



**ST TERESA**  
*of* **CALCUTTA**  
Catholic Academy Trust

# RHSE POLICY

## Policy Control Sheet

<b>1</b>	<b>Policy Title</b>	Relationships, Sex and Health Education (RSHE) Primary Policy	
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<b>4</b>	<b>Policy Author</b>	CES	
<b>5</b>	<b>Accountable SLG member</b>	CPO	
<b>6</b>	<b>Approving Body</b>	LGB	
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<b>12</b>	<b>Related documents (if applicable)</b>	Catholic Education Service (CES) Model Policy for RSE (2020); Salford Diocese RSHE Guidance (2024); DfE Statutory Framework (2019)	
<b>13</b>	<b>Applies to</b>	<input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Support Staff <input type="checkbox"/> Teaching Staff	
<b>14</b>	<b>Consulted on with relevant stakeholders (Union, legal, staff)</b>	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	

## Summary of Changes

Date	Version	Action	Summary of Changes
January 2026	1.2	Amendments throughout	Updated to reflect updated CES Guidance

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## 1.0 Introduction

This policy articulates the vision, purpose and principles for Relationships, Sex and Health Education (RSHE) across all academies within the St Teresa of Calcutta Catholic Academy Trust (STOCCAT).

It should be read alongside the Trust's Religious Education Statement and documentation relating to Catholic Life and Mission.

RSHE within the Trust is rooted in our mission to make Christ known, making lives better for our communities, our children and young people.

It supports the formation of the whole child – spiritual, moral, emotional, social and physical – enabling every pupil to recognise their God-given dignity and grow in love of self and others.

This policy affirms the Trust's belief that human flourishing is found in Christ, and that education in relationships and health is most effective when it is faith-centred, values-driven, and taught in partnership with parents, carers, parishes and the wider community.

## 2.0 Consultation and Policy Development

- 2.1 This policy was developed in consultation with headteachers, governors, parents, staff, and diocesan advisors across the Trust.
- 2.2 It draws upon the Catholic Education Service Model Policy for Relationships and Sex Education (2020) and the Diocese of Salford RSHE Guidance (2024).
- 2.3 Feedback from parent workshops, staff forums, and pupil voice discussions informed its design and implementation.
- 2.4 Governors at each academy will continue to review delivery annually in consultation with parents and the Diocese.

## 3.0 Mission and Vision

- 3.1 Within the St Teresa of Calcutta Catholic Academy Trust, our mission is simple – to make Christ known, making lives better for our communities, our children and young people.
- 3.2 Rooted in Christ's words, *"I have come that you might have life and have it to the full"* (John 10:10), RSHE helps pupils understand what it means to be fully human, living in loving relationship with God and one another.
- 3.3 RSHE supports the formation of the whole child – spiritual, moral, social, emotional and physical – enabling all to flourish within a community of faith and hope.
- 3.4 Inspired by St Teresa of Calcutta, our work is guided by the Trust's core values:
  - **Hope** - nurturing a belief that every child can flourish through Christ.
  - **Courage** - doing what is right and compassionate, especially for the most vulnerable.
  - **Innovation** - responding creatively to the needs of children and families in today's world.
- 3.5 RSHE is taught in partnership with parents, carers, parishes and the wider community. It ensures that pupils learn to live out Gospel values in their daily lives and grow as confident, caring and responsible members of society.

## 4.0 Purpose and Aims

4.1 RSHE in our Catholic schools aims to:

- Support the holistic formation of pupils, rooted in Gospel values and Catholic teaching.
- Enable pupils to form healthy, respectful relationships based on love, dignity and mutual respect.
- Help pupils understand their physical, emotional and spiritual development as part of God's plan.
- Form pupils' consciences so that they can make moral decisions guided by Gospel values and the teaching of the Church.
- Teach personal responsibility, safety, consent and online behaviour in age-appropriate ways.
- Equip pupils with knowledge and skills to make informed, virtuous choices throughout life.

4.2 In partnership with parents – the first educators of their children – schools provide a positive and prudent education appropriate to each child's maturity.

## 5.0 Attitudes, Skills and Knowledge Framework

5.1 RSHE within the St Teresa of Calcutta Catholic Academy Trust is built upon three interrelated dimensions that support the full formation of every child.

5.2 Firstly, it seeks to nurture positive attitudes and values, enabling pupils to appreciate the gift of life, to respect themselves and others, and to understand the importance of commitment, responsibility and moral choice in all relationships.

5.3 Secondly, it develops essential personal and social skills, helping children to form and sustain healthy relationships, manage emotions with resilience, resolve conflicts with empathy and forgiveness, and communicate with kindness and self-control.

5.4 Finally, it provides accurate knowledge and understanding about the human body, personal safety, emotional well-being, and the Church's teaching on love, family and marriage. Through this formation, pupils are invited to cultivate the virtues of faithfulness, chastity, integrity, prudence, mercy and compassion, which shape the moral character of Christian life.

5.5 Together, these dimensions equip pupils to live confidently and compassionately as children of God, recognising their own dignity and the dignity of others in the image of Christ.

5.6 These three aspects of RSHE – attitudes and values, knowledge and understanding, and personal and social skills – are developed through three inter-related modes of delivery:

- **The whole-school ethos**, where Gospel values are lived and modelled through relationships, worship and the wider Catholic life of the school.
- **A cross-curricular dimension**, where RSHE themes are integrated across subjects such as Religious Education, Science and PSHE, reinforcing moral reasoning and personal development.
- **A specific RSHE curriculum**, taught discretely through the *Ten Ten Life to the Full* programme, enabling pupils to explore the Church's vision of human love and flourishing in age-appropriate ways.

5.7 Through this integrated approach, RSHE contributes to the formation of pupils who are reflective, discerning and secure in their understanding of what it means to be created and loved by God.

## 6.0 Statutory and Church Framework

- 6.1 This policy aligns with:
- **DfE Statutory Guidance (2019)** - *Relationships Education, Relationships and Sex Education and Health Education*
  - **Catholic Education Service (CES)** - *Model Policy for RSE (2020)*
  - **Salford Diocese (2024)** - Guidance on RSHE Implementation
  - **Ten Ten Life to the Full** - endorsed programme across STOCCAT primary schools
- 6.2 RSHE is embedded within the PSHE and RE frameworks as an expression of Catholic moral teaching and human formation.
- 6.3 Parents have the right to withdraw their child from non-statutory sex education elements (those outside the Science curriculum) by writing to the Headteacher.

## 7.0 Curriculum Design and Content

- 7.1 Each academy delivers RSHE through Ten Ten's Life to the Full, structured around three modules:
1. **Created and Loved by God** - self-worth, identity, and body awareness.
  2. **Created to Love Others** - friendship, forgiveness, family and community.
  3. **Created to Live in Community** - service, citizenship and responsibility.
- 7.2 Each unit invites children to grow in moral understanding, discernment and decision-making, helping them to recognise the dignity of every human life.
- 7.3 Teaching is always positive and prudent, showing both the potential for human development and the responsibility to make choices consistent with the Gospel. Learning is revisited through a spiral curriculum so understanding deepens with age and maturity.

## 8.0 Teaching and Learning Approach

- Lessons are age-appropriate, interactive, and faith-centred.
- Learning is rooted in scripture, prayer and Catholic Social Teaching.
- Teaching strategies include discussion, story, role-play, reflection, film and art.
- Staff receive regular diocesan and trust training.
- Approved external agencies may support delivery under strict safeguarding protocols.

## 9.0 Sensitive or Controversial Issues

- 9.1 Teachers create a climate of mutual respect using ground rules and age-appropriate language. If questions arise that touch on sensitive or safeguarding matters, staff respond in line with the Trust's Safeguarding and Child Protection Policy and Catholic teaching. Children are assured that their views will be listened to with care and compassion.

## 10.0 Relationship to Other Curriculum Areas

- 10.1 RSHE is closely connected to:
- **Religious Education:** formation of conscience, dignity of the human person, family life and vocation.
  - **Science:** factual knowledge of human growth and reproduction.
  - **PSHE and Citizenship:** personal safety, healthy living, and respect for others.
- 10.2 These connections ensure a coherent approach to human formation and well-being, reinforcing virtue, citizenship and moral reasoning across the curriculum.

## 11.0 Equality and Inclusion

- 11.1 In accordance with the Equalities Act 2010, RSHE is inclusive of all pupils and taught with sensitivity to ability, faith, family background and personal circumstances.
- 11.2 It affirms the dignity of every person and is taught in a way that does not subject anyone to discrimination, reflecting Catholic teaching on the sanctity of life and the worth of each individual.

## 12.0 Inclusion and Differentiated Learning

- 12.1 RSHE will be sensitive to the different needs of individual pupils in respect of their abilities, levels of maturity and personal circumstances – for example, their own sexual orientation, faith or culture – and will be taught in a way that does not subject pupils to discrimination. Lessons will help children to recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), the use of prejudice-based language, and how to respond and ask for help. In exploring these issues, staff will make explicit links to each academy's local Inclusion and Anti-Bullying policies, ensuring a consistent and compassionate approach across the Trust.

## 13.0 Assessment and Monitoring

- 13.1 Assessment focuses on understanding, reflection and personal growth rather than academic grading.
- 13.2 Teachers use:
- Pupil journals and reflections
  - Class discussion and circle time
  - Observation of social interaction and emotional development
  - Feedback from parents and pupils
- 13.3 The RSHE Lead monitors schemes of work and samples of pupil learning to ensure quality and consistency.
- 13.4 Evaluation considers pupils' ability to apply Gospel values and moral reasoning to everyday situations.

13.5 Findings are shared annually with the Headteacher, governing body and Trust RPO.

## 14.0 Pupil Voice and Consultation

14.1 Pupil voice is central to RSHE evaluation.

14.2 Children contribute through surveys, focus groups and collective reflection, helping leaders to understand impact and shape curriculum refinements.

14.3 This process affirms their dignity and active role in the school community.

## 15.0 Staff Formation and CPD

15.1 All staff delivering RSHE receive ongoing training through the Trust and Diocese of Salford. CPD focuses on theology of the human person, safe delivery of sensitive topics and the integration of RSHE within Catholic life and mission.

## 16.0 Community and Parish Links

16.1 Partnership with parishes and chaplaincy teams enhances RSHE through:

- Collective worship and liturgical celebrations
- Parish visits and family support initiatives
- Shared social action and Caritas projects

16.2 These links strengthen the connection between faith, learning and daily life.

## 17.0 Related Policies

17.1 This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Equality, Diversity and Inclusion Policy
- Behaviour and Anti-Bullying Policy
- Religious Education Policy
- PSHE and Citizenship Policy
- Science Curriculum Policy
- SEND Policy

## 17.0 Faith in Action

17.1 RSHE inspires pupils to put love into action through service and social justice.

17.2 Examples include:

- Supporting local charities and global Caritas initiatives.
- Peer mentoring and buddy programmes.
- Projects promoting inclusion, kindness and care for creation.

17.3 These experiences help pupils to live the Gospel message and the example of St Teresa of Calcutta in practical ways.

## 18.0 Roles and Responsibilities

### 18.1 Headteacher

- Implements and monitors RSHE in line with statutory, diocesan, and trust requirements.
- Ensures staff are trained and confident in delivering the curriculum.
- Oversees consultation with parents and governors.

### 18.2 RSHE Lead

- Coordinates curriculum planning, delivery, and evaluation.
- Supports colleagues with resources, training, and guidance.
- Monitors and reports on the quality and impact of RSHE to leaders and governors.

### 18.3 All Staff

- Model and teach respectful relationships and Catholic values in daily practice.
- Create safe, inclusive classroom environments for sensitive discussions.
- Identify and refer any safeguarding concerns in line with Trust procedures.

### 18.4 Governors

- Approve and review the RSHE policy in consultation with leaders and parents.
- Monitor implementation to ensure fidelity to Catholic teaching and statutory compliance.
- Support ongoing development and evaluation of the programme.

### 18.5 Trust Board

- Provides strategic oversight and quality assurance across all STOCCAT academies.
- Ensures alignment with the Trust's mission, values, and Catholic ethos.
- Reviews Trust-wide impact data and training needs annually.

## 19.0 Review and Approval

19.1 This policy will be reviewed every three years or as required following consultation with governors, parents and the Diocese of Salford.

19.2 **Next Review:** June 2027

19.3 **Approved by:** Trust Board – St Teresa of Calcutta Catholic Academy Trust

19.4 **Date:** June 2026