



ASPIRE

St. Bernadette's Catholic Primary School

PSHE & RSE Policy

October 2024

As members of a Catholic community, we adhere to our core Christian values and to our whole school learning values: Aspiration; Self-belief, Perseverance, Independence, Respect and Enjoyment. We implement these core values through the idea that "Love Overcomes, Love Delights" and through the Mission that is understood by all in our school community.

Mission Statement

Following Jesus, we will...

1. Be the best we can be.
2. Love and forgive each other.
3. Grow in faith.
4. Respect and celebrate our global family.
5. Take care of God's world.

Introduction:

This document provides information for everyone who has an interest and concern in the teaching of Personal, Health, Social Education and RSE (Relationships and Sex Education) at St. Bernadette's Catholic Primary School. This policy was formed after discussion with the school's coordinator for Religious Education, school staff (both teaching and non-teaching) and Governors. This policy has been written with reference to Our School's Mission Statement and Aspirational targets. This policy will be reviewed following the school policy review cycle or more frequently in line with any new legislation or working practices.

From September 2020, the teaching of Relationships Education is compulsory in schools throughout the UK. Our RSE is taught alongside our PSHE curriculum and at other points throughout the year, for example in circle times or with external visitors. Because of these close links, this policy will cover both the statutory RSE curriculum and how PSHE and Personal Development is taught at St. Bernadette's.

Aims and Objectives:

At St. Bernadette's, we are committed to the education of the whole child and we believe that PSHE and RSE is an integral part of this education. We believe that this education enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help to develop their sense of self-worth. We teach them how society is organised and governed. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society. Indeed, the teaching of PSHE helps in many ways to meet the objectives set out in the Children's Act 2004 (Every Child Matters) – "to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being".

Our approach to RSE is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals. By following the guidance set out by the Bishops of England and Wales and the DfE, we are ensuring that in St Bernadette's, RSE is 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. RSE is about understanding the importance of marriage, stable and loving relationships, respect, love and care. In our school, pupils will be taught that it is a fundamental right to have their life respected, whatever household they come from. It will also prepare our pupils for life in modern Britain.

Defining Relationships & Sex Education:

The [DfE guidance](#) states that "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." 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. In primary schools, the focus 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 the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

Curriculum Planning:

We teach PSHE and RSE in a variety of ways. On some occasions, we introduce them through other subjects. We also develop PSHE through various activities and whole school events, e.g. the school council representatives from each class meet regularly to discuss school matters.

Our PSHE curriculum follows the 'Question-based model' Programme from the PSHE Association which is funded by the Government. This programme builder is structured around an overarching question for each half term. These begin in Key Stage 1 as 'What?' and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. The three core themes of Health and Wellbeing, Relationships, and Living in the Wider World from the Programme of Study are fully covered. Teaching builds according to the age and needs of the pupils throughout the primary phase with appropriate learning objectives given to respond to each key question.

The Relationships (RSE) strand is taught using Ten:Ten Resources. It states:

“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. ... 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. ... 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.”

The PSHE and RSE curriculum is as follows:

Health and Wellbeing
 Living in the Wider World
 Relationships and Sex Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	See EYFS PSHE Curriculum	See EYFS PSHE Curriculum	See EYFS PSHE Curriculum	See EYFS PSHE Curriculum	See EYFS PSHE Curriculum	See EYFS PSHE Curriculum
FS2	See EYFS PSHE Curriculum	See EYFS PSHE Curriculum	See EYFS PSHE Curriculum	See EYFS PSHE Curriculum	See EYFS PSHE Curriculum	See EYFS PSHE Curriculum
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can I be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How do our emotions affect us?	How can we manage intense feelings?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person’s identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

The Foundation Stage:

The PSHE and RSE strands in the Foundation Stage Unit are taught as an integral part of the current topic. The EYFS curriculum is consistent with Years 1 - 6. This was achieved by using the 2021 EYFS Educational Programme for Personal, Social and Emotional Development, 'Development Matters' and our bespoke progression document to identify when specific skills are taught and met in the EYFS PSHE curriculum. We use the Think Equal scheme to support us in our curriculum. Being able to express and understand feelings and emotions and building relationships is a key focus in the Foundation Stage. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children are supported to regulate and manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, persist and wait for what they want and direct attention as necessary.

PSHE, RSE and Equal Opportunities:


We teach the PSHE and RSE curriculum to all children, regardless of their ability. We seek to provide suitable learning opportunities for all children by matching the task or outcome to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty – not all children complete all tasks.
- Providing resources of different complexity depending on the ability of the child.
- Teacher and/or Teaching Assistant to support children individually or in groups.

Pupils will be provided with additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Assessment for Learning:

Our teachers assess the children's work in PSHE and RSE both by making informal judgements as they observe them during lessons, and through assessments of the work done, gauging it against the specific learning objectives set out in the curriculum. We have clear expectations of what the pupils will know and understand in each unit of work. In addition to this, we may ask the children to fill out the following assessment grids, to support teachers in their judgements of the children's understanding.

How did you find this learning?	
Tell me three things that you have learned:	1. 2. 3.
Do you have any questions? What would you like to know more about?	

We do not set formal tests or examinations in PSHE and RSE, but make formative judgements throughout lessons. We share these with parents in annual reports and at Parents' Evenings.

Monitoring and Review:

The planning and coordination of the teaching in PSHE and RSE are the responsibility of the subject leaders, who also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject and by providing a strategic lead and direction for PSHE and RSE
- Evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement
- Monitor children's work, carries out Pupil Voice and observes PSHE and RSE lessons across the school in line with the Monitoring and Evaluation timetable

Parents and Carers:

We recognise that parents or guardians are the primary educators of their children. As a Catholic school, the Church assists parents and carers in educating their children. Parents/carers will be informed by letter when the more sensitive aspects of PSHE and RSE will be covered so that they can be prepared to talk and answer questions about their children's learning. Parents must be consulted before this policy is ratified by the governors. 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. 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).

Controversial or Sensitive issues:

There will always be sensitive or controversial issues in the field of PSHE and 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. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the PSHE and RSE programme. The use of ground rules will help to create a supportive climate for discussion. Children will also need to feel safe and secure in the environment in which PSHE and RSE takes place. 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 immediately inform the designated senior member of staff responsible.

Confidentiality and Advice:

All governors, teachers, support staff, parents and 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, enabling them to grow in knowledge and understanding of relationships, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human. Pupils will be encouraged to talk to their parents/carers about any issues discussed. Teachers will always help pupils facing personal difficulties, in line with the safeguarding policy.

Policies linked to this Policy:

- *Safeguarding and Child Protection Policy*
- *Relationships and Behaviour Policy*
- *RE Policy*
- *PREVENT Anti-Radicalisation Policy*

Monitoring and Review

This policy is monitored by the Governing Body and it will be reviewed every year or earlier if necessary.

Ratification

This policy was agreed and adopted by our Governing Body for St Bernadette's. It has been shared with parents and the wider community and can be found on the school website.

Review October 2025