

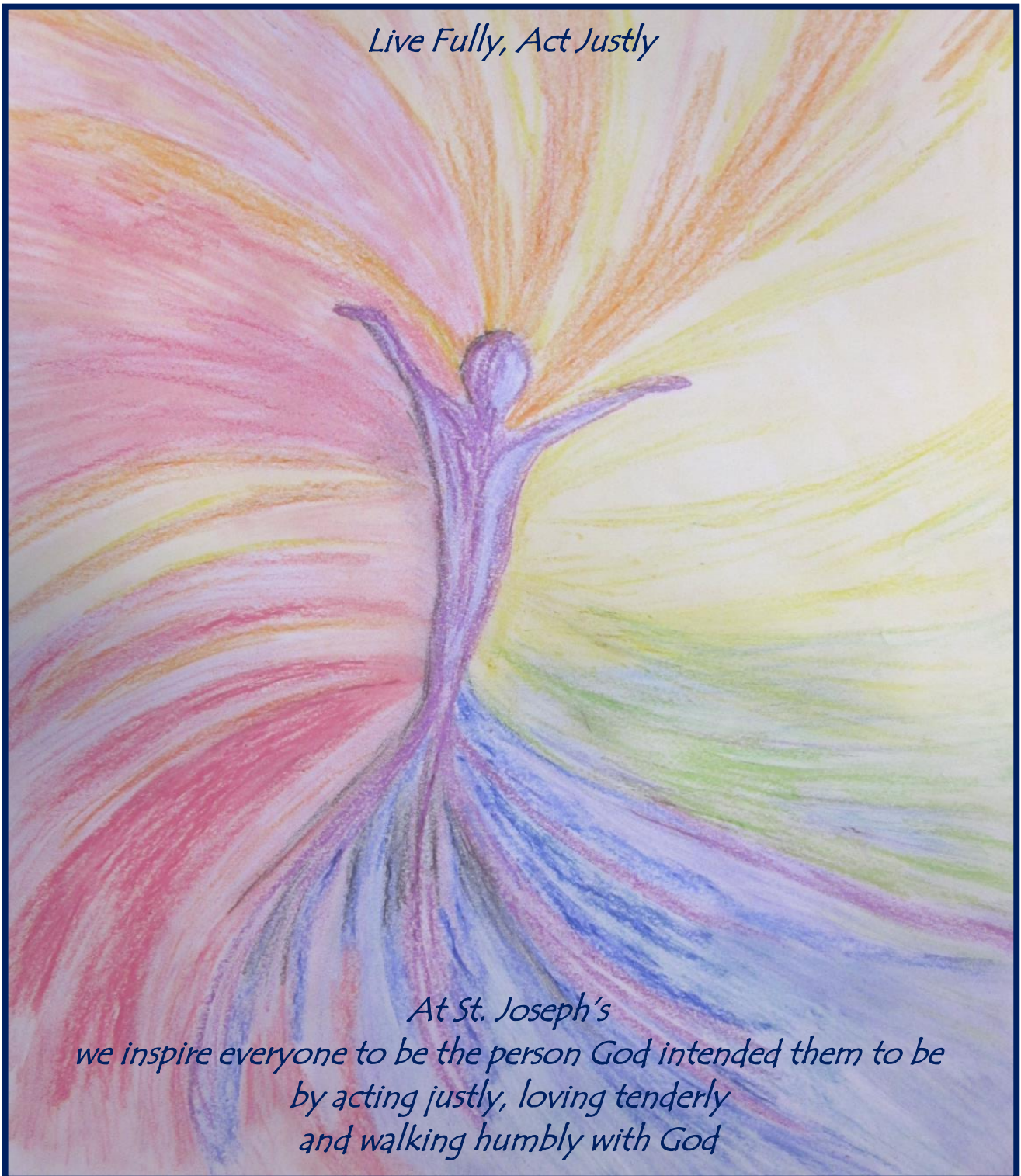


St. Joseph's Catholic Primary School

**PSHE & RSE Policy**



**Bishop Wilkinson**  
Catholic Education Trust  
Through Christ, in Partnership



**Executive Headteacher:** Mr David Miller

**Chair of Governors:** Mrs Paula Russell

**Date:** July 2023

**Date for Review:** July 2024

*Live fully, Act justly*

## **PSHE & RSE Policy**

### **Mission Statement**

*Live fully, Act Justly*

*At St Joseph's we inspire everyone to be the person God intended them to be by acting justly, loving tenderly and walking humbly with God.*

*Micah 6:8*

### **Rationale of PSHE**

National Curriculum Guidance on PSHE States:

- Schools must provide a PSHE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

In 2019, The Department for Education produced statutory guidance on the teaching of Relationships and Health Education (RHE) within the PSHE curriculum. This stated:

- Children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
- The subjects should put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.
- Teaching should foster pupil wellbeing and develop resilience and character, fundamental to pupils being happy, successful and productive members of society.
- Pupils should believe that they can achieve goals, both academic and personal and to recover from knocks and challenging periods in their lives.
- Pupils should develop personal attributes including kindness, integrity, generosity, and honesty.
- Teaching should help young people to become successful and happy adults, who make a meaningful contribution to society.

However, the reasons for our inclusion of RSE go further...

***'I have come that you might have life and have it to the full'***

**John 10.10**

We are involved in relationships, health 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.

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.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RHSE 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

*Live fully, Act Justly*

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 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.

### **Intent – What we are trying to achieve?**

At St. Joseph's, our RSE and PSHE curriculum is designed to enable our children to become healthy, independent, and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

We also aim that:

- Children are given the self-esteem and self-confidence to aspire to be whatever they want to be.
- Children are taught self-care techniques – the importance of rest, sleep, hobbies, spending time with family and friends, as well as the importance of eating healthy meals, having regular exercise and preparing for puberty, helping them achieve a healthier lifestyle.
- Children are taught how to recognise and talk about their emotions and feelings and how to respond to and support those who share these.
- Teaching children to respect themselves and others now should enable them to be successful, happy adults, who will make a meaningful contribution to their community.
- Children are taught the rules and principles of staying safe online: how to recognise risks, harmful content, unhealthy friendships and how to report/ block them, essential in our rapidly changing world of technology.

### **Implementation – How do we translate our vision into practice?**

At St. Joseph's Catholic Primary School, children are taught during weekly timetabled PSHE lessons. Teaching is taken from a long-term plan, which sets out the units to be covered by each year group, each half term. These units are followed from the TenTen Life to the Full programme alongside the RSHE document published by the Diocese of Hexham and Newcastle and whole school focusses. Long-term planning (overview) has been developed around these, which provide the children with up-to-date learning, relevant to their own lives in the modern world. 'TenTen: Life to the full', is a scheme for use in Catholic schools, which aims to develop the Catholic ethos, encouraging children to treat others like Jesus would. It also helps pupils develop a deeper relationship with Jesus, which enables them to understand God's plan and live life to the full. Half-termly units ensuring coverage of the three core learning themes in PSHE: health and wellbeing, relationships and living in the wider world and also incorporates the RHE primary school expectations. The way our PSHE and RSHE curriculum combines provides a balance of the following overarching concepts:

- Identity
- Relationships
- A healthy, balanced lifestyle,
- Identification of risk and safety
- Diversity and equality
- Rights, responsibilities and consent
- Change and resilience

- Power
- Career

Our PSHE and RSE curriculum is delivered in the following way:

- Children learn through a variety of activities, rather than just working in books - for example watching age-appropriate video clips (and the discussions concerning these), circle time, discussions, acting out scenarios, role-play, sorting activities, games and more.
- The curriculum also includes opportunities to link British Values, Spiritual, Moral, Social and Cultural (SMSC) and key knowledge, language and meanings in order to understand PSHE and to use across the wider curriculum.
- All work is recorded in a floor book per class and key themes are also displayed in school displays around the school also.
- Teachers use precise questioning in class to ensure all children are involved in learning and discussion and rules are shared at the beginning of each lesson, to ensure children enjoy the lessons, feel safe in discussions and will not be made fun of by other members of the class.
- Adaptation is achieved through different questioning, different versions of an activity and through different levels of support.
- Assessment is used to ensure that we are providing excellent provision for every child. Children are assessed at the beginning and end of each unit to enable teachers to see how much each pupil has learned. Both Discussion, participation and written activities will be used for assessment purposes, which is recorded termly.
- Teachers help children develop resilience and the self-confidence that they are capable of achieving good outcomes. They do this through positive role-modelling, praise, encouragement, good quality first teaching and through teaching strategies showing how to deal with certain situations.
- Parents have been informed of both the changes to and the content of the RSE programme of work through an on-line parental consultation and have been given the opportunity to respond. Further support and clarification will be given if required.

### **Children's questions and controversial/ sensitive issues**

At St. Joseph's, we want to promote a healthy, positive atmosphere in which PSHE & RSE 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.

Pupils' questions will be answered honestly, sensitively and in accordance with ground rules, negotiated between teachers and pupils. This will help to create a supportive climate for discussion. (See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail).

Sensitive or controversial issues may arise from 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. The Local Governing Committee believe that children are best educated and protected from harm and exploitation by discussing such issues openly within the context of the RSE programme, whilst acknowledging 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 contentious or is of a personal nature.

### **Supporting children who are at risk**

Children 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 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 safeguarding policy and procedures, immediately informing the designated senior member of staff responsible.

### **Withdrawal from sex education**

Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

At St. Joseph's, we believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

### **Balanced curriculum**

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.

Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. 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.

### **Responsibility for delivering this curriculum**

Responsibility for the specific relationships health and sex education programme lies with all teaching staff. They will be involved in developing the attitudes and values aspect of the PSHE & 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.

The PSHE & RSE coordinator has special responsibility for the monitoring, reviewing and evaluating of RSE via lesson observations, book scrutinies, overview of planning and learning walks conducted with the RSE Governor.

### **External visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of PSHE & RSE. 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 our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools' (see Ten:Ten or CES website). 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.

### **Confidentiality and advice**

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

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart which supports Article 3 of UNCRC, enabling them to grow in knowledge and understanding of relationships, health and sex, 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, Headteacher, but that (where appropriate) the pupils would always be informed first that such action was going to be taken.

### **Impact – What is the impact of our curriculum on the pupils?**

To ensure that children at our school are equipped with knowledge and skills that will enable them to be ready for life as an adult in the wider world. We aim to equip children with skills that will allow them to grow into healthy and proactive members of society, who challenge stereotypes and break perceived barriers that are put in their way that stop them from reaching their true potential. We will make children aware of issues in our local community and ways in which they can support others. Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.

### **Monitoring and Review**

This policy will be reviewed annually.

This policy will be reviewed by the LGC in July 2024.