NEWMAN CATHOLIC TRUST

HEART SPEAKS TO HEART

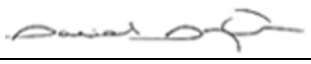
Relationships, Sex & Health Education Policy

2026-28

Review

Review Cycle	Date of Policy	Reviewed by	Next Review Date
Every 2 years	October 2026	Jon Deeney	October 2028

Ratification

Role	Name	Signature	Date
Chair of Board	**Chris Izuka**		**April 25**
CEO	**Dr Daniel Doyle**		**April 25**

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed. a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these. policies are reviewed regularly in this regard.

SECTION 1 – INTRODUCTION

1. Mission Statement and values

Mission:

- Provide outstanding and sustainable catholic education from nursery to sixth form
- Provide high-quality teaching and enrichment opportunities to our students
- Be an employer of choice with excellent training and development opportunities for our staff
- Be a Trust of choice for families in our local communities
- Grow by supporting catholic schools to join our Trust

Values:

- Christ / Child Centred
- Inclusive and Consultative
- Caring
- Transparent
- Strategic
- Professional
- Accountable

In line with our Mission and values, the Newman Catholic Trust is founded upon Catholic principles and teaching. Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that Relationships Education, Relationship and Sex Education and Health Education is an integral part of this education. Furthermore, our school aims state that we will endeavour 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.

In our Trust, we value and respect every person as a child of God, as we grow together in faith, knowledge, understanding and love to serve the community.

2. Introduction

2.1 Under the Relationships Education, RSE, and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, schools are required to teach:

- relationships education (all primary aged pupils)
- relationships and sex education (RSE) (all secondary aged pupils)
- health education (all pupils in state-funded schools only)

2.2 At St Joseph's, as a Catholic school, we are guided by the Catholic Education Service who state that Catholic schools are required to deliver Relationship and Sex Education (RSE) in accordance with the teachings of the Church. We take this approach in conjunction with the guidance issued by the DfE. The Catholic Education Service use the term 'RSE'.

2.3 In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. When delivering the curriculum, we follow the direction of the Bishops of England and Wales

3. Rationale [1]

'I have come that you might have life and have it to the full**.'** (John.10.10)

[1] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg2

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

3.2 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, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

3.3 Following the guidance of the Bishops of England and Wales and as advocated by the DfE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and 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.

3.4 All RSE 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.

3.5 When choosing and delivering our RSE programme, we aim to enshrine teaching in Catholic values which relate 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.

3.6 We will endeavour 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 and carers, to provide children and young people with a 'positive and prudent sexual education' (Gravissimum Education is) which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

4. Definitions

4.1 Relationships Education[2]
As a Catholic school, we are guided by the DfE and CES. DfE guidance describes Relationship Education: 'The focus in primary school should be 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 would include the topics of families and people who care for me; caring friendships; respectful relationships; online relationships and being safe.'

4.2 Sex education[3]
Sex Education is not compulsory in primary schools. The national curriculum for science includes subject content in related areas such as the main external body parts; the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We choose to teach Sex Education at St Joseph's to meet the needs of our pupils. In this we are guided by the Catholic Education Service, using their definition:

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[2] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg19

[3] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg1

'It is about the development of the pupil's knowledge and understanding of her or him 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.'

5. Objectives

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

- respect 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 family life and marriage;
- fidelity in relationships.

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;
- 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 family life, marriage and the importance of marriage;
- 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. Broad Content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school/ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum. Our RSE programme uses the following resources:

- Journey in Love
- RE – Diocesan Planning
- Jigsaw (PSHE resource)

7. Parents And Carers – including the right to be excused from Sex education

Pope Francis:

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

7.1 'The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships'.[4]
'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 primary means by which the Church assists parents and carers in educating their children.'[5]
Therefore, we will work closely with parents/carers when planning and delivering our RSE programme and we will support parents and carers by sharing and providing materials where necessary.

7.2 Parents and carers will be informed by letter when the more sensitive aspects of our RSE programme will be delivered, in order that they can be prepared to talk and answer questions about their children's learning.

7.3 We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. However, parents/carers have the right to withdraw their children from Sex Education except in those elements which are required by the Science National Curriculum. Should they wish to withdraw their children, they are asked to notify the school by contacting the Principal who will automatically grant the request. If a child is withdrawn, we will ensure that they receive appropriate, purposeful education during the period of withdrawal.

7.4 There is no right to withdraw from Relationships Education or Health Education.[6]

8. Consultation

8.1 Parents and carers will be consulted in developing and reviewing our policy and they will be able to view the resources we use.

8.2 We will also consult with teachers and pupils to ensure the policy reflects their views. We feel that listening and responding to the views of young people will strengthen the policy, ensuring that it meets their needs.

8.3 Our aim is that, at the end of the consultation process, stakeholders will have full confidence in our RSE programmes to meet their child's needs.

8.4 In addition, where appropriate, parents/carers may be consulted before their child's final year of primary school about the detailed content of what will be taught. This will include offering them support in talking to their children about sex education and how to link this with what is being taught in school.

9. A balanced curriculum[7]

9.1 Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

9.2 Pupils will also receive clear scientific information in line with the National Curriculum for Science.

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[4] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg17

[5] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg5

[6] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg18

[7] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pgs5-6

9.3 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 as individuals.

10. Controversial or sensitive issues; managing difficult questions; safeguarding[8]

10.1 There will always be sensitive or controversial issues in the field of RSE. These may be matters of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity.

10.2 At St Joseph's, we believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

10.3 At St Joseph's, we want to promote a healthy, positive atmosphere in which RSE can take place. We will 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. We recognise that some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature. If this happens, adults will tell the pupil/pupils at the time that they will speak to them after the lesson. A record of the discussion will be made and parents/carers made aware if necessary.

10.4 We recognise that pupils will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will 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 will follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

[8] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pgs7-8

SECTION 2 – WHAT PUPILS WILL LEARN

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Curriculum RSE is a whole-school issue taught through, but not exclusively, RE, Science, English and the Pastoral/Citizenship programme.
At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

The National Curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The National Curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

At the Newman Catholic Trust, we ensure that RSE complements existing National Curriculum subjects and whole school approaches to wellbeing and health. For example, health education complements what is taught through PE by developing core knowledge and broader understanding that enables people to lead healthy, active lives and citizenship complements all of the new subjects in the coverage of law.

The following groups of people may also be involved in a school's approaches to teaching RSE: Pastoral teams, Mental Health Leads, Safeguarding Leads and relevant outside agencies. Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Each discipline will speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

SECTION 3 – ADDITIONAL INFORMATION

How RSE will be taught

RSE forms one part of the personal development of pupils at St Joseph's.

Through teaching RSE at St Joseph's, we endeavour to raise pupils' self-esteem, help them grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. [11]

DfE guidance on RSE is statutory, but schools are free to determine how to deliver its content. At St Joseph's, we have chosen to use Ten:Ten, Life to the Full resources which are within Clifton Diocese recommendations. These resources fit into our broad and balanced curriculum. It is a graduated, age-appropriate programme and when using it, we take into account the developmental differences of our children.

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[9] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg20-22

[11] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg3

Our Curriculum Map (at the end of this policy) shows our carefully sequenced planned programme of lessons.

Our RSE programme is delivered to pupils by their class teachers and St Joseph's.

Aspects of RSE which pupils should know by the end of primary school will be delivered through other curriculum areas as outlined above.

Pupils with special educational needs and disabilities (SEND)

At St Joseph's, we ensure that Relationships Education, Sex Education and Health Education is accessible for all pupils. High-quality teaching, that is differentiated and personalised where necessary, is the starting point to ensure this.

Through careful planning and delivery, we ensure that Relationships Education, Sex Education and Health Education is sensitive to the different needs of individual pupils in respect to their different abilities, levels of maturity and developmental stages. We are also sensitive to pupils' personal circumstances. For example, their own sexual orientation, faith or culture and we teach our programmes in a way that ensure that pupils are not subject to discrimination.[12]

Our programmes of study will also be delivered with reference to the law, in particular to the Equality Act (see below, pt 14).

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We recognise that Relationships Education, Sex Education and Health Education can also be particularly important subject for some pupils. For example, those with Social, Emotional and Mental Health needs or learning disabilities. As such, at St Joseph's we take into consideration all these factors when designing and teaching these subjects.

We are mindful of the preparing for adulthood outcomes as set out in the SEND code of practice when teaching Relationships Education, Sex Education and Health Education.[13]

Equalities Obligations, including LGBT

At St Joseph's, we will not discriminate against pupils in relation to the following as it is unlawful:

- admissions (apart from those with a religious character as outlined in our Admissions Policy)
- the provision of education
- access to any benefit, facility or service
- exclusions
- any other detriment

Unlawful discrimination includes:

- direct discrimination (including discrimination based on perception or association)
- indirect discrimination
- discrimination arising from disability
- failure to make reasonable adjustments
- pregnancy and maternity discrimination[14]

At St Joseph's, we ensure that we comply with the relevant requirements of the Equality Act 2010 and do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief,

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[12] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg4

[13] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg15

[14] The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014 pgs7-9

gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (protected characteristics).[15]

Lesbian, Gay, Bisexual and Transgender (LGBT)[16] [17]
In teaching Relationships Education, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. In particular, complying with the provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics – see above. Therefore, Teaching about families is done sensitively and within the framework of Catholic teaching on dignity and respect for all.

At St Joseph's, we ensure that all our teaching is sensitive and age appropriate in approach and content. We ensure that all content is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. This is outlined in our curriculum map in Appendix B.

We take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic; and we take this into consideration in designing and teaching Relationships Education, Sex Education and Health Education.

We also consider the makeup of our student body, including the gender and age range, when considering whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk).

We are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotyping and take positive action to build a culture where these are not tolerated. Any occurrences are identified and tackled.

We are particularly aware of current evidence on the preponderance in schools and colleges of sexual violence and sexual harassment between children. We make it clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously and dealt with accordingly.

Our RSE curriculum is part of our preventative education approach as outlined in KCSiE, helping pupils to recognise inappropriate behaviours, develop respectful relationships, and know how to seek help if something concerns them.

At St Joseph's, through our programmes of study, we enable pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including online), use of prejudice-based language and how to respond and ask for help.

External visitors [18]

Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. These visits will always complement the current programme and never substitute or replace teacher-led sessions.

External visitors will be clear about their role and responsibilities whilst they are in school delivering a session.

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[15] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg13
[16] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pgs14-15

[17] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg4
[18] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg6

Any visitor delivering aspects of the RSE curriculum must adhere to our code of practice. Schools may utilise our 'Checklist for External Speakers to Schools' (see appendix) which has been developed in line with CES guidance.

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.

Monitoring and evaluation[19]

Our PSHE/RSE Leader is Rose Young. They work alongside the senior leadership team to monitor the provision of the various dimensions of the programme. This includes examining plans; schemes of work and samples of pupils work at regular intervals.

Curricular development is linked to our self-evaluation, school improvement planning and performance management cycles.

The programme is evaluated by means of questionnaires and by discussion with pupils, staff and parents and carers. The results of evaluations are reported to these groups of interested parties and their suggestions are sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Assessment and Responding to Pupils' Understanding
Teachers assess pupils' understanding of Relationships, Sex and Health Education through ongoing questioning, discussion, written and reflective activities. This formative approach enables teachers to identify misconceptions sensitively and address them in a way that is developmentally appropriate and rooted in Catholic teaching. Where needed, content is revisited or reframed to ensure that all pupils develop a secure, respectful and accurate understanding of the topics taught.

Governance

As well as fulfilling their legal obligations, our Local Governing Committee will make sure that:

- provision is in accordance with other whole school policies, the ethos of our school and our Christian beliefs[20]
- all pupils make progress in achieving the expected educational outcomes
- the subjects are led well, effectively managed and planned well
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.[21]

Date of policy and review

Date of policy: October 2026-St Joseph's
(to be approved by the Local Governing Committee at next meeting following consultation OR approved by Local Governing Committee of St Joseph's)

This policy is available to parents/carers and anyone who asks for it free of charge from our office and is also published on our website.

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[19] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg8

[20] CES A Model Policy for Relationships and Sex Education 2016 revised 2020 pg6

[21] DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 updated 2021 pg16

This policy will be reviewed at least every two years.

Appendix A

CHECKLIST FOR EXTERNAL SPEAKERS / ORGANISATIONS INVITED TO SCHOOLS

In this checklist **'School(s)'** means all Catholic school(s). For the avoidance of doubt this includes:

- Catholic voluntary aided schools;
- Catholic independent schools (including Catholic academies);
- Catholic sixth form colleges; and
- Catholic non-maintained special schools.[22]

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers.

All external speakers invited to schools should be of the highest quality and school leaders are responsible for ensuring that they have enough information about the content to be delivered by any external speaker to enable them to determine whether the content will be pitched at the right level for the age and level of maturity of the children and young people to whom the external speakers will present. All schools should have clear policies for the booking of external speakers which includes sign-off of the booking at an appropriately senior level and compliance with safeguarding checks.
Schools should also be mindful of the DfE guidance on "political impartiality in schools" which can be found by following this link:

Political impartiality in schools - GOV.UK (www.gov.uk)

This checklist should be completed prior to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker's communications with pupils and parents and carers.

[22] For the avoidance of doubt, the CES advises that the DfE guidance and this checklist should be followed by all of the specified educational settings listed above. This is the case, even where the DfE guidance does not apply to the setting type.

Name and details of Speaker (organisation, area they will be supporting etc.)			
Question	**Answer**		**Actions needed/Comment**
1. Will the Speaker be supervised at all times during their visit? If not, why not?	Yes		
	No		
	Further comment		
2. Have you carried out safeguarding checks (if appropriate) for the Speaker and have these been recorded in accordance with the school's safeguarding procedures?	Yes		
	No		
	Further comment		
3. Has the Speaker understood and confirmed that their communications in the school will: • be respectful towards Catholic teachings; • not be prejudicial or detrimental to the Catholic character of the school; • not engage pupils in political activity; • not cover certain partisan political views which are not deemed relevant or appropriate (provide details if applicable); • be delivered in accordance with the requirements set out in the DfE's guidance on political impartiality in schools (if appropriate).	Yes		
	No		
	Further comment		
4. Have you reviewed the resources/materials that will be used by the Speaker?	Yes		
	No		
	Further comment		
5. Have you reviewed other resources produced by the Speaker (and by any organisation the speaker represents) even if they will not form part of the speaker's activities at the school?	Yes		
	No		
	Further comment		
6. Have you conducted a general internet search using the Speaker's name (e.g. a google search)? If parents or children and young people conducted a similar search are any concerns likely to arise?	Yes		
	No		
	Further comment		
7. Can you confirm that the political views espoused by the speaker/speaker's organisation are in compliance with British values and do not involve taking an extreme political position?	Yes		
	No		
	Further comment		
8. Have school policies and procedures applicable to the speaker been explained to and understood by the Speaker?	Yes		
	No		
	Further comment		
9. Are there any other outstanding issues or concerns with the Speaker and/or their suitability?	Yes		
	No		
	Further comment		
10. Will the Speaker deliver content of a high quality that is appropriate to the age and maturity of the children or young people in the audience?	Yes		
	No		
	Further comment		
Signed		Approved for booking Yes/No	
Position		Position	
Dated		Dated	

If you have any concerns regarding the suitability of this Speaker, you should contact your Diocese to seek further clarification.

Appendix B

Ten:Ten Resources | Life to the Full

Programme Overview

2026

All statutory RSHE content is included within the core Life to the Full programme.

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
EYFS	Unit Prayer & Assessment Activity Story Sessions Handmade With Love	Unit Prayer & Assessment Activity Session 1 I Am Me Session 2 Heads, Shoulders, Knees and Toes Session 3 Ready Teddy? Classroom Shorts	Unit Prayer & Assessment Activity Session 1 I Like, You Like, We All Like! Session 2 All the Feelings! Session 3 Let's Get Real	Unit Prayer & Assessment Activity Session 1 Growing Up	Unit Prayer & Assessment Activity Session 1 Role Model	Unit Prayer & Assessment Activity Session 1 Who's Who? Classroom Shorts Session 2 You've Got A Friend In Me Session 3 Forever Friends	Unit Prayer & Assessment Activity Session 1 What is the Internet? Session 2 Playing Online	Unit Prayer & Assessment Activity Session 1 Safe Inside and Out Session 2 My Body, My Rules Session 3 Feeling Poorly Session 4 People Who Help Us	Unit Prayer & Assessment Activity Session 1 God is Love Session 2 Loving God, Loving Others	Unit Prayer & Assessment Activity Session 1 Me, You, Us

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
Key Stage 1	Unit Prayer & Assessment Activity Story Sessions Let the Children Come	Unit Prayer & Assessment Activity Session 1 I Am Unique Session 2 Girls and Boys Session 3 Clean and Healthy (My Body) Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Feelings, Likes and Dislikes Session 2 Feeling Inside Out Session 3 Super Susie Gets Angry	Unit Prayer & Assessment Activity Session 1 The Cycle of Life Session 2 Beginnings and Endings	Unit Prayer & Assessment Activity Session 1 God Loves You	Unit Prayer & Assessment Activity Session 1 Special People Classroom Shorts Session 2 Treat Others Well… Session 3 …and Say Sorry	Unit Prayer & Assessment Activity Session 1 Real Life Online Session 2 Rules to Help Us	Unit Prayer & Assessment Activity Session 1 Good and Bad Secrets Session 2 Physical Contact Session 3 Harmful Substances Session 4 Can You Help Me? (Part 1) Session 5 Can You Help Me? (Part 2)	Unit Prayer & Assessment Activity Session 1 Three in One Session 2 Who is My Neighbour?	Unit Prayer & Assessment Activity Session 1 The Communities We Live In

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Life Online	**Unit 4** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
Lower Key Stage 2	Unit Prayer & Assessment Activity Story Sessions Get Up! Session 2 Sacraments	Unit Prayer & Assessment Activity Session 1 We Don't Have to Be the Same Session 2 Respecting Our Bodies Classroom Shorts Session 3 What is Puberty Session 4 Changing Bodies Session 5 Male/Female Discussion Groups (optional)	Unit Prayer & Assessment Activity Session 1 What Am I Feeling? Classroom Short Session 2 What Am I Looking At? Session 3 I am Thankful	Unit Prayer & Assessment Activity Session 1 Life Cycles Session 2 A Time for Everything	Unit Prayer & Assessment Activity Story Sessions Jesus, My Friend	Unit Prayer & Assessment Activity Session 1 Friends, Family and Others… Classroom Short Session 2 When Things Feel Bad Session 3 Balancing Needs	Unit Prayer & Assessment Activity Session 1 Sharing Onlline Session 2 Chatting Online	Unit Prayer & Assessment Activity Session 1 Safe in My Body Session 2 Recognising Risk Session 3 Drugs, Alcohol and Tobacco Session 4 First Aid Heroes	Unit Prayer & Assessment Activity Session 1 A Community of Love Session 2 What is the Church?	Unit Prayer & Assessment Activity Session 1 How Do I Love Others?

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Upper Key Stage 2	Unit Prayer & Assessment Activity Story Sessions Calming the Storm	Unit Prayer & Assessment Activity Session 1 Gifts and Talents Session 2 Girls' Bodies Session 3 Boys' Bodies Session 4 Spots and Sleep Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Body Image Session 2 Peculiar Feelings Session 3 Emotional Changes Session 4 Seeing Stuff Online	Unit Prayer & Assessment Activity Session 1 Making Babies (Part 1) Session 2 Making Babies (Part 2) Session 3 Menstruation Session 4 Hope Beyond Death	Unit Prayer & Assessment Activity Session 1 God is Calling You	Unit Prayer & Assessment Activity Session 1 Under Pressure Classroom Short Session 2 Do You Want a Piece of Cake? Session 3 Self-Talk Session 4 Confidence vs Control Session 5 Build Others Up	Unit Prayer & Assessment Activity Session 1 Sharing Isn't Always Caring Session 2 Cyberbullying	Unit Prayer & Assessment Activity Session 1 Types of Abuse Session 2 Impacted Lifestyles Session 3 Making Good Choices Session 4 Giving Assistance	Unit Prayer & Assessment Activity Session 1 The Holy Trinity Session 2 Catholic Social Teaching	Unit Prayer & Assessment Activity Session 1 Reaching Out