EMMAUS
CATHOLIC MAC

RSHE Policy

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Policy Review Date:	September 2027
Post Holder Responsible for Review:	School Improvement Lead

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This RSHE Policy has been approved and adopted by Emmaus Catholic Multi Academy Company on 21st September 2026 and will be reviewed in September 2027.

Signed by Director of Emmaus Catholic MAC: P Bentley

Signed by CEO for Central Team: S Horan

Schools to which this policy relates:

This policy relates to all Emmaus schools.

Mission:
Forming Christ-centred pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice.

RELATIONSHIPS, SEX & HEALTH EDUCATION (RSHE) POLICY

Autumn Term 2026

BACKGROUND

'For centuries, the Catholic Church has made the provision of pastoral care and education central to its mission to evangelise and proclaim the Gospel of Jesus Christ throughout the world. In today's digital age, and the dangers associated with it, the provision of high quality Catholic RSHE (Relationship, Sex and Health Education) curriculum is an essential part of our response to keep children safe. Parents are, and will always remain, the primary natural educators of their children. Catholic schools support parents in the exercise of their responsibilities in this role and they are increasingly at the forefront of dealing with the challenges which many young people face.'

Right Reverend Marcus Stock, Bishop of Leeds, Chairman of the Catholic Education Service.

In this policy, we as Leaders and teachers, in partnership with pupils and their parents through consultation set out our intentions, rationale and approach to relationship, sex and health education (RSHE) in our schools.

IMPLEMENTATION AND REVIEW OF POLICY

Consultation for this Policy took place during the Summer term 2026. This policy will be reviewed every two years by the Board of Directors, School Standards Committees, CEO and Principals. The next review date is Autumn 2028.

DISSEMINATION

A copy of this document will be available to all parents on the Emmaus Catholic MAC website. The policy will also be circulated to all Directors, LGB members and all teaching and non-teaching members of staff. Details of the content of the RSHE curriculum will also be published on each school's website.

DEFINING PERSONAL AND RELATIONSHIP 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" 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 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." 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 Secondary schools, RSHE should "provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds…By supporting confidence and self-esteem, RSHE will enable young people to make their own choices about whether and when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex."

STATUTORY CURRICULUM REQUIREMENTS:

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

RATIONALE

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.10.10)

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

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. We reflect God's beauty and share in divine creativity. RSHE, 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, our RSHE 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 RSHE 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 the 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 RSHE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we 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 maturity, and rooted in a Catholic vision of education and the human person.

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 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.

Outcomes

INCLUSION AND ADAPTIVE TEACHING AND LEARNING

Our school practice provides opportunities which reflect the cultural diversity of our school community and locality.

We ensure RSHE 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.

We create safe spaces for our children to confidentially discuss all RSHE themes and to ensure they feel supported and valued in lessons.

EQUALITIES OBLIGATIONS

The School Standards Committees have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

BROAD CONTENT OF RSHE

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 curriculum.

PROGRAMMES AND RESOURCES

The programme used to implement the RSHE curriculum within our schools is Life to the Full produced by Ten:Ten Resources and is approved by Birmingham Diocese Education Service. Life to the Full is a fully resourced scheme of work in RSHE which embraces and fulfils the statutory curriculum.

Teaching strategies will include:

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

Taught with a spiral approach to learning, pupils revisit the same topics at an age – appropriate stage through their school life, the programme teaches about:

- Personal health
- Physical and emotional wellbeing

- Strong emotions
- Private parts of the body
- Personal relationships
- Family structures
- Trusted adults
- Growing bodies
- Puberty
- Life cycles
- The dangers of social media

The entire teaching is underpinned with a religious understanding that our deepest identify is as a child of God - chosen and loved by God.

PARENTS AND CARERS

We recognise that parents (and carers) are the primary educators of their children. As a Catholic MAC/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 RSHE 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 Board of Directors . They will be consulted at every stage of the development of the RSHE 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 RSHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSHE 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 Principal. 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.

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 a RSHE 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 RSHE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). 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 specific relationships, sex and health education programme rests with the Principal and the RSHE-Coordinator. However, all staff will be involved in developing the attitudes and values aspect of the RSHE 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 RSHE. 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 'Checklist for External Speakers to Schools.'

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 THE TEACHING OF RSHE

Directors and Local Governing Body Members:

• Draw up the RSHE 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., 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 RSHE within PSHE.

Principals

The Principal takes overall delegated responsibility for the implementation of this policy and for liaison with the CEO, Directors, LGB, parents, the DES and the Local Authority, as well as other appropriate agencies.

RSHE Co-Ordinator

The RSHE Co-ordinator, with the Principal, the lead DSL, SLT, and other Emmaus Catholic MAC Coordinators, 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 RSHE and the provision of in-any training required.

All Staff

RSHE is a whole school issue. All teachers and members of staff 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 RSHE in accordance with the Catholic ethos of the school. Appropriate training will be made available for all staff. 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 TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSHE policy will incorporate all necessary aspects 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 particular difficulties whether of a physical or intellectual nature will receive appropriately adapted teaching and support in order 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.

CHILDREN'S QUESTIONS

Emmaus Catholic MAC schools want to promote a healthy, positive atmosphere in which RSHE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

CONTROVERSIAL OR SENSITIVE ISSUES

There will always be sensitive or controversial issues in the field of RSHE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. Emmaus Catholic MAC Directors and LGB's believe that children are best educated and protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

SUPPORTING CHILDREN WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE 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

Directors, LGB, 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 should explain to pupils that they cannot offer unconditional confidentiality, in matters of a safeguarding nature which may indicate that a child or other person is a risk of harm. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, Principal, but that the pupils would always be informed first that such action was going to be taken.

Staff will be given support and training to ensure they feel confident and guided about how to manage pupil questions and disclosures.

MONITORING AND EVALUATION

The RSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated every two years by means of questionnaires / response sheets/needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Directors and LGB will consider all such evaluations and suggestions before amending the policy. Directors remain ultimately responsible for the policy.