



ALL SAINTS

CATHOLIC COLLEGE

ORARE LABORARE SERVIRE

RSHE Policy

Approved by: Board of Governors

Date: 24th March 2026

Last reviewed on: 25th March 2025

Next review due by: May 2027

1.

Introduction

All Saints Catholic College has at its heart a love of God, the education of its students and a mission to serve our neighbours and community. Through RSHE, we aim to equip students with the knowledge, skills and values needed to form respectful, healthy relationships and to challenge attitudes and behaviours that undermine human dignity. We seek to foster a spirit of truth, reconciliation, justice and peace. We are committed to developing the spiritual, emotional, intellectual, moral, cultural, social and physical potential of all our members within a safe and supportive environment.

2. Definition and Aims of RSHE

This policy sets out the approach to RSHE at All Saints Catholic College. It has been produced by the school in partnership with governors and following consultation with parents and is in accordance with Catholic teaching. It adheres to the statutory guidance from the Department for Education (DfE) and applicable from 1 September 2026.

RSE refers to Relationships and Sex Education. HE refers to Health Education. This RSHE policy covers both Relationships and Sex Education and Health Education.

The DfE guidance states that “young people need knowledge and skills that will enable them to make informed and ethical decisions about their well-being, health and relationships.”¹

Furthermore, the guidance sets out that the aim of RSE is to give young people “the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.”²

Health and wellbeing education covers both physical health and mental wellbeing. DfE guidance states that the aim of teaching Health and Wellbeing “is to enable pupils to make good decisions about their own health and wellbeing to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed.”³

3. Our Rationale

The teaching of RSHE at ASCC is rooted in the Church’s teachings and the Gospel values and is in complete harmony with our Catholic ethos. At the heart of our school is the belief that all individuals are unique, equal and precious to God. Teaching about self-respect and self-worth is an integral part of this subject. As educators we are concerned with the education of the whole person: spiritual, physical, intellectual, moral, social, emotional and cultural.

¹ DfE, Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2026, p2

² DfE, Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2026, p11

³ DfE, Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2026, p20

RSHE in our school celebrates our belief that we are most in God's image and likeness when in authentic loving relationships, since God is love and not one person, but a relationship of love. Our programme enshrines Catholic values that relate to family, marriage and the importance of stable relationships.

We take an inclusive and non-discriminatory approach to delivering the curriculum, ensuring students are aware of relevant legislation and are confident that the teaching of our faith perspective need not be at odds with informing students of legislation.

RSHE at ASCC promotes a message of compassion and respect for all people and is taught in the spirit that we are called to be charitable, non-judgemental, kind and respectful. We recognise that relationship education is underpinned by the modelling of virtues and is an education in conscience.

At ASCC RSHE will be taught in a way that is sensitive to the needs of individual students and personal circumstances. RSHE at ASCC is inclusive and accessible to all students. Reasonable adjustments are made for students with special educational needs and disabilities (SEND), ensuring that content is delivered in a way that meets individual needs while maintaining high expectations for all. We aspire to live out the values we teach in RSHE throughout the school, at all times.

4. Working with Parents and Carers

At ASCC we identify with the statement made by the Catholic Bishops of England and Wales that, 'parents have the prime responsibility in teaching their children how to build healthy, loving relationships'⁴. We see our role as that of supporting parents and carers and our aim is that all of our parents and carers will have full confidence in the school's RSHE programme.

We will continue to consult with parents and carers in developing and reviewing this policy. We will inform parents and carers when the more sensitive aspects of RSE are being covered and will share with parents and carers links to the resources we will be using. Education is built on trust and we will offer parents and carers the opportunity to raise any questions they may have on any aspect of this subject.

RSE is compulsory for all students receiving secondary education, but "parents have the **right to withdraw** their children from some or all of sex education delivered as part of statutory RSE"⁵. Parents who wish to withdraw their children should contact the Headteacher in writing. From three terms before their 16th birthday, a pupil who has been withdrawn from sex education may choose to opt into sex education, even if their parents have previously requested withdrawal.

5. Responsibility for RSHE

The Headteacher takes overall delegated responsibility for the implementation of this policy and its integration into the school's curriculum and for liaising with the Board of Governors, parents and carers, and the Diocese.

The designated lead for RSHE has a general responsibility for supporting other members of staff in the implementation of this policy and the dissemination of the information relating to RSHE and the provision of continual professional development in this subject.

⁴ Department of Catholic Education and Formation Catholic Bishops' Conference of England and Wales, Learning to Love, 2017, p3

⁵ DfE, Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2026, p6.

RSHE is a whole school issue since all staff are involved in the pastoral care and wellbeing of our students and in supporting them in the development of healthy relationships and personal and social skills. For this reason, all staff are involved in developing the attitudes and values aspect of the programme.

Given the sensitive nature of RSHE, staff are trained to manage questions and disclosures appropriately. Students are informed that staff cannot offer absolute confidentiality and that any safeguarding concerns will be handled in line with the school's Child Protection and Safeguarding Policy.

There is a cross-curricular aspect to RSHE, and all those contributing to RSHE are expected to work within the guiding principles laid out in this policy.

The specific teaching of RSHE is integrated into the core curriculum and is delivered via a structured and sequenced programme of lessons in RE and PSHE by specific staff at the school.

6. Outline of RSE programme

The programme we are using at ASCC to deliver RSHE is balanced and is delivered in an age-appropriate and inclusive way that is accessible to all. The RSHE curriculum is carefully sequenced and progressive from Years 7 to 11, building on prior learning from primary education and deepening students' understanding as they mature.

Catholic teaching is promoted sensitively and in a manner that creates space for respectful dialogue and allows time for reflection and questions. The content of the curriculum is based upon the God-given dignity of each and every student and, through an understanding of virtues, teaches young people to make healthy choices that will benefit them for the rest of their lives.

The applicable law is taught in a factual way, so that students are clear on their rights and responsibilities as citizens.

The specific programme of study we are using for RSE is called 'Life to the Full' and has been produced by Ten:Ten. It speaks to the culture of young people and we hope it will inspire all involved in RSHE at ASCC including students, parents and teachers.

The programme is built on Ten:Ten's 10 principles. Details of the principles and an overview of the content for Years 7-11 can be found in the appendices. The teaching includes lessons on puberty, personal hygiene, fertility, menstruation, family and friends, sexual intimacy, delaying sex, an understanding of the body, sexuality, marriage, gender, online relationships, social media, consent, grooming, pressure, STIs, contraception and natural family planning, abortion/miscarriage, the effect of drugs and alcohol on relationships, pornography and sexual exploitation. The RSHE curriculum addresses online harms including image-based abuse, the sharing of sexual images, digital consent, and the risks associated with AI-generated sexual imagery, equipping students to navigate online spaces safely and responsibly.

7. Health Education

Some of the health education set out in the DfE guidance relates directly to RSE and is included in the Life to the Full schemes of work.

Other aspects of health education will be delivered through PSHE lessons and cross-curricular provision. This includes education on mental wellbeing; internet safety and harms; physical health and fitness (including cancer and cardiovascular ill-health); healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid (including how to administer CPR) and the changing adolescent body.

8. Links to other policies

This policy is supported by the following school policies:

ASCC Child Protection and Safeguarding Policy

ASCC Anti-bullying Policy

ASCC Equality Information and Objectives

9. Monitoring and evaluation of the programme

The RSHE Lead will monitor the provision of the programme through learning walks, discussions with staff and students and by reviewing samples of work produced by students in each Year group.

The school will evaluate the RSHE provision through a variety of methods, including consultation with parents/carers, staff and students. Results of the evaluation will be reported to governors.

This policy will be reviewed annually, or sooner if required, in consultation with governors, parents/carers, staff and students.

Appendix A

Ten:Ten's 10 Principles for teaching Catholic RSE

1. Our bodies are good
2. As we grow in our loving relationships with others, we become closer to the image and likeness of God
3. Catholic RSHE should be about the whole person
4. Catholic RSHE should be taught in partnership with parents
5. Our deepest identity is as a child of God
6. Story can change hearts and minds
7. Catholic RSHE is an education in virtue
8. Catholic RSHE is an education in conscience
9. RSHE is about striving for the Common Good
10. Prayer, Scripture and the Sacraments underpin and make possible the living out of Catholic teaching

Appendix B

Life to the Full is a fully resourced programme for teaching RSE in Catholic schools. The table below outlines the content to be delivered to students in Years 7–11 during the 2025–26 academic year. This provision is aligned with the statutory requirements set out in the 2019 Relationships and Sex Education (RSE) guidance. The content is currently being reviewed and will be updated in advance of the 2026–27 academic year.

	Core Theme	Session Title	Description
Year 7	Religious understanding	Who Am I?	Our core identity is that each of us is a completely unique person, a unity of body and soul, created and loved by God
	My Body	Changing Bodies	Puberty involves physical, emotional and sexual development. Daunting though it can be, it is part of God's plan for us.
	Emotional -Well being	Healthy inside and out	Thinking about self-esteem helps us consider its impact and how to nurture it.
	Life Cycles	Where we come from	Sexual intercourse is revealed as more than just a physical act, but a gift from God for married couples, an expression of love and His plan for how babies are made.
	Personal Relationships	Family and Friends	Reflecting on different types of friendship and family structure opens strategies for managing behaviour through consideration of thoughts, feelings and actions
	Keeping Safe	My life on screen	Online lives need safeguarding, just like in real life
	Wider Worls	Living responsibility	Becoming aware of the effects of actions on others helps us understand the concept of social responsibility.

	Core Theme	Session Title	Description
Year 8	Religious understanding	Created and chosen	Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us.
	My Body	Appreciating differences	Understanding our identity means appreciating male/female differences and learning to accept the invitation from God to root our identity in who he created us to be.
	Emotional -Well being	Feelings	Managing sexual feelings requires self-control, self-respect and patience.
	Life Cycles	Before I was born	Contemplating life in the womb reveals that it is both beautiful and fragile.

	Personal Relationships	Tough Relationships	In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.
	Keeping Safe	Think before you share	Image sharing and anything in word, speech or action that reduces people to objects dishonours their God- given dignity.
	Wider Worls	Wider world	Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life

	Core Theme	Session Title	Description
Year 9	Religious understanding	The Search for Love	The desire to love and be loved links to God's plan for romantic love, sexual attraction and intimacy.
	My Body	Love People, Use Things	Objectification has a negative impact whether it occurs in casual sex, pornography or masturbation.
	Emotional -Well being	In Control of My Choices	Love and lust, shame and regret are the key issues when thinking about choosing to delay sexual intimacy
	Life Cycles	Fertility and Contraception	.Knowing about methods for managing conception aids reflection on why they uphold or contravene God's plan for sex
	Personal Relationships	Marriage	Learning about different types of committed relationships leads to consideration of what relationships are desired in the future.
	Keeping Safe	One Hundred Percent	Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity.
	Wider Worls	Knowing My Rights and Responsibilities	The reality of sexual exploitation brings to light our human rights and responsibilities.

	Core Theme	Session Title	Description
Year 10	Religious understanding	Authentic Freedom	Making a loving gift of self is an ideal worth holding out for, one which leads to real freedom
	My Body	Self-Image	Understanding our dignity allows us to appreciate our bodies in the right way.
	Emotional -Well being	Beliefs, Values, Attitudes	Making good moral choices depends on building confidence, integrity and understanding.
	Life Cycles	Parenthood	While we sometimes take parents for granted, parenthood impacts us in so many ways. It is the responsibility of a lifetime.
	Personal Relationships	Pregnancy and Abortion	Pregnancy is an invitation to discover the challenge of responding with love to the gift of life.
	Keeping Safe	Abuse	Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion.
	Wider Worls	Solidarity	Love means building peace and living in solidarity with all of God's creation, particularly the poor, marginalised and oppressed.

	Core Theme	Session Title	Description
Year 11	Religious understanding	Self- Worth	This session invites pupils to consider how they respect themselves and others, and the role God can play within
	My Body	Addiction	In this session, pupils hear the story of Dina, who overcame severe drug addiction through the help of family, ommunity, responsibility and faith
	Emotional -Well being	Eating Disorders	This session invites pupils to consider their own deepest needs and the complexities and contradictions within themselves
	Life Cycles	Birth Control	This session holds fertility up as a precious gift to be protected, nurtured and valued.
	Personal Relationships	Pornography	This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships
	Keeping Safe	STI's	describes how she felt torn between two worlds: wanting to push boundaries, but also feeling a lot of pressure to not bring shame on her culture, her community and her family

	Wider Worls	Coercive Control	In this final session of the Year 11 programme, Mairi and Nathan explain how we are a social species: isolation is not in our nature. Our longing for intimate, exclusive relationships is a beautiful thing, but one that can make us vulnerable.
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Appendix C

GOV.UK documents

Statutory guidance: Relationships education, relationships and sex education (RSE) and health education

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

Understanding Relationships, Sex and Health education at your child's secondary school: a guide for parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf