SS Peter & Paul
CATHOLIC PRIMARY SCHOOL

Education in Human Love: Relationships, Sex and Health Education Policy

Relationships Education, Health Education and Sex Education in a Catholic primary school

Approved by	**Full Governing Body**
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Policy lead	**RE Leader (RSE Lead) Claire Rough**
Link governor	**Governor for RE and RSE Karina Mentore and Sabina D'Silva**
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'Learning Together, Achieving Together in Christ'

Version control

Version	Date	Summary of changes	Approved
1.0	Spring 2021	First Relationships and Sex Education policy, implemented after consultation with parents, staff and governors.	FGB
1.1	September 2023	Policy reviewed.	FGB
2.0	October 2026	Moved to the school policy template. Updated for the revised DfE statutory guidance on Relationships Education, RSE and Health Education (in force from September 2026) and KCSIE 2026. Added a legal framework, a Health Education section, the Year 6 sex education content, parents' right to see all materials, and links to the online safety, AI and safeguarding policies. Removed the duplicated right-to-withdraw text, the Welsh Assembly, out-of-date body names and 2019 page references, and corrected the date of the DfE guidance. Corrected the confidentiality wording to match the safeguarding policy. Kept the TenTen pathway tables as Appendix A, corrected against TenTen's published pathway.	**FGB Approval Date: October 2026**

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1. Introduction

1.1 Purpose of this policy

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships, sex and health education (RSE). We set out our rationale for, and approach to, relationships and sex education in the school.

At SS Peter & Paul Catholic Primary School, RSE is called **Education in Human Love**. It is taught within our mission, *'Learning Together, Achieving Together in Christ'*, and in the light of the Catholic Church's teaching on the dignity of the human person.

1.2 Consultation

The original policy was developed through:

- a parent and carer representative focus group, with a questionnaire and follow-up meetings;
- meetings with the Deanery Primary Catholic Schools working group;
- consultation with the subject leaders of key cross-curricular subjects (RE, Science, PSHE, PE and Computing), to explore cross-curricular coverage and make sure teaching content and key vocabulary are in accordance with the teachings of the Catholic Church and meet the DfE statutory expectations;
- regular meetings with the governor responsible for RE and RSE teaching and learning;
- regular meetings with the Adviser for Religious Education;
- a CES (Catholic Education Service) RSE training questionnaire for all teaching staff and governors;
- annual meetings for each year group's parents and carers, before RSE is taught, covering the content of the CES-approved scheme *TenTen: Life to the Full*, with time for questions.

The statutory guidance expects schools to consult parents when they develop and review their RSE policy. Parents will be consulted on this revised version before it is approved by governors.

The school will distribute the RSE policy to parents and carers via electronic communication, inviting them to submit any inquiries or feedback for consideration.

1.3 Dissemination

The policy is available to all members of the Governing Body and all teaching and non-teaching staff. It is published on the school website, and a free paper copy is available from the school office on request. Details of the content of the RSE curriculum will also be published on the school website: https://www.sspp.merton.sch.uk/

2. Legal Framework and Guidance

Under the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, all primary schools in England must teach **Relationships Education** and **Health Education**. Sex education is not compulsory in primary schools, but the DfE recommends that primary schools teach it, tailored to the age and maturity of pupils. Parents cannot withdraw their child from Relationships Education, Health Education or the National Curriculum for Science.

This policy follows:

- DfE, *Relationships education, relationships and sex education (RSE) and health education: statutory guidance* (July 2025), which schools must follow from September 2026, replacing the 2019 guidance;
- the National Curriculum for Science, including the statutory content on the human body, growth and life cycles;
- *Keeping Children Safe in Education* 2026, including its expectations on online safety, child-on-child abuse and sexual harassment;
- the Equality Act 2010 and the Public Sector Equality Duty;
- the Catholic Education Service *Model Catholic RSE Curriculum* and guidance from the Bishops' Conference of England and Wales;
- the policies and guidance of the Archdiocese of Southwark Education Service.

As a voluntary aided Catholic school, we teach RSE in accordance with the teaching of the Catholic Church, as the statutory guidance allows faith schools to do, while making sure pupils learn everything the guidance requires and know the law.

3. Defining Relationships, Sex and Health Education

The DfE statutory guidance explains that children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. RSE is about the development of the pupil's knowledge and understanding of her or himself 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 is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This includes the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships, and being safe.

The statutory guidance highlights that children need age-appropriate knowledge and skills to understand consent, establish healthy boundaries, recognise online harms, and make informed and ethical decisions about their wellbeing, health and relationships.

At the primary phase, teaching provides the building blocks and characteristics of positive relationships, supporting children to grow into kind, caring adults who respect others and know how to keep themselves and others safe.

Health Education helps pupils to look after their physical health and mental wellbeing, and to understand how their bodies change as they grow.

Sex education at SS Peter & Paul means teaching, beyond the Science curriculum, about how a baby is conceived and born. It is taught in Year 6 within the context of Christian family life and our core identity as God's children (see section 7.4).

4. Rationale

> *"I have come that you might have life and have it to the full." (John 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 RSE is therefore rooted in the Catholic Church's teaching on 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, reflect God's beauty, and share in the divine creativity. RSE will therefore 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 the DfE 2025, RSE is firmly embedded in the PSHE framework, as it is concerned with nurturing human wholeness and is 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 is positive and prudent, showing the potential for development while enabling the dangers and risks involved to be understood and appreciated.

All RSE is in accordance with the Church's moral teaching. It emphasises the central importance of marriage and the family, while acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It also prepares pupils for life in modern Britain.

4.1 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 God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues are explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

5. Aims and Objectives

5.1 Aim of RSE and the mission statement

Our mission statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural and emotional), and we believe that RSE is an integral part of this education. We aim 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 with a "positive and prudent sexual education" (*Gravissimum Educationis*, 1) which is compatible with their physical, cognitive, psychological and spiritual maturity, and rooted in a Catholic vision of education and the human person.

5.2 Objectives

To develop the following **attitudes and virtues** in the children:

- 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 children's **personal and social skills** in:

- 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 which are 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, the 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;
- 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.

6. Inclusion and Equality

6.1 Inclusion and adaptive teaching

We make sure RSE is sensitive to the different needs of individual pupils in respect of their different abilities, levels of maturity and personal circumstances (for example their faith or culture), and is taught in a way that does not subject pupils to discrimination. Lessons also help children to understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyberbullying), and the use of prejudice-based language, and how to respond and ask for help.

RSE is designed to be fully inclusive and accessible to all pupils, including those with special educational needs and disabilities (SEND), through adapted resources, tailored questions and targeted adult support. Pupils with particular difficulties, whether of a physical or intellectual

nature, receive appropriate support so that they can achieve mature knowledge, understanding and skills. Teaching methods are adapted to meet their needs.

6.2 Equality

The governing body has wider responsibilities under the Equality Act 2010 and will make sure that the school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender reassignment, religion or belief, or sexual orientation, or whether they are looked-after children.

7. The RSE Programme

7.1 Broad content

Three aspects of RSE (attitudes and values, knowledge and understanding, and personal and social skills) are provided in three inter-related ways: the whole-school and ethos dimension, a cross-curricular dimension, and a specific relationships and sex education curriculum.

7.2 Programme of study

RSE is delivered across the curriculum and through carefully selected and vetted schemes, so that the content meets the requirements of the DfE and also teaches RSE in a Catholic context, putting the formation of the individual at the centre of SS Peter & Paul's Catholic education mission.

The cross-curricular subjects are RE, Science, Computing, PE and PSHE:

- RE is taught through Lighting the Path, the new scheme approved by the Archdiocese for the Religious Education Directory, *To Know You More Clearly*;
- Science and PE follow the National Curriculum;
- Computing is taught using the Purple Mash scheme;
- PSHE uses TenTen's *Life to the Full*, a Catholic PSHE scheme, which is recommended by the Diocese.

In addition to the cross-curricular learning, the specific relationships and sex education content comes from the Catholic-written and approved TenTen *Life to the Full* schemes.

Our programme covers:

Module	Units
Created and Loved by God	Religious Understanding Me, My Body, My Health Emotional Well-Being Life Cycles
Created to Love Others	Religious Understanding Personal Relationships Life Online Keeping Safe
Created to Live in Community	Religious Understanding Living in the Wider World

Our RSE curriculum is fully integrated into the school's wider PSHE provision. Through the core *Life to the Full* primary programme and the supplementary *Life to the Full Plus* resources, pupils explore key themes, including transitions, rights and responsibilities, careers and financial capability, mapped across the CES Model Catholic RSE Curriculum and the DfE statutory guidance.

Life to the Full follows a four-stage structure, where content is repeated and developed across four learning stages (Early Years, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2). Within each learning stage there are three modules, based on the Model Catholic RSE Curriculum:

- **Module One: Created and Loved by God** explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.
- **Module Two: Created to Love Others** explores the individual's relationships with others. Building on the Catholic understanding that we have been created out of love and for love, it explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.
- **Module Three: Created to Live in Community** explores the individual's relationship with the wider world. It explores how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the common good.

Our RSE programme is planned and delivered as a spiral curriculum. The programme is developmental: year after year, each stage builds on previous learning. Each module is taught in every year group at an age-appropriate level. The school follows TenTen's pathway 2 (a two-year cycle over three terms), set out in Appendix A.

We make sure RSE is matched to the needs of our pupils by using local and school data (such as safeguarding trends or anti-bullying feedback) to inform the priorities for our programme.

7.3 Health Education

Health Education is statutory. It is taught through *Life to the Full* (particularly *Me, My Body, My Health*, *Emotional Well-Being* and *Life Cycles*), PSHE, Science and PE. By the end of primary school, pupils learn about:

- mental wellbeing, including naming and talking about feelings, managing difficult feelings such as disappointment and loneliness, change and loss (including bereavement), and where to get help;
- internet safety and harms, including the benefits and risks of time online, age restrictions, and how to report concerns;
- physical health and fitness, healthy eating, sleep, and health and prevention, including dental health and hygiene;
- drugs, alcohol and tobacco, including vaping;
- basic first aid and personal safety, including staying safe near water, roads and railways;
- the changing adolescent body, including puberty and menstruation, using the correct names for parts of the body.

7.4 Sex education

The school teaches sex education in Year 6, through the *Life to the Full* session *Making Babies (Part 1)* and *Making Babies (Part 2)* in the Spring term. These sessions teach how a baby is conceived and born, within the context of marriage and Christian family life. Parents have the right to withdraw their child from these sessions (see section 9.3). Puberty and the human life cycle taught in Science and Health Education are statutory and are not part of the right to withdraw. In line with the flexible 'Key Decisions' framework outlined by Ten Ten Resources, the school has evaluated the local delivery of the Lower Key Stage 2 modules. Consequently, the Year 4 sessions titled 'Life Cycles' and 'Male/Female discussion groups' have been omitted from our current scheme of work. The school has also chosen to omit the optional Making Babies (Part 2).

7.5 Online safety and keeping safe

RSE elements such as Online safety and keeping safe work alongside the Computing curriculum and the Online Safety and Acceptable Use of Smart Devices Policy. In an age-appropriate way, pupils learn about online relationships and friendships, privacy and personal information, how to recognise and report harmful content and contact, the risks of online gaming and scams, and that images and videos can be faked or altered, including with artificial intelligence.

In upper Key Stage 2, pupils learn that they should never be pressured into sharing images of themselves, that they should tell a trusted adult if they are asked to, and that help is always available. Teaching about respect for others includes challenging misogynistic, sexist and disrespectful language and behaviour, in line with the Behaviour Policy.

7.6 Resources

Appendix A sets out the recommended pathway for the programme.

- TenTen *Life to the Full* and *Life to the Full Plus*: the Relationships, Sex and Health Education programme for primary years updated for the 2025 statutory guidance.

All resources, including those from external providers, are checked by the RSE Lead before use to make sure they are age-appropriate, accurate and consistent with Catholic teaching and this policy.

7.7 Teaching strategies

Teaching strategies include:

- establishing ground rules;
- discussion;
- reflection;
- active learning;
- brainstorming;
- film and video;
- group work;
- role-play;
- values clarification.

8. Assessment

SS Peter & Paul Catholic Primary School assesses learning in RSE. Assessment criteria are made clear to pupils through progress grids and other formative assessment tools.

Assessment activities include:

- listening to and analysing children's responses;
- observing and analysing discussions;
- marking children's work;
- children's self-assessments and peer assessments;
- end-of-unit assessments from the TenTen website.

End-of-unit assessment information is collated on a Progression of Knowledge and Skills document.

9. Parents and Carers

9.1 Working in partnership

We recognise that parents and carers are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. The school therefore supports parents and carers by providing material to share with their children at home, and workshops to help parents and carers find out more. Parents and carers will be informed by letter when the more sensitive aspects of RSE are to be covered, so that they can be prepared to talk and answer questions about their children's learning.

Parents are informed about the RSE curriculum through the school website and portal, annual curriculum overviews and Meet the Teacher events. To support partnership at home, parents are given access to the *Life to the Full* online parent portal, which outlines lesson content and offers practical suggestions for discussions at home.

9.2 Seeing the materials

The school only uses approved programmes of study, which are shared with parents before the content is taught to pupils. The content of the programme is evaluated throughout the life of this policy. Parents have access to the TenTen Parent portal where they can view any of the materials used in RSE, including those used by external visitors. Our aim is that every parent and carer has full confidence in the school's RSE programme to meet their child's needs.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

9.3 The right to withdraw

Parents and carers have the right to withdraw their child from sex education in Year 6 (section 7.4). They cannot withdraw their child from all Relationships Education or Health Education, or from the human growth and reproduction content of the National Curriculum for Science.

Process for withdrawal

A parent or carer who wishes to withdraw their child from some or all of sex education should contact the Headteacher. The Headteacher will invite them to a meeting to discuss the request, explain what is covered and make sure their wishes are understood. In a primary school, the

Headteacher will grant any request to withdraw a pupil from sex education, other than the Science curriculum.

The school will work with the parent and pupil to revisit the choice at regular intervals, making sure the family feels supported. The school will provide materials to help parents teach their child at home if they wish.

Pupils who are withdrawn

The school will make sure that children withdrawn from sex education (Year 6) receive purposeful education during that time, by placing them in a parallel class to work on alternative learning under supervision.

10. A Balanced Curriculum

While promoting Catholic values and virtues and teaching in accordance with Church teaching, we make sure that pupils receive a balanced programme. Where there are different views on an issue, these are presented fairly and accurately, alongside the teaching of the Church.

Pupils will receive clear scientific information and will learn about the aspects of the law that relate to RSE. Knowing about facts and enabling young people to explore different viewpoints is not the same as promoting behaviour, and is not incompatible with SS Peter & Paul's promotion of Catholic teaching. We will also make sure that pupils have the learning they need to stay safe and healthy and to understand their rights as individuals.

11. Roles and Responsibilities

11.1 Governors

The Governing Body will:

- draw up the RSE policy in consultation with parents and teachers;
- make sure that the policy is available to parents;
- make sure that the policy is in accordance with other whole-school policies (for example SEND), the ethos of the school and our Christian beliefs;
- make sure that parents know of their right to withdraw their children from sex education;
- appoint a link governor to share in the monitoring and evaluation of the programme, including the resources used;
- make sure that the policy provides proper and adequate coverage of the relevant National Curriculum Science topics, and sets RSE within PSHE.

11.2 The Headteacher

The Headteacher has overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Archdiocese of Southwark Education Service and the local authority (London Borough of Merton). The Headteacher responds to requests from parents to withdraw their child from sex education.

11.3 RSE Lead

This policy is delegated to the RE Leader, who acts as RSE Lead. The RSE Lead, with the Headteacher and PSHE Leader, supports other members of staff in implementing this policy, leads

the sharing of information about RSE, and arranges staff training. The RSE Lead may be supported by the curriculum lead and the Designated Safeguarding Lead.

11.4 Responsibility for teaching the programme

Responsibility for the specific RSE programme lies with the RE, PSHE, Science, Computing and PE leaders. However, all staff are involved in developing the attitudes and values aspect of the programme. They are role models for pupils of good, healthy, wholesome relationships between staff, other adults and pupils, and contribute to the development of pupils' personal and social skills.

11.5 All staff

RSE 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 wellbeing of their pupils. Teachers are expected to teach RSE in accordance with the Catholic ethos of the school. Appropriate training is made available for all staff teaching RSE. 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.

12. External Visitors

The school often calls on help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits always complement the current programme and never substitute or replace teacher-led sessions. Any external visitor must be clear about their role and responsibility while they are in school delivering a session.

Before a visit, the RSE Lead checks the visitor's materials and makes sure they are age-appropriate and consistent with this policy, and that they can be shared with parents on request. A member of staff is present throughout the session. Visitors are subject to the school's safeguarding checks for visitors, as set out in the Safeguarding and Child Protection Policy. Every visitor must follow the code of practice based on the CES *Checklist for External Speakers to Schools.*

Health professionals follow the school's policies, minimising the potential for disclosures or inappropriate comments by using negotiated ground rules, as other teachers would. They will make sure that all teaching is rooted in Catholic principles and practice.

13. Children's Questions and Sensitive Issues

13.1 Children's questions

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to make sure that pupils can ask questions freely, are confident that their questions will be answered, and are free from bullying or harassment from other children. The school will use a range of opportunities for children to ask questions and respond in a number of ways.

13.2 Controversial or sensitive issues

There will always be sensitive or controversial issues in RSE. These may be matters of maturity, of the personal involvement or experience of children, or of disagreement with the teaching of the Church. The governors believe that children are best educated, and protected from harm and exploitation, by discussing such issues openly within the context of the RSE programme. Ground rules, negotiated between teachers and pupils, help to create a supportive climate for discussion. The DfE statutory guidance gives further advice on managing difficult questions.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, for example where a child's question hints at abuse, is deliberately provocative or is of a personal nature. The teacher will acknowledge the question and follow it up appropriately, including with the Designated Safeguarding Lead where needed.

14. Safeguarding, Disclosures and Confidentiality

14.1 Supporting children who are at risk

Children need to feel safe and secure in the environment in which RSE takes place. Effective RSE provides opportunities for open discussion about appropriate relationships, healthy boundaries, consent and online risks. Such discussions may lead to disclosures of safeguarding concerns.

Teachers need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a member of staff suspects that a child is a victim of, or is at risk of, abuse, they must follow the Safeguarding and Child Protection Policy and immediately inform the Designated Safeguarding Lead or a deputy. Concerns are recorded on CPOMS.

14.2 Confidentiality and advice

All governors, staff, parents and pupils will be made aware of this policy, particularly as it relates to advice and confidentiality.

All lessons, especially those in the RSE programme, have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, to develop appropriate personal and social skills, and to appreciate the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils are encouraged to talk to their parents and carers about the issues discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care approaches.

Staff cannot promise pupils confidentiality. If a pupil shares something that suggests they or another child may be at risk of harm, staff must pass it to the Designated Safeguarding Lead. The DSL decides who else needs to know, including whether and when parents are told and whether other agencies are involved. Where it is safe and appropriate, staff will explain to the pupil what will happen next.

15. Monitoring, Evaluation and Review

The RSE Lead monitors the provision and coverage of the various dimensions of the RSE programme by examining plans, schemes of work and samples of pupils' work at regular intervals. This is overseen by the curriculum and pastoral leads.

The programme is evaluated every two years through questionnaires and needs assessments with pupils, and through discussion with pupils, staff and parents. The results of the evaluation are reported to these groups, and their suggestions sought for improvements. Governors consider all such evaluations and suggestions before amending the policy; they remain ultimately responsible for this policy.

The policy was first implemented, after consultation, in the Spring term of 2021. It is reviewed every two years by the Headteacher, RSE Lead, staff and the Governing Body, and sooner if statutory guidance or Archdiocesan guidance changes. Because the revised statutory guidance took

effect in September 2026, the next review is in September 2027, after the first year of teaching under it.

16. Links with Other Policies

This policy is delivered as part of the PSHE framework. It includes guidelines about pupil safety and should be read with:

- Safeguarding and Child Protection Policy
- Online Safety and Acceptable Use of Smart Devices Policy
- Safe Use of Artificial Intelligence (AI) Policy
- Behaviour Policy (including anti-bullying)
- Religious Education Policy
- Prayer and Liturgy (Collective Worship) Policy
- SEND Policy
- Health and Safety Policy
- Equality Information and Objectives
- Teaching and Learning Policy

17. References

- DfE, Relationships education, relationships and sex education (RSE) and health education: statutory guidance (2025)
- DfE, *Keeping children safe in education* (2026)
- Second Vatican Council, Gravissimum Educationis (1965), paragraph 1
- Catholic Education Service, *Model Catholic RSE Curriculum*, and *Checklist for External Speakers to Schools* (2016)
- TenTen Resources, *Life to the Full* and *Life to the Full Plus*

Appendix A: Recommended RSE Pathway

The school follows TenTen's *Life to the Full Plus* Pathway 2 ("2-year cycle over 3 terms"). The tables below set out the units and sessions taught in each year group. They have been checked against TenTen's published pathway charts.

Nursery (EYFS Preschool)

Term	Module and unit	Session	Length
Autumn II	EYFS, Module 1, Unit 1	Story Sessions: Handmade With Love	5 x 5-10 minute sessions over 5 days
Spring I	EYFS, Module 2, Unit 1	Session 1: Role Model	2 x 15-minute sessions
Spring II	EYFS, Module 2, Unit 2	Session 1: Who's Who?	20 minutes
		Session 2: You've Got A Friend in Me	20 minutes
		Session 3: Forever Friends	20 minutes
Summer I	EYFS, Module 2, Unit 3	Session 1: What is the Internet?	20 minutes
		Session 2: Playing Online	20 minutes
	EYFS, Module 2, Unit 4	Session 1: Safe Inside and Out	20 minutes
		Session 2: My Body, My Rules	20 minutes
		Session 3: Feeling Poorly	20 minutes
		Session 4: People Who Help Us	20 minutes
Summer I or II	EYFS, Module 3, Unit 1	Session 1: God is Love	20 minutes
		Session 2: Loving God, Loving Others	20 minutes
	EYFS, Module 3, Unit 2	Session 1: Me, You, Us	20 minutes

Reception (EYFS)

Term	Module and unit	Session	Length
Autumn II	EYFS, Module 1, Unit 1	Story Sessions: Handmade With Love	5 x 5-10 minute sessions over 5 days
Spring I	EYFS, Module 1, Unit 2	Session 1: I Am Me	20 minutes
		Session 2: Heads, Shoulders, Knees and Toes	20 minutes

Term	Module and unit	Session	Length
		Session 3: Ready Teddy?	20 minutes
Spring II	EYFS, Module 1, Unit 3	Session 1: I Like, You Like, We All Like!	20 minutes
		Session 2: All The Feelings!	20 minutes
		Session 3: Let's Get Real	20 minutes
Summer I	EYFS, Module 1, Unit 4	Session 1: Growing Up	20 minutes
		Session 2: New People, New Places + Classroom Shorts	20 minutes
Summer I or II	EYFS, Module 3, Unit 1	Session 1: God is Love	20 minutes
		Session 2: Loving God, Loving Others	20 minutes
	EYFS, Module 3, Unit 2	Session 1: Me, You, Us	20 minutes
		Session 2: When I Grow Up... + Classroom Shorts	20 minutes
		Session 3: 'Money Doesn't Grow On Trees' + Classroom Shorts	20 minutes

Year 1 (KS1)

Term	Module and unit	Session	Length
Autumn II	KS1, Module 1, Unit 1	Story Sessions: Let the Children Come	5 x 10-minute sessions over 5 days
	KS1, Module 2, Unit 1	Session 1: God Loves You	40 minutes
Spring I	KS1, Module 2, Unit 2	Session 1: Special People + Classroom shorts	30 minutes
		Session 2: Treat Others Well...	35 minutes
		Session 3: ...and Say Sorry	30 minutes
Spring II	KS1, Module 2, Unit 4	Session 1: Good and Bad Secrets	35 minutes
		Session 2: Physical Contact	40 minutes (or 2 x 25 minutes)
		Session 3: Harmful Substances	30 minutes
		Session 4: Can You Help Me? (Part 1)	35 minutes

Term	Module and unit	Session	Length
		Session 5: Can You Help Me? (Part 2)	35 minutes
Summer I or II	KS1, Module 3, Unit 1	Session 1: Three In One	25 minutes
		Session 2: Who is My Neighbour?	30 minutes
	KS1, Module 3, Unit 2	Session 1: The Communities We Live In	35 minutes
		Session 2: Who Will I Be? + Classroom Shorts	30 minutes

Year 2 (KS1)

Term	Module and unit	Session	Length
Autumn II	KS1, Module 1, Unit 1	Story Sessions: Let the Children Come	5 x 10-minute sessions over 5 days
Spring I	KS1, Module 1, Unit 2	Session 1: I Am Unique	30 minutes
		Session 2: Girls and Boys	30-40 minutes
		Session 3&4: Clean and Healthy (My Body) + Classroom shorts	75 minutes (split over 2 sessions)
Spring II	KS1, Module 1, Unit 3	Session 1: Feelings, Likes and Dislikes	40 minutes
		Session 2: Feeling Inside Out	30 minutes
		Session 3: Super Susie Gets Angry	40 minutes
Summer I	KS1, Module 1, Unit 4	Session 1: The Cycle of Life	30 minutes
		Session 2: Beginnings and Endings	40 minutes
		Session 3: Change Is All Around + Classroom Shorts	40 minutes
	KS1, Module 2, Unit 3	Session 1: Real Life Online	40 minutes
		Session 2: Rules To Help Us	35 minutes
Summer I or II	KS1, Module 3, Unit 1	Session 1: Three In One	25 minutes
		Session 2: Who is My Neighbour?	30 minutes
	KS1, Module 3, Unit 2	Session 1: The Communities We Live In	35 minutes

Term	Module and unit	Session	Length
		Session 3: Needs and Wants + Classroom Shorts	30 minutes

Year 3 (Lower KS2)

Term	Module and unit	Session	Length
Autumn II	LKS2, Module 1, Unit 1	Story Sessions: Get Up!	5 x 15-minute sessions over 5 days
		Session 2: The Sacraments	40 minutes
	LKS2, Module 2, Unit 1	Story Sessions: Jesus, My Friend	4 x 15-minute sessions over 4 days
Spring I	LKS2, Module 2, Unit 2	Session 1: Family, Friends and Others… + Classroom Short	45 minutes
		Session 2: When Things Feel Bad	45 minutes
		Session 3: Balancing Needs	45 minutes
	LKS2, Module 2, Unit 3	Session 1: Sharing Online	35 minutes
		Session 2: Chatting Online + Classroom Shorts	35 minutes
Spring II	LKS2, Module 2, Unit 4	Session 1: Safe In My Body + Classroom Shorts	45 minutes
		Session 2: Recognising Risk + Classroom Shorts	45 minutes
		Session 3: Drugs, Alcohol and Tobacco	45 minutes
		Session 4: First Aid Heroes	45 minutes
		Session 5: Rights and Responsibilities + Classroom Shorts	40 minutes
Summer I or II	LKS2, Module 3, Unit 1	Session 1: A Community of Love	40 minutes
		Session 2: What is the Church?	35 minutes
	LKS2, Module 3, Unit 2	Session 1: How Do I Love Others?	45 minutes
		Session 2: Working Together + Classroom Shorts	40 minutes

Year 4 (Lower KS2)

Term	Module and unit	Session	Length
Autumn II	LKS2, Module 1, Unit 1	Story Sessions: Get Up!	5 x 15-minute sessions over 5 days
Spring I	LKS2, Module 1, Unit 2	Session 1: We Don't Have to be the Same	40 minutes
		Session 2: Respecting our Bodies	40 minutes
		Session 3: What is Puberty?	40 minutes
		Session 4: Changing Bodies	40 minutes
		Session 5: Male/Female Discussion Groups (omitted)	45 minutes
Spring II	LKS2, Module 1, Unit 3	Session 1: What Am I Feeling? + Classroom Short	40 minutes
		Session 2: What Am I Looking At?	35 minutes
		Session 3: I Am Thankful	40 minutes
Summer I	LKS2, Module 1, Unit 4	Session 1: Life Cycles (omitted)	40 minutes
		Session 2: A Time For Everything	45 minutes
		Session 3: Big Changes, Little Changes + Classroom Shorts	40 minutes
Summer I or II	LKS2, Module 3, Unit 1	Session 1: A Community of Love	40 minutes
		Session 2: What is the Church?	35 minutes
	LKS2, Module 3, Unit 2	Session 1: How Do I Love Others?	45 minutes
		Session 3: Money Matters + Classroom Shorts	40 minutes

Year 5 (Upper KS2)

Term	Module and unit	Session	Length
Autumn II	UKS2, Module 1, Unit 1	Story Sessions: Calming the Storm	5 x 15-minute sessions over 5 days
	UKS2, Module 2, Unit 1	Session 1: God Is Calling You	60 minutes
Spring I	UKS2, Module 2, Unit 2	Session 1: Under Pressure + Classroom Short	60 minutes
		Session 2: Do You Want A Piece of Cake?	60 minutes

Term	Module and unit	Session	Length
		Session 3: Self-Talk	60 minutes
	UKS2, Module 2, Unit 3	Session 1: Sharing Isn't Always Caring	60 minutes
		Session 2: Cyberbullying + Classroom Shorts	60 minutes
Spring II	UKS2, Module 2, Unit 4	Session 1: Types of Abuse + Classroom Shorts	60-90 minutes
		Session 2: Impacted Lifestyles + Classroom Shorts	60 minutes
		Session 3: Making Good Choices	60 minutes
		Session 4: Giving Assistance	60 minutes
Summer I or II	UKS2, Module 3, Unit 1	Session 1: The Holy Trinity	60 minutes
		Session 2: Catholic Social Teaching	60 minutes
	UKS2, Module 3, Unit 2	Session 1: Reaching Out	60 minutes
		Session 2: The World of Work + Classroom Shorts	60 minutes

Year 6 (Upper KS2)

Term	Module and unit	Session	Length
Autumn II	UKS2, Module 1, Unit 1	Story Sessions: Calming the Storm	5 x 15-minute sessions over 5 days
	UKS2, Module 1, Unit 2	Session 1: Gifts and Talents	60 minutes
		Session 2: Girls' Bodies	60 minutes
		Session 3: Boys' Bodies	60 minutes
		Session 4: Spots and Sleep + Classroom Shorts	60 minutes
Spring I	UKS2, Module 1, Unit 3	Session 1: Body Image	60 minutes
		Session 2: Peculiar Feelings	60 minutes
		Session 3: Emotional Changes	60 minutes
		Session 4: Seeing Stuff Online	60 minutes
Spring II	UKS2, Module 1, Unit 4	Session 1: Making Babies (Part 1)	60 minutes

Term	Module and unit	Session	Length
		Session 2: Making Babies (Part 2) (omitted)	60 minutes
		Session 3: Menstruation	60 minutes
		Session 4: Hope Beyond Death	60 minutes
		Session 5: Coping with Change + Classroom Shorts	60 minutes
Summer I or II	UKS2, Module 2, Unit 2	Session 4: Confidence vs Control	60 minutes
		Session 5: Build Others Up + Classroom Shorts	60 minutes
	UKS2, Module 3, Unit 1	Session 1: The Holy Trinity	60 minutes
		Session 2: Catholic Social Teaching	60 minutes
	UKS2, Module 3, Unit 2	Session 1: Reaching Out	60 minutes
		Session 3: Money and Me + Classroom Shorts	60 minutes