

St Richard's RC Primary School



Relationships Education Policy

September 2026

The mission of St Richard's is that we know, love and follow Christ by looking after each other and trying our best every day.

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Implementation of this Policy

Implementation of this policy will take place after consultation with parents, teachers and the Governors. This will take place in the Autumn Term 2026. Subsequently, this policy will be reviewed every 2 years by the Head teacher, Relationships Education Leader and the Governing Body.

In England, sex education is not compulsory in primary schools, but learning about the biological aspects of reproduction (such as the life cycles of animals and human growth) is mandatory as part of the national curriculum for science.

At St Richard's, the Governing Body has decided that there will be no optional teaching of a non-science sex education program

Dissemination

This draft policy will be given to all members of the Governing Body, and all teaching members of staff. Copies of the document will be available to all parents on the school's web site and will be the basis for a consultation process in Autumn Term 2026.

Defining Relationships Education

DfE guidance (July 2025) 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 Relationships Education 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. 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.”¹

Rationale

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (John.10.10)

At St Richard's, we teach high-quality Relationships 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 Relationships Education is therefore rooted

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.7

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

Following the guidance of the Bishops of England and Wales - and as advocated by the DfE - Relationships Education at St Richard's will be 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 will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All Relationships Education taught at St Richard's 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.

Compulsory vs. Recommended Content in Relationships Education

- It is compulsory for pupils to learn about human and animal life cycles, growing from babies to adults, and basic reproduction in plants and animals. Parents cannot withdraw children from these science lessons.
- Relationships Education is a compulsory subject. Primary schools must teach Relationships Education (covering family, friendships, and respect) and health education (covering the changing adolescent body and puberty). Parents cannot withdraw their child from either the compulsory science or statutory health/relationships curricula.
- It is optional for primary schools to teach a broader non-science sex education program (such as human conception and birth details taught outside of core science).

At St Richard's, the Governing Body has decided that there will be no optional teaching of a non-science sex education program

Values and Virtues

Our Relationships Education 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.

Aims of Relationships Education and our Mission Statement

Our Mission Statement commits us to looking after each other and trying our best every day. We believe that Relationships Education is an integral part of fulfilling this mission. Furthermore, 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 our pupils with a positive and prudent program of Relationships 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**:

- 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;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;

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;
- 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 marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and emotional changes that accompany puberty;

Inclusion and adaptive teaching and learning

We will ensure Relationships Education 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 faith or culture). We will ensure Relationships Education 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.

Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the 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.

Our Program and Resources

At St Richard's we use a scheme called 'Life to the Full' (published by Ten:Ten) to teach Relationships Education. This scheme is recommended by the Diocese of Salford.

Details of each unit plan taught at St Richard's are available as part of each year group's long term plan. These are on the school's website at [HTTPS://ST-RICHARDS.MANCHESTER.SCH.UK/KEY-INFORMATION/CURRICULUM/](https://st-richards.manchester.sch.uk/key-information/curriculum/)

Some of these units have been introduced since September 2026 by Ten:Ten in order to ensure that the scheme remains fully compliant with the Department for Education's statutory Guidance ('Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers') which was published in July 2025

Parents and Carers

We recognise that parents (and other carers who stand in their place) 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. Therefore, the school supports parents and carers. We encourage parents to look at the school's resources for Relationships Education on the school website. Our aim is that, by doing this, all our parents will have full knowledge of and confidence in the school's Relationships Education programme to meet their child's needs.

A 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 Relationships Education 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 Relationships Education. 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 and responsibilities as individuals.

External Visitors

Our school may occasionally call upon help and guidance from outside agencies and health specialists to deliver aspects of Relationships Education. 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 the code of practice in the CES guidance 'Checklist for External Speakers to Schools'².

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.

Our Roles and Responsibilities Regarding Relationships Education

Governors

- Approve and adopt the school's policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that the policy meets statutory requirements;
- ensure that parents know about their right to withdraw their child
- 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 Relationships Education within PSHE.

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the diocese, CAT directors (where appropriate) and the Local Authority and appropriate agencies.

Relationships Education Leader

The Relationships Education Leader, with the head teacher, 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 Relationships Education and the provision of in-service training.

All Staff

Relationships Education is a whole school issue and all teachers have a responsibility of care. As well as fostering academic progress, teachers should actively contribute to the

² CES Checklist for External Speakers to Schools, 2016

guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach Relationships Education in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching Relationships Education. 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 Relationships Education policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Anti-Bullying Policy, Safeguarding Policy etc)

Pupils with specific challenges, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support 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

The governors want to promote a healthy, positive atmosphere in which Relationships Education 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.

Supporting Children and Young People who are at Risk

Children will need to feel safe and secure in the environment in which Relationships Education takes place. 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 Child Protection and Safeguarding Policy and immediately inform the designated safeguarding lead.

Confidentiality and Advice

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

All lessons in the Relationships Education programme will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships, 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 will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head

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

Monitoring and Evaluation

The Relationships Education Leader 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 biannually by means of consultation with staff and parents. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

This draft policy will be made available to all teachers and parents for a period of consultation during the Autumn Term 2026.

In early Spring Term 2027 a draft, finalised version will be presented to governors with the recommendation that it be approved