



ST PETER'S CATHOLIC PRIMARY SCHOOL

PSHE

(INCLUDING STATUTORY HEALTH AND RELATIONSHIPS EDUCATION)

December 2020

Consultation has taken place:	Staff	Governors	Pupils	Families
	Date: Dec 2020	Date: Dec 2020	Date: June 2021	Date: June 2021
Date formally approved by Governors:	December 2020			
Date policy became effective:	December 2020		Review Date: December 2022	
Person(s) responsible for implementation & monitoring:	Mrs C Kelly			
Christ is at the heart of our school community; through living, loving and learning together, we grow as the person God calls us to be.				
INTENT OF PSHE EDUCATION (HRE)				
<p>Intent: This policy covers our school's approach to all non-statutory elements of PSHE Education, statutory guidance on Health and Relationships Education (HRE). <i>It also includes our approach to sex education beyond what is required by statutory Health Education and Science.</i> At St Peter's we continuously strive to live our school mission statement through all actions, thoughts and words. <i>'Christ is at the heart of our school community; through loving, living and learning together, we all grow as the person God wants us to be.'</i> We place Christ firmly at the foundation of the entire learning process. We believe that PSHE and Citizenship are central to the educational entitlement of all children and permeates all aspects of school life. PSHE enables our children to grow 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 to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. We encourage our children to ask questions, think, adapt, and overcome barriers. 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.</p> <p>This policy was produced by the PSHE lead in consultation with Governors, SLT, staff, parents and children of St Peter's Catholic Primary School. This policy is available to parents and carers through the school website. A hard copy is available from the school office upon request.</p>				



Overall school aims and objectives:

Christ is at the heart of our school community; through living, loving and learning together, we grow as the person God calls us to be.

At St Peter's we continuously strive to live our school mission statement through all actions, thoughts and words. We place Christ firmly at the foundation of the entire learning process. Underpinning this is the recognition that each person is unique and should be valued and respected.

At St Peter's, we teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be positive members of a diverse multicultural society.

DfE statutory guidance states that from September 2020, all Primary Schools must deliver Relationships education, Relationships and Sex Education RSE and Health Education:

These are the broad topics which form the statutory curriculum.

Relationships Education

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Online relationships
- Being safe

Physical health and mental well being

- Mental well being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body; the emotional and the physical changes of puberty.

These form the basis of our PSHE curriculum alongside, Living in the wider world and Sex education. (non-statutory)

The school is free to determine, within the statutory curriculum content outlined above in both relationships and health education, what pupils are taught during each year group. The school always considers the age and development of pupils when deciding what will be taught in each year group. The curriculum overview, which can be found on our website, shows content in each year group along with non- statutory elements



Aims and objectives of PSHE Education

Our curriculum aims to assist children to prepare for adult life by supporting them through their physical, emotional and moral development. This is by helping them to understand themselves, respect others and form and sustain healthy relationships.

This includes providing them with opportunities to reflect on a variety of issues, beliefs and viewpoint.

We aim that through the personal, social, health education and citizenship curriculum we will enable our pupils:

- To understand and respect Catholic, Christian and other beliefs and values;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- To know and understand what constitutes a healthy lifestyle;
- To be aware of safety issues;
- To understand what makes for good relationships with others;
- To have respect for others;
- To be independent and responsible members of the school community;
- To be positive and active members of a democratic society;
- To develop good relationships with other members of the school and the wider community
 - To ensure that pupils are prepared for puberty.

A key feature of effective PSHE Education is that pupils learn how to access appropriate support safely in school and outside for themselves and to help others when needed. We pride ourselves on the relationships that staff members build with the children which enables our children to feel confident in approaching a member of staff with any problems or worries.

All members of staff have annual safeguarding training which allows them to support children who may want to talk to them.

St Peter's has a learning mentor to help support the needs of children. We have promoted good mental health within school and this is ongoing throughout the year, although we focus on this particularly during our health week. Our learning mentor provides support for staff and pupils on good mental health. She also has a link with CAMHS to request advice and support and can advise on other agencies.



How will we ensure the curriculum is relevant to our pupils?

EY Foundation Stage

Children's learning in PSHE and Citizenship builds on their experiences and learning in the Foundation Stage. The activities and learning opportunities planned by Foundation Stage practitioners to enable children to work towards the early learning goals in Personal, Social and Emotional Development and some aspects of Understanding the World, are particularly relevant to children's subsequent learning in PSHE.

The school plans a progressive curriculum, such that topics are built upon knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

The school curriculum is based upon the PSHE Association scheme of work. This is adapted to meet the needs of the children at Saint Peter's Catholic Primary School.

While promoting the values above and meeting statutory requirements, we will ensure that pupils are offered a balanced curriculum designed to meet their needs by using relevant local data and school information (such as CPOMS and attendance) related to Relationships/Health/PSHE Education to inform planning and to address the identified needs of the whole school community e.g. Health Needs Assessment Survey, Health LSIP, which includes the school's NCMP weighing and measuring data for Reception and Year 6 pupils, along with Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances.

Outcomes

Through our programme of study our children will:

- Develop a sense of their own identity within society.
- Know and understand what constitutes a healthy and balanced lifestyle.
- Understand they have rights and responsibilities as members of a diverse society and that all members of that society should be treated equally.
- Develop the skills to make and maintain loving and healthy relationships and to recognise the choices they have within these relationships.
- To recognise issues around consent.
- To be able to identify risk and safety.
- Develop the resilience and be able to cope with change.
- To develop a good understanding of the opportunities available to them in the wider world and how they can make the most of these opportunities.
 - Develop the skills to make informed decisions
 - To know and understand economic world and how it might affect them



Creating a safe and supportive learning environment

At St Peter's we create a safe and supportive learning environment by:

- Providing a safe and secure learning environment for PSHE that enables children to gain accurate knowledge, develop their own values and attitudes and learn the skills to grow into happy confident successful adults.
- Seeking to ensure all members of staff are role models for positive interpersonal relationships by treating everyone equally and with respect.
- Group agreements (ground rules) are negotiated with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils throughout. They are regularly revisited to ensure a consistent approach.
- Using distancing techniques to remove the risk of sharing personal information such as role play, scenarios and moral dilemmas

We ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support through referral to our DSL as per our safeguarding policy, referral to learning mentors or to our family support worker.

We will answer pupils' questions honestly and accurately within an agreed developmental appropriate framework in school. Questions will arise due to their developmental stage and/or from the planned content of lessons. The asking of questions requires a consistent clearly understood way of responding respectfully.

This includes:

- KS2 classrooms have a 'Listening' box all the time as questions may be linked to any topic
- If a question is believed to be intended to embarrass or to push the boundary, the response needs to ensure pupils are not discouraged from asking questions. The response needs to thank the pupil for the question and to check there is a clear understanding of what exactly is being asked. This is to ensure safeguarding concerns are not missed but also that questions are not misinterpreted. E.g. a question about touch may not be inappropriate touch, it may be about the invasion of personal space
- If the teacher or visitor (link to Visitor Policy) is unsure whether or not to answer a question for whatever reason, the response is that it is not going to be answered now but the teacher "will get it answered for you as soon as possible". Ask the pupil to write it down and put it in the box. This may need to be supported by an adult with the pupil still placing it in the box.
- If a pupil asks a question, it needs to be addressed as soon as possible because they want to know the answer. If it is not provided in the safe learning environment of a classroom, there is a risk they will search for the answer using unreliable sources on the internet or other people
- Depending on the question, the member of staff delivering or with the visitor, needs to know who to refer the question to which is a school decision e.g. PSHE Lead, SLT/DSL, RE lead. The decision may be:
 - The question falls within the school's agreed framework of what will be answered in class and can be followed up in the next lesson
 - Taking any safeguarding issues into consideration, the decision may be to contact home to share the question with parents and carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership
 - There needs to be a safeguarding response

A record will be kept of questions asked and how they were dealt with in case there is any recourse and to inform future curriculum planning



SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE Education (HRE) learning which meets their needs. We do this by providing learning opportunities matched to the individual needs of children. Teachers understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs. When teaching PSHE we take into account any targets set for the children in IEPs or IBPs.

Some children are identified and receive additional small group work on specific targets relating to social skills – this might be done during learning mentor session or within our nurture group. This gives the children the opportunity to build on their existing knowledge and then reflect, consolidate and apply their learning within the school community.

Teaching takes into account the ability, age, development and cultural backgrounds of our children and those with English as a second language to ensure that all can fully access the PSHE Education curriculum.

We promote social learning and expect our pupils to show a high regard for the needs of others by promoting random acts of kindness throughout the school and rewarding such behaviour. Alongside this, our behaviour policy sets out clear expectations of behaviour towards others and sanctions are in place where it is felt children are not showing respectful peer to peer communication.

We use PSHE Education as a vehicle to address diversity issues and to ensure equality for all by celebrating individuality and valuing difference. Through our PSHE curriculum, children at St Peter's are taught the core British Values:

- Tolerance of different cultures and religions
- Rule of Law
- Mutual Respect
- Democracy
- Individual Liberty

Equality and Accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- age
- sex or sexual orientation
- race
- disability
- religion or belief
- gender reassignment
- pregnancy or maternity
- marriage or civil partnership

The school is committed to making adjustments, wherever possible, to promote accessibility and inclusivity of the curriculum.



INTENT OF RELATIONSHIPS AND SEX EDUCATION

Rationale

We acknowledge that Personal, Social and Health Education (PSHE) and Citizenship, as well as Relationship and Sex Education (RSE), are all underpinned by a theology of relationship and are all encompassed in the title 'Relationships and Sex Education' (RSE). Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our school. Our approach to relationship and sex education therefore is rooted in the Catholic Church's teaching of the human person and is presented positively and prudently. Stemming from this vision of what it means to be human, we seek to educate the whole child: spiritually, intellectually, morally, emotionally, psychologically, and physically towards our understanding of Christian maturity. Following guidance from our own Archbishop and Diocese, the Conference of Bishops of England and Wales and as advocated by the DFE, all relationship and sex education in our school will be firmly embedded in the PSHE framework as it is concerned primarily with nurturing the human wholeness of our pupils. All relationship and sex education 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 and support will be provided to help pupils deal with different sets of values

Aims and objectives of our Relationships Education curriculum

- To encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God.
- To help pupils develop an understanding that love is the central basis of relationships.
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships.
- To offer sex education in the wider context of relationships.
- To ensure that pupils protect themselves and ask for help and support when needed.
- • To help pupils develop a healthier, safer lifestyle.
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.



IMPLEMENTATION OF RELATIONSHIPS AND SEX EDUCATION

RSE is taught through our lifestyle in school and through the subjects of Religious Education, Science and by way of a cross-curricular, integrated approach.

Significant aspects of sex and relationship education remain part of the National Curriculum for Science. These will be taught to all pupils. (Parents are unable to withdraw pupils from such lessons.)

Key Stage 1 (5-7)

- That humans move, feed, grow, use their senses and reproduce;
- To name the main external parts of the body;
- that humans grow from babies into children and then into adults and that adults can produce babies;
- To recognise similarities and differences between themselves and other pupils.

Key stage 2 (7-11)

- That life process is common to humans and all animals include nutrition, growth and reproduction;
- The main stages of the human cycle.

We acknowledge that every area of school life can potentially contribute to RSE as the school, of its very nature operates through positive human relationships. We recognise value and greatly appreciate the contribution made by all members of staff in deepening the quality of our Christian community.

Teachers will use their professional judgement when addressing issues in RSE. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care.

While we operate a whole school approach to Relationship and Sex education through our RSE Programme



Resources

We acknowledge that parents and carers are the key persons for children learning about relationships and sex; the foremost educators.

Our role and our programme simply complement their role in nurturing their children's human wholeness. However, the role of parents and our day to day interactions in school are currently supported by resource 'This is my Body' which used to deliver the teaching as advised by Lancaster Diocese Education Department.

The role of Parents

The Church has always recognised that it is the privilege and the responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of their moral education and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes.

The Governing body fully subscribes to the views expressed by the Bishops' Conference and will always ensure that:

- Parents are supported in their task.
- Parents are consulted and kept informed of the RSE Programme; its contents, evaluation and review and any subsequent developments.

Right of Withdrawal

Parents do not have the right to withdraw their children from relationships education.

However, parents have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE

Request for withdrawal should be put in writing to the Headteacher. The Headteacher will discuss the request with parents and take appropriate action.

IMPLEMENTATION OF PSHE (HRSE) EDUCATION

Timetabling PSHE Education

PSHE is timetabled each week for approximately 30 – 60 minutes. Where possible the class teacher, as the person with the most positive relationship with the children in their class, should be the one to deliver the content

Our PSHE Education (HRE) provision is further enriched by theme weeks, e.g. careers week, health week, anti-bullying week, children's mental health week etc.

Who will be responsible for the curriculum?

The PSHE Education curriculum is led by Mrs Cath Kelly

The PSHE governor is Mrs J Cowser

The school supports staff delivering PSHE Education to access appropriate CPD through:

- the system of appraisal
- subject monitoring and identification of need
- staff CPD questionnaire

Visitors in the classroom

We use external contributors if we feel they can offer expert advice or knowledge.

For example:

- First Aid training, Bikeability, Debt Aware training, Community police project, Neighbourhood project, Fire fighter visits, visits by NSPCC, etc.



KEY PRINCIPLES AND TEACHING METHODOLOGY

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, and taking responsibility for school special events such as Collective Worship, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as police, representatives from the local church, whom we invite into school to talk about their role in creating a positive and supportive local community.

We teach PSHE in a variety of ways using a question based model. This is based on the PSHE association programme builders. This allows flexibility for teachers to make links between subjects. The PHSE association covers all aspects of the statutory curriculum and gives opportunity to adapt the curriculum to meet the needs of our unique school community. Staff have access to the PSHE Association materials online and RSE is taught in school using, 'This is my Body', as recommended by Lancaster diocese.

Curriculum Links

The school seeks opportunities to draw links between PSHE other curriculum subjects wherever possible to enhance pupils' learning.

PSHE will be linked to the following subjects in particular:

- RE – pupils learn about the dignity of the Human person, Family & Community, Solidarity & the Common Good, Rights & Responsibilities, Option for the Poor & Vulnerable, The Dignity of Work, Stewardship
- Science - pupils learn about the main external parts of the body and changes to the body as it grows from old age, including puberty.
- Computing - pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE - Pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- British Values - Pupils learn about respect and difference values and characteristics of individuals and about the requirements of the law, their responsibilities and the possible consequences of their actions.



IMPACT OF PSHE EDUCATION

Assessment

The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.

A Model of assessment can be found in the PSHE association's guidance.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>

This involves establishing a baseline at the beginning of a topic/theme and using AFL strategies during the theme and at the end of the theme to assess progress against starting points. Assessment informs the needs analysis as well as informing planning and showing progress. Children should take a central role in assessing their own progress.

On entering Reception class, a baseline assessment is administered which includes PSHE assessment. Throughout the year, Development Matters is used to provide ongoing assessments and Early Learning Goals is used at the end of the year.

How will we involve and consult pupils?

It is vital that the curriculum meets the needs of our school community.

During a PSHE sessions in the summer term, children's thoughts and ideas will be gathered as to what aspects of PSHE they have enjoyed and what is most important to them to learn in the future.

This will form part of the planning for the following year's curriculum.

In addition to this, class teacher information on particular needs of a cohort of children will be used to help forward planning.

Monitoring, reporting and evaluation

The PSHE curriculum will be monitored through the following methods:

- Monitoring of medium term planning and children's work.
- Classroom walk-throughs
- Pupil interviews
- Visitor evaluations from staff/children

The outcomes of the above will be shared with the PSHE governor who will then report back to the governing body.

How will parents and carers be involved?

We are committed to working with parents and carers. We offer support through our family support worker who provides a link for some hard to reach/vulnerable families.

We communicate with parents and carers through our website and a weekly newsletter. Parents are also invited in to school to celebrate events.

We encourage discussion of topics at home by providing a clear outline of what is to be covered in the curriculum.



Other aspects of school life that contribute to PSHE Education (HRE) include:

- Opportunities to take responsibilities include:
- School council
- Worry-warriors
- Lent fundraising
- Singing in the local community
- Celebrating harvest with our community of senior citizens
- Year 6 prefects
- PE Councillors
- Playground leaders
- Y6 residential trips (activity & HRSE)
- Celebration of achievements
- Opportunity to take part in performances
- Clubs/Teams
- Reading buddies
- Office duty



Responsibility for the implementation of this policy.

The Governing Body is responsible for:

- Ensuring the RSE programme follows Diocesan principles and reflects the Church's teaching.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND and challenges the more able
- Providing clear information for parents on subject content and their right to request that their children are withdrawn from sex education
- Making sure the subjects are resourced, staffed and timetabled in a way that ensure the school can fulfil its legal obligations.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from sex education
- Discussing requests for withdrawal from parents.
- Reporting to the governing body on the effectiveness of this policy.
- Reviewing the policy on an annual basis.

The PSHE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to relationships and health curriculum along with our sex education.
- Ensuring PSHE is accessible for all pupils.
- Working with other subject leaders to ensure the PSHE curriculum complements, but does not duplicate, the content covered in the National Curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher and Governing Body.

The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements along with our sex education
- Teaching in line with the Catholic Values of St Peter's.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to PSHE curriculum
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment of requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs and pupils with SEND as well as challenge more able pupils

Note: Staff do not have the right to opt out of the teaching of RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.



The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils’ individual needs.
- Advising staff on the use of TAs in order to meet pupils’ individual needs.

Pupils are responsible for:

- Engaging fully in PSHE, and when discussing issues related to PSHE, treat others with respect and sensitivity.

Legal Framework and Statutory Requirements

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010
- DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’
- DfE (2013) ‘Science programmes of study: key stages 1 and 2’

As a voluntary aided primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

Policy Development

1. Review the current policy, pulling together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations. Parent/stakeholder consultation – parents and any interested parties were invited to look at the school’s draft policy/proposed scheme of work.
3. Pupil consultation – we investigated what exactly pupils want from their RSE. Amendments made in the light of discussion and consultation with stakeholders

Policy written by: Mrs Cath Kelly - October 2020

Policies to cross reference	Safeguarding	Online safety	Confidentiality	SEND Inclusion
	Behaviour	PE	Anti-Bullying	RE
	Science	Food & Drink	Visitors	