St. Anne Line Catholic Junior School

(RSHE) Relationships, Sex, and Health Education Policy

(Adapted from Brentwood Diocese Education Service model Relationship and Sex Education Policy)

Reviewed: January 2026

Brentwood Diocese Education Service

MISSION STATEMENT

"Supporting Catholic schools to provide excellent education where pupils flourish, and Christ is made known to all."

ST. ANNE LINE CATHOLIC JUNIOR SCHOOL

(RSHE) Relationships, Sex, and Health Education Policy

Wickhay,
Basildon
Essex.
SS15 5AF

Date of Policy:	January 2026
Date last review adopted by Governing Body:	January 2024
Date of next review:	January 2028

With Jesus, through the St Anne Line Way,
We Love, We Learn, We Share, We Pray.

Together, we grow Our School each day.

The Bishops' Conference of England and Wales states:

"We expect all Catholic schools to ensure that space is made in the curriculum for Relationship and Sex Education (RSE). The content of what is taught must express the teaching of the Church, and should be delivered to suit the age of the children or young people to whom it is addressed. We need to recognise that without providing an education in this area, we leave many young people vulnerable to receiving their education second-hand and often from sources which damage them and their capacity to love."

Learning to Love: An Introduction to Catholic Relationship and Sex Education. (Relationships Education, Relationships and Sex Education and Health Education) for Catholic Educators, (page 3).

At the start of the summer term of 2021, guidance from the Department for Education for Relationships Education, Relationships and Sex Education (RSE) and Health Education becomes mandatory for all schools, including Catholic Schools.

SUMMARY OF STATUTORY CONTENT

PRIMARY SCHOOLS

1. Relationship Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect. By the end of primary school, pupils will have been taught content on:

- **Families and people who care for me**
- **Caring friendships**
- **Respectful relationships**
- **Online relationships**
- **Being safe**

2. Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. By the end of primary school, pupils will have been taught content on:

- **Mental wellbeing**
- **Internet safety and harms**
- **Physical health and fitness**
- **Healthy eating**
- **Risks associated with drugs, alcohol and tobacco**
- **Health and prevention**
- **Basic first aid**
- **Changing adolescent body**

- **The CES offers perspectives on the provision of outstanding Relationships Education, Relationships, Sex Education, and Health Education in Catholic schools as follows:**

In order for Catholic Relationships Education, relationships, sex education, and health education to be fully effective it needs to:

- Be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- Involve parents as they are primary educators of their child;
- Provide a positive view of human sexuality and dignity of the human person;

- Equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- Explore and promote virtues which are essential to promoting respect and dignity;
- Be delivered in an age appropriate way which reflects the development of the child;
- Be part of the cross-curricular work in both primary and secondary schools;
- Be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class;
- Be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer;
- Be delivered by competent professionals who understand the Church's teaching.

The CES further accentuates that any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.

Therefore, the following pedagogical principles ought to be considered:

- **Progressive and developmental**
- **Differentiated**
- **Cross-curricular**
- **Integrated**
- **Coordinated**
- **Balanced**

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

AIMS OF RSE

In partnership with our schools we aim 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 that believes each person is made in the image and likeness of God, and encourages the development of the 'fully alive' person in each area of their relationships. This is carried out in the context of supporting parents as the first educators of their children

Objectives:

To develop the following attitudes and virtues[1]:

- Reverence for the gift of sexuality;
- Respect for the dignity of every person – in their own person and in the person of others;
- Joy in the goodness of the created world and their own bodies;
- Responsibility for one's actions and a recognition of their impact 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;
- Faithfulness in relationships.

To develop the following personal and social skills [1]:

- 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, including 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;
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To Know and Understand [2]:

- 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; (Parents have the right to withdraw their child from this part of the curriculum);
- How to keep themselves safe and where to go for advice.

Pope Francis :

It is not easy to approach the issue of sex education in an age when sexuality tends to be trivialised and impoverished. It can only be seen within the broader framework of an education for love, for mutual self-giving. In such a way, the language of sexuality would not be sadly impoverished but illuminated and enriched. Amoris Laetitia, 280

[2] Catholic Education Service Model Policy for Relationships and Sex Education (revised 2020), pp. 3-4

THE ROLE OF PARENTS AND CARERS

Parents and carers have the prime responsibility in teaching their children how to build healthy, loving relationships, and our Catholic schools 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 and carers to find out more.

Parents and carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning. Parents must be consulted before the RSE policy is ratified by the governors and should be able to view the resources used by the school in the RSE programme.[3]

Pope Francis:

The overall education of children is a "most serious duty" and at the same time a "primary right" of parents. This is not just a task or a burden, but an essential and inalienable right that parents are called to defend and of which no one may claim to deprive them. Amoris Laetitia, 8

THE RIGHT TO WITHDRAW

Parents have the legal right to withdraw their children from Sex Education where this is not contained in the National Curriculum science orders. It is however hoped that parents sending their children to a Catholic school would see the importance of educating children in these matters within the context of the Catholic faith. Should parents wish to withdraw their children they should notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning. The Catholic Education Service espouses the belief that the controlled environment of the classroom is the safest place for this curriculum to be followed.[4] [5]

THE ROLE OF GOVERNORS

The foundation governors of Catholic schools/academies are appointed by the Bishop in order to promote and safeguard the Catholic character of the school. As such, they should also be aware of and implement the Church's teaching and any diocesan guidelines regarding Relationships Education, Relationships, Sex Education, and Health Education, for the benefit of children and young people in their care. Governors will:

- Draw up the school's RSE 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 the Church's teaching;

[3] Catholic Education Service Model Policy for Relationships and Sex Education (revised 2020), p. 5
[4] Catholic Education Service Model Policy for Relationships and Sex Education (revised 2020), p. 5 7
[5] Further details : Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019), p 17.

- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE. [6]

THE ROLE OF THE HEADTEACHER

The Headteacher has overall delegated responsibility for the implementation of the Relationships Education, Relationships and Sex Education and Health Education policy and its integration into the school's curriculum and Catholic life; and for liaison with the Governing Body, parents, the Brentwood Diocese Education Service and the Local Education Authority or Multi-Academy Trust where appropriate, also appropriate agencies. [7]

THE ROLE OF ALL STAFF

Relationships Education, Relationships, Sex Education, and Health Education is a whole school issue. All staff will be involved in developing children and young peoples' personal and social skills and the attitudes and virtues aspect of Relationships Education, Relationships and Sex Education and Health Education programme. Furthermore :

- All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils.
- Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school.
- Appropriate training must be made available for all staff teaching RSE.
- All staff should be included in the development of the RSE policy and all staff should be aware of the policy and how it relates to them. [8]

[6] Catholic Education Service Model Policy for Relationships and Sex Education (revised 2020), p. 6
[7] Catholic Education Service Model Policy for Relationships and Sex Education (revised 2020), p. 6
[8] Catholic Education Service Model Policy for Relationships and Sex Education (revised 2020), p. 7

Saint Anne Line Catholic Junior School is a level one Rights' Respecting school. At the heart of our school is the Convention for the Rights of the Child (CRC). This is evident in our planning, policies, practice and ethos.

- **Standard A: Rights-respecting values underpin leadership and management**
  The best interests of Saint Anne Line pupils are a top priority in all actions. The values and principles of the CRC at the heart of this policy.
- **Standard B: The whole school community learns about the CRC**
  The Convention is made known to children and adults. They use this shared understanding to work for global justice and sustainable living.
- **Standard C: The school has a rights-respecting ethos**
  Children and adults collaborate to develop and maintain a rights-respecting school community, based on the CRC, in all areas and in all aspects of school life.
- **Standard D: Children are empowered to become active citizens and learners**
  Every child has the right to say what they think in all matters affecting them and to have their views taken seriously. Saint Anne Line pupils develop the confidence, through their experience of an inclusive rights-respecting school community, to play an active role in their own learning and to speak and act for the rights of all to be respected locally and globally.