will be missed and what alternative arrangements will apply.

Where a pupil is withdrawn from Sex Education, the school will ensure the pupil receives appropriate, purposeful education during the period of withdrawal. The school will also make available appropriate materials to support parents in their role as educators of their child and will ensure the pupil receives appropriate safeguarding information through other statutory curriculum routes where relevant.

The school believes that the controlled environment of the classroom is ordinarily the safest place for this curriculum to be followed. Accordingly, the school will work constructively with parents to minimise withdrawal where possible and to support parental confidence in the programme.

4.5 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.

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, head teacher, but that the pupils would always be informed first that such action was going to be taken.

All advice and pastoral support offered to pupils will reflect the Catholic identity of the school.

Staff are not expected to address complex or sensitive questions independently where this would be inappropriate or beyond their formation. In such cases, they should acknowledge the question respectfully and defer, signpost or escalate it through established routes, including the HRSE lead, subject specialists, chaplaincy or senior staff.

4.6 Equalities Obligations

Every pupil is created in the image and likeness of God and possesses inherent dignity. This Catholic conviction is the foundation of the school's commitment to equality.

The governing body have wider responsibilities under the Equalities Act 2010 and ensure that the school fulfils its duties to all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender reassignment, religion or sexual orientation or whether they are looked-after children.

In practice, this means:

- HRSE content and teaching methods are adapted for pupils with SEND, ensuring full access to the curriculum;
- All pupils are treated with dignity, regardless of their personal or family circumstances;
- Pastoral support is available to any pupil for whom HRSE content raises personal questions or concerns.

Where Catholic teaching addresses matters relating to protected characteristics, the school presents that teaching with clarity and pastoral sensitivity, distinguishing between unconditional respect for persons and the conditions for human flourishing.

This commitment is exercised within the school's wider understanding of hospitality and dialogue, as set out in the Key Terms and Definitions.

In teaching about sex, relationships, and equality, the school will teach the relevant facts and the law accurately. Where matters are contested beyond established fact or the law, the school will not present any particular viewpoint as settled fact. With respect to issues relating to biological sex and gender reassignment, the school will avoid implying that social transition provides a simple solution to distress or discomfort.

4.7 External Visitors

The school may invite external agencies or health specialists to contribute to aspects of HRSE. Any such contribution is intended to complement the existing programme and does not substitute for teacher-led provision.

External visitors contribute as guests of the school, which acts within the mission and episcopal oversight of the Bishop. They work under the direction of the school, follow the school's policies and professional boundaries, and - as guests - contribute their expertise, taking care not to undermine Catholic teaching or pupils' confidence in it. Responsibility for content, suitability and oversight remains with the school at all times.

All external contributions are subject to the school’s code of practice for external speakers. Care will be taken when considering the organisation that external visitors represent, regardless of the specific content that they will deliver.

The school will quality-assure any external input in advance, ensure it is age-appropriate and integrated within the planned curriculum, and ensure a member of school staff is present and appropriately engaged. External inputs must not use approaches likely to alarm pupils, or that glamourise, inspire or instruct in harmful behaviours.

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.

4.8 External Resources

The school may use external resources such as published schemes, videos, lesson packs and online platforms to support HRSE. Where external resources are used, the school remains responsible for the content, suitability and oversight of all materials used with pupils.

The school will ensure that any external resource used in HRSE is consistent with:

a) statutory Relationships Education/Relationships and Sex Education/Health Education requirements;
b) safeguarding requirements;
c) the school’s Catholic identity, including Catholic integrity and Catholic openness as defined in this

policy;

d) any requirements or restrictions published by the CBCEW or Diocese of Lancaster Education Service.

The school will not enter into, or rely upon, any contractual or licensing term which restricts the school from showing parents or carers the HRSE curriculum materials used with pupils. Where a contractual clause purports to prevent the school from sharing HRSE materials with parents, the school will treat that clause as unenforceable and will not rely on it.

Where external resources are used, the school will retain a record of the materials used (including editions/versions where relevant) and will be able to make these available for parental viewing on request, and for governance and diocesan monitoring where required.

4.9 Consultation

The HRSE programme and policy has been developed in conjunction with the following stakeholders:

- Bishop / Diocesan Education Service
- Governors (including the Parish Priest)
- Parents and Carers
- Pupils
- Staff

4.10 Dissemination of HRSE Policy

All governors, all teachers, all support staff, all parents and all pupils will be made aware of this policy and how it relates to them.

The HRSE policy will be published on the school website, and a copy will be provided free of charge on request. The school will also publish (or otherwise make available) a curriculum overview indicating how statutory requirements are met and when sensitive topics are ordinarily taught.

Parents may view all HRSE curriculum materials on request. Requests should be made via contacting the headteacher. Typically, the school will acknowledge requests within 1 school day and provide access within 2 school days. Where copyright applies, the school will share materials in a way that complies with copyright law and may require parents to agree not to copy or redistribute materials, but copyright will not be used as a reason to refuse access.

4.11 Monitoring and evaluation

The HRSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work etc.

The programme will be evaluated annually as part of the monitoring cycle of the school in the same way as every other subject. All evidence will be reviewed and a situation report produced which will inform the next action plan. This action plan is reviewed termly.

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.

4.12 Review

This policy will be reviewed every year by the Head teacher, HRSE Co-ordinator, the Governing Body and Staff.

The next review date is July 2027

Appendix

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty *(and sex education)*	Drug education: assessing risk and managing influences	Developing our understanding of AI	Looking to the future

Overview of topics covered in HRSE in Y1-Y6

These are examples of the sorts of learning opportunities and experiences our children will take part in in the EYFS.

We choose and teach these depending on our children's needs at times in the year when it is most beneficial to their development.

- Express feelings – show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements.
- Communication – make choices, communicate what they need, listen to others, maintain attention in familiar and unfamiliar situations.
- Manage feelings and behaviour – understand and follow rules, share with others, work with others.
- Build friendships – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help.
- Social skills – observe others, initiate and understand the rules of social interaction.
- Recognise the needs of others - show sensitivity to others.
- Communication –listen to others, speak to peers and adults and engage in discussions in a positive way. Respond – Follow instructions, requests, and ideas in a range of contexts and situations. Active learning – engage in challenges.
- Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration.
- Recognise the needs of others -demonstrate empathy, show awareness of how their actions may impact on others.
- Communication – use gestures, non-verbal communication, facial expressions, body language, appropriate language and vocabulary; listen to others.
- Understand feelings – talk about and discuss with others how they feel.
- Understand how others feel – show care and concern for others, show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.
- Active learning – engage in challenges, show awareness of strengths and what they need to learn, develop ability to plan, adapt, persist and review their progress. Use language – to negotiate, co-operate, plan and organise play, resolve conflict.
- Social skills –negotiate, resolve conflict, able to compromise, take responsibility for themselves and others. Recognise the needs of others - know that other children think and respond in different ways to them.
- Communication –reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions.

These are the Early Learning Goals most relevant to HRSE

Self Regulation: Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their

immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self: Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships: Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.