



Saint Joseph's
CATHOLIC SCHOOL

PSHE (including RSE) policy

Version 1.0 – January – July 2026 onlyⁱ

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
LAVERSTOCK
SALISBURY
SP1 1QY



Success Criteria:

Context/Aim:

This policy outlines our school's approach to Personal Social Health and Economic (PSHE) education across all year groups, which also comprises the RSE curriculum, previously delivered in RE by subject specialists. The role of a Catholic school is not only to ensure academic success but also to ensure that each learner leaves us with an understanding of what it is to be truly human, equipped to manage the challenges they may face in modern life. PSHE is delivered by teachers in class groups, reflecting the growing importance of the PSHE curriculum in supporting our young people to develop the skills necessary to navigate the world in which they are growing up. Within PSHE, each year group covers specific modules, designed to ensure age-appropriate coverage of Healthy Lifestyles; Living in Our Wider World (which includes Careers Education Information Advice and Guidance); and British Values, alongside the statutory RSE curriculum.

PSHE will now deliver both the statutory aspects of RSE and Health Education as required by the statutory guidance first introduced in 2019, and also the key aspects of best practice PSHE. This policy is therefore for both RSE and PSHE for the period January -July 2026, after which it will be extensively rewritten to complement the necessary curriculum changes to take into account the statutory changes to Relationships Education, Relationships and Sex Education (RSE) and Health Education for September 2026¹. This policy aims to clarify what we will be teaching, when and why. St Joseph's takes its responsibility to provide relevant, effective, and responsible relationship, sex and health education (RSHE) to all of its pupils very seriously.

RSE teaches what it is to be in a caring, stable and mutually supportive relationship with another person, and how to understand and control feelings that come with being in a relationship. It is also about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. RSE will continue to outline the importance of marriage for family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society.

We take our responsibility to inclusivity very seriously and the resources we use recognise the importance of supporting all members of our community. Every person has an inherent dignity because we are made in God's own image and likeness, and our curriculum ensures all learners understand this. The school would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually active at a young age. On the contrary, the aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make responsible choices and informed decisions as they grow up. Through the provision outlined in the appendix to this policy we also aim to build upon pupils' self-esteem and confidence, supporting them to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers, or what they see in the media. We will teach

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education – Department for Education July 2025



pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.
We want our pupils to lead healthy and safe lifestyles, and to teach them to care and respect for their bodies, which are not to be treated as objects, and to provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

Monitoring Procedures:

| | | |
|--|--------------------------|---|
| By Whom: Head teacher and the Pastoral Governors Committee | When: Annually | How: Reports to the Pastoral and Ethos Committee annually SLT and the Pastoral Committee to review Policy |
|--|--------------------------|---|

Evaluation:

Revision History:

| Version | Approved and Ratified | Review Date | Additional Notes |
|---------|-----------------------|-------------|--|
| 1.0 | January 2026 | July 2026 | To be superseded by updated curriculum policy July 2026 ² |

Vision Statement:

With God's love and inspiration, we aspire to achieve excellence.

Vision: St. Joseph's aspires to be an exceptional, inclusive Catholic school where every individual feels a **profound sense of belonging and recognises their spiritual gifts**. In a safe, trusting, and respectful environment, everyone can thrive.

The St Joseph's family is dedicated to providing and receiving **outstanding educational opportunities, enabling each member to achieve excellent progress and outcomes** in every aspect of school life to ensure the highest level of academic results. We are committed to nurturing God-given talents and encouraging everyone to reach their full potential, fostering spiritual and moral character development.

² This policy will be superseded in September 2026 with a new policy which will take into account all aspects of the statutory RSE changes for delivery from September 2026, and the new curriculum time devoted to PSHE to take account this. St Joseph's will move from one timetabled lesson per fortnight for PSHE to one per week. This will enable us to deliver best practice PSHE alongside the necessary and welcome amendments to the RSE curriculum.



Monitoring, Evaluation and Review

Provision will be monitored through classroom observation, work scrutiny and curriculum reviews; pupil and staff voice will inform ongoing improvements. Reports will be submitted to the Pastoral and Ethos Committee; the Head teacher and Governors will review the policy annually. For this interim policy period (Jan–July 2026), an evaluative update will be provided in July 2026 with a full review ready for September 2026.

National Policies and guidance/courses referred to and incorporated into SJCS Policy:

| Document/Course Title: | Document/Course Date: |
|---|--|
| This policy is informed by: <ul style="list-style-type: none"> Relationships Education, Relationships and Sex Education (RSE) and Health Education Keeping Children Safe in Education 2025 Equality Act 2010 and schools SEND code of practice: 0 to 25 years (2015) Clifton Diocese Guidance for Education in Relationships and Sex Education in Schools | Department for Education statutory guidance: 2019/2021 Department for Education Department for Education |

Other SJCS Policies that relate to this Policy:

| |
|--|
| Safeguarding Child Protection and Online Safety Policy |
| Teaching Learning and Assessment Policy |
| CEAIG Policy |
| SEND Policy 2025-26 |
| Equality and Diversity Policy 2025 |





PSHE Roles and Responsibilities

PSHE at St Joseph's forms an important part of the development of the whole child, and as such, all stakeholders take their responsibilities towards PSHE and high-quality delivery seriously. PSHE has always been valued by pupils and staff at St Joseph's, and 2025-26 marks the further development of the subject in its own right. We will continue to involve external agencies as appropriate, particularly in the delivery of specialist knowledge such as aspects of Careers Education eg apprenticeships, and also specialist drugs education in order to ensure our young people gain the most from the opportunities offered to them.

The school will ensure that:

- The PSHE curriculum will be delivered by teachers that are confident in their delivery of the subject matter or other trained professionals with a relevant skill set ³
- The PSHE curriculum will be regularly reviewed so that all content remains relevant, topical, and well-resourced in order to ensure the best outcomes for learners
- PSHE is taught as a fortnightly lesson scheduled into the curriculum.
- A safe and supportive learning environment will be created for all learners through discussion of group ground rules
- The nature of PSHE means that sensitive and controversial issues may arise. Any issues arising will immediately be reported to the Designated Safeguarding Lead within school and will be dealt with in line with the relevant school policies and approaches
- We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by promoting equality and inclusion in all lessons and discussions therein;
- Teaching will take into account the age, ability, readiness and cultural backgrounds of children so that all can fully access the benefits of PSHE education
- We continue to develop our curriculum by the provision of enrichment opportunities as appropriate
- CEIAG sessions within PSHE will either be delivered by the Lead Careers Professional, or appropriate training will have taken place for teachers to deliver the session
- Where external contributors are used, their contributions will be agreed beforehand and St Joseph's staff will remain with them to support and clarify
- Development of resources and MTPs will continue to be the responsibility of the PSHE Lead with support from other members of staff and external agencies as appropriate
- Learning in PSHE, including CEIAG will continue to be evaluated through pupil voice and staff feedback
- The Assistant Head with responsibility for PSHE will continue to work with the Head of RE to ensure that all aspects of Relationships and Sex Education and Health Education are covered, supplemented by pupils' learning in Science, Food Technology and PE

³ For example, apprenticeship providers when discussing apprenticeships in CEIAG modules, drugs education specialists for drugs/vaping input. We are fortunate to have the TalkAbout Trust delivering workshops this year to Year 7, 10 and 11.



- Each year group will have the opportunity to develop their understanding of British Values within a suite of lessons in PSHE annually

Pupils are expected to:

- Ensure that the group's agreed ground rules are followed and respected in each session
- Contribute positively to PSHE lessons and ensure that their learning is shown in their PSHE exercise book.
- Use their learning in PSHE to contribute to the life of the school and the wider community.
- Respond honestly in evaluations so that modules can be adapted where necessary

What we ask of parents and carers:

- Topics that are discussed in PSHE lessons are open for discussion at home also
- Any clarification necessary is requested so that a member of staff can advise
- Any communications from the school with regard to any aspect of PSHE (particularly CEALG) are read and acted upon

RSE Roles and Responsibilities

Governors and senior leaders will:

- Develop this policy in relation to the directives of the Diocese of Clifton and The Bishops Conference for England and Wales.
- Ensure that relevant staff are updated on any modifications made to the diocesan RSE programme and how to deliver lessons impacted upon by such changes.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationship, sex and health education.
- Ensure that RSE is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the RSE curriculum.
- Communicate freely with staff, parents and the governing body to ensure that everyone understands the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate.
- We want the provision of RSE at home to be complementary to the provision the school provides, and this will be clearly communicated to parents and additional support given where necessary or requested.





PSHE staff will:

- Use their expertise in delivering relevant RSE to ensure that sessions on confidentiality, setting group ground rules; handling controversial issues and an introduction to why RSE is so important for our young people are effective and create a positive learning environment for all RSE lessons.
- Tailor their lessons to suit all pupils in their classes, across the whole range of abilities, including those pupils with special educational needs, working with parents also when appropriate.
- Continue to encourage our pupils to recognise RSE as an important part of the PSHE curriculum and their personal development.
- Respond positively to the training they will receive so that they are up to date with school policy and curriculum requirements regarding relationship, sex and health education. Any areas that they feel are not covered or inadequately provided for should be reported to the Assistant Head with responsibility for PSHE for discussion and potential inclusion.
- Encourage pupils to communicate any concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them with utmost seriousness. If a pupil comes to a member of staff with an issue about the curriculum, the staff member should inform the Assistant Head with responsibility for PSHE.
- Ensure that should a disclosure be made, the safeguarding policy of the school must be enacted immediately and the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead(s) informed immediately.

Pupils are expected to:

- Be respectful towards and supportive of one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs as well as complying with confidentiality rules that are set in class, are key to effective provision of our RSE programme
- Recognise RSE as an important part of the curriculum and their personal development.

Parents/Carers are requested to:

- Share the responsibility of relationship, sex and health education and support their children's personal, social and emotional development.
- Create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school RSE and PSHE.
- Seek additional support in this from the school where they feel it is needed by contacting their child's tutor in the first instance, who may well refer them to the Pastoral Team, who will signpost/triage appropriate support



Withdrawal

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to read this policy. Parents can request access to the resources and information being used in class and the school will do everything it can to ensure that parents are comfortable with the education provided to their children in school.

It is, however, stated clearly in the Government guidance to parents or carers: *'You cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If you do not want your child to take part in some or all of the Sex Education lessons delivered at secondary, you can ask that they are withdrawn. Your child's head teacher will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school should arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances).'*⁴

Any parent wishing to withdraw their child from RSE should contact at first instance the Assistant Head with responsibility for PSHE who will arrange a meeting to discuss the main concerns. RSE is a vital part of the school curriculum and supports child development, however, it is acknowledged that the final decision on the issue is in most cases for the parent to take.

Curriculum

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding relationships and sex. It is important that pupils know the difference between fact, opinion and belief. The school will follow the Life to the Full⁵ programme of study. This scheme of learning has been based on the Model Catholic RSHE Curriculum provided by the Catholic Education Service, which has been noted as a model of good practice by the Department of Education. It will be the first, and currently the only, programme of its kind to fulfil the statutory curriculum for Catholic secondary schools.

⁴ Relationships and Sex Education (RSHE) and Health Education statutory guidance – Department for Education 2019

⁵ Please see Appendix 1 at the end of this policy



Guest Speakers

We may invite guest speakers into school to talk on issues related to relationships and sex. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupils' perceptions. A teacher will be present throughout these lessons as per our safeguarding policy requirements. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Complaints

Parents or carers who have concerns or complaints regarding the RSE or PSHE curriculum should contact the school to follow the school's Complaint Policy.

Equality and Inclusivity

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, as bullying is not acceptable under any circumstances.

Specific lessons for transgender issues have been created using the guidance from the Catholic Church and TenTen, as found in the 'Made in God's Image' guidance. These are delivered, as per Diocesan advice, in Year 9.

Safeguarding and Confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality is provided to all teachers. It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedure will be followed. Personal information about pupils who have shared with the members of staff designated for CP and shared with D/DSL as is outlined in the school child protection and safeguarding procedure.





If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that the pupils and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the D/DSL to decide what is in the best interest of the child.

Advice and Treatment

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the DSL and School Nurse. Making pupils aware of advice on contraception and practising safe sex is a key part of the school's RSHE provision. We also encourage parents to engage their child in open discussion about practising safe sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status and no person will be discriminated against because of this if there is a disclosure of this type of information. The school's Medical Needs policy covers protection for all school trained First Aid members against infection from blood related viruses through training as well as wearing of the appropriate PPE.

Support

We hope that pupils feel safe in the school environment to talk to any member of staff in confidence, including about any areas of concern regarding their personal, social and emotional development, matters raised by or relating to RSE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside the classroom.



Appendix 1

The full 'Life to the Full' Scheme of Learning that St Joseph's is utilising is attached below. Please contact the Assistant Head with responsibility for PSHE with any further questions. Life to the Full for secondary schools is a fully resourced programme of study which fulfils the statutory curriculum in RSHE (Relationship, Sex and Health Education) for Catholic schools. This scheme of learning is based on the Model Catholic RSHE Curriculum provided by the Catholic Education Service, which has been noted as a model of good practice by the Department of Education.

See the PSHE page on the St Joseph's Catholic School website for the 'Life to the Full' Scheme of Learning: <http://sjcs.org.uk/pshe>

Appendix 2

RSE will form part of the PSHE curriculum and will be taught in all year groups in PSHE starting from January 2026. Please see below for PSHE timetable for 2025-26:

See the PSHE page on the St Joseph's Catholic School website for the PSHE and RSE sessions timetable for all year groups: <http://sjcs.org.uk/pshe>