

St John Vianney Catholic Primary School, West Denton



Through following Jesus, we aim to be a caring, happy school, where everyone is valued and appreciated and can reach their true potential. We hope to act justly, love tenderly, and walk humbly with our God

PSHE & RSE Policy 2023-2025

Date reviewed: November 2023

Date of next review: November 2025



At St John Vianney Catholic Primary school we aim to 'act justly, love tenderly and walk humbly with our God'. In God's love and inspired by our faith, we always show kindness and respect to other, whilst working as hard as we can, to be the best that we can be.

We work together to:

- Appreciate that we are all uniquely created and loved by God.
- Nurture, in our whole school community, an understanding of Christian values and how they help shape our lives and the lives of others.
- Understand the importance of forgiveness and reconciliation.
- Provide an excellent education and positive learning environment so our children realise their potential and have pride in their achievements.
- Encourage our children to participate fully and take responsibility for their learning, and to persevere, develop as resilient and independent learners, learn through their mistakes and always try to do their best.
- Value and build respectful relationships, bringing together staff, pupils, parents and our local community with shared goals and aspirations.
- Be mindful of everyone's wellbeing and to care for one another in a happy, welcoming and nurturing community.
- To provide equal opportunities for all regardless of religion, gender, ethnicity or ability.
- Prepare our children for life, and work, in modern day Britain.

Be Ready...Be Safe...Be Respectful...

Rationale

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

(John 10:10)

We are involved in PSHE, including RSE, 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 PSHE and RSE is therefore 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, Relationships and Sex Education will be firmly embedded in the Relationships and Health 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.

All Relationships and Sex education will be in accordance with the Church's moral teaching. It will emphasise the central importance of love and family and acknowledge that all pupils have a fundamental right to have their life, including their individual family set up, respected and valued.

Aims

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

- Respect for the dignity of every human being
- Joy in the goodness of the created world and their bodies
- Responsibility for ones actions and the recognition of the impact of these on other
- Recognising and valuing their own sexual identity and that of others
- Celebrating the gift of life long love
- Recognising the importance of family life
- Recognise that bullying, in any form, is wrong and a united approach should be taken to ensure the safety of all pupils, staff, families and the people in our wider community
- Reinforce and promote the fundamental British Values in all aspects of school life

To develop the following **personal and social skills**:

- Making sound judgements and good choices including those regarding our health and wellbeing
- Loving and being loved, and the ability to form and maintain friendships and loving, stable relationships
- Managing emotions within relationships including when relationships break down
- Managing conflict positively, recognising the value of difference
- Cultivating humility, mercy and compassion, learning to forgive and be forgiven
- Developing self-esteem and confidence, developing self-respect and empathy for others
- Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of media, internet and peer groups

To develop the following **knowledge and understanding**:

- 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
- Develop an understanding of Human Rights including the UN convention on the rights of the child
- Develop a growing understanding of democracy, democratic Britain and the role of Parliament
- Explore a variety of career opportunities and the different routes into these careers
- Develop an awareness of stereotypes and how issues around stereotypes can be challenged

Inclusion and Adaptive Teaching

We will ensure that our PSHE curriculum, including RSE, is sensitive to the different needs of individual pupils in respect to pupil's abilities, levels of maturity and personal circumstances in a way that does not subject pupils to discrimination. Lessons and opportunities will also help children realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. Adaptive teaching techniques will ensure lessons engage and are inclusive to all children including those with SEND.

Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion, or sexual orientation or whether they are looked after children.

Broad content of PSHE, including RSE

Three strands of our school PSHE curriculum – Health and Wellbeing, Relationships and Living in the Wider World will be provided in three inter-related ways: the whole school ethos; a cross curricular approach and a discreet PSHE curriculum.

Programme/Resources

Our school PSHE curriculum was developed in conjunction with the DfE Statutory Guidance for Relationships and Sex Education and Health Education, PSHE Association Programmes of Study and Diocesan Guidance for RSE and Health Education. Our curriculum maps are regularly updated to reflect and respond to issues in the context of our school and local area and are responsive to the needs of individual pupils and cohorts. Adaptations to our curriculum also include the introduction of new resources, experiences and opportunities to ensure our PSHE provision is varied, fresh and engaging for our children. Resources include:

- Come and See (RE curriculum)
- Ten:Ten (Life to the Full)
- Kapow
- UNICEF – Rights Respecting
- CAFOD
- Science Curriculum
- Whole School PSHE Annual Map of visitors, experiences, awareness days/weeks
- Anti-Bullying Alliance
- National Careers Week Resources
- Variety of Texts
- English Curriculum
- PE Curriculum
- History Curriculum (Black History Month)

Assessment and Evidencing PSHE, including RSE

Assessment refers to gauging what has been learned and what still needs to be learned. It is important for pupils to have opportunities to reflect on their own learning and for teachers to feel confident that learning has taken place, to demonstrate progress and to identify future learning needs. Assessment increases pupil motivation and improves learning, as their awareness of their own progress and development illustrates the value of their learning. Personal attributes are arguably the hardest aspects of learning to assess. It is difficult to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions that they did before a particular series of lessons. Therefore, assessing learning in PSHE education at our school uses a combination of teacher assessment and pupil self-assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lessons.

Evidence will be recorded in class floor books, cross curricular (English, Science, RE books) and using a class assessment tracking tool.

Evidence can also be found in the following:

- School council meetings
- Forest school timetable
- Mini Vinnies
- Themed weeks/day calendar
- Displays around school
- Pupil voice records
- Eco activities
- Year 6 Faith in Action
- Anti-Bullying Alliance Award
- Year 6 Residential

Parents and Carers

Parents/carers are the primary educators of their children. They were consulted before the revised PSHE curriculum was ratified by the governors. They will be consulted at every stage of the development of any revision of the PSHE programme, as well as during the process of monitoring, review and evaluation.

Parents have the right to withdraw their children from Relationships and Sex Education excepting those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they should notify the school by contacting the Headteacher in writing. The request will be made on a year by year basis. The school will provide support by providing material for parents to help the children with their learning.

Teaching the PSHE Curriculum

Class teachers have the responsibility for delivering the PSHE curriculum. On some occasions adults from other agencies will be used to deliver some aspects of the curriculum, including the School Nurse and NSPCC staff. Such visits will always complement the current curriculum and never substitute or replace teacher led sessions.

External visitors will be made clear about their roles and responsibilities whilst they are in school delivering sessions. Visitors should adhere to our code of practice and will be required to ensure that all teaching is rooted in Catholic principles and practice.

Other Roles and Responsibilities

Governors will:

- Work in collaboration with the PSHE Lead and Headteacher to draw up the PSHE Policy, in consultation with parents and carers
- Ensure that the policy is available to parents
- Ensure that the policy is in accordance with other whole school policies (see below)
- Ensure that parents know of their right to withdraw their children
- Establish a link governor to share in the monitoring and evaluation of the PSHE curriculum, including resources used

- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of Relationships and Sex Education within Relationships and Health Education
- Ensure that the school is compliant with the guidance issued by the Diocese Department for Education 2019

Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the governing body, parents, the Diocesan Department for Education and the local authority and also appropriate agencies.

PSHE Coordinator

The subject champion has a general responsibility for supporting other members of staff with implementation of this policy and will provide a lead in the dissemination of the information relating to PSHE, including RSE, and the provision of in-service training. The champion will develop and update the curriculum maps, support the process of assessment in the subject and monitor teaching, learning and progress.

All Staff

PSHE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual wellbeing of their pupils. Teachers will be expected to teach PSHE in accordance with the Catholic Ethos of the school and the governing statutory guidance. All staff have been included in the development of this policy and should be aware of how this policy relates to them.

Children's Questions

Our school promotes a healthy, positive atmosphere in which PSHE can take place. We want to ensure that children 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 or young people.

Controversial or Sensitive Issues

There will always be controversial or sensitive issues in the field of PSHE. Our school believes that children are best educated, protected from harm or exploitation by discussing issues openly within the context of the PSHE curriculum. The use of ground rules and our 'Ready, Respect and Safe' school motto, will help to create a supportive and safe climate for discussion.

Supporting children and young people who are at risk

Children will need to feel safe and secure in the environment in which PSHE takes place. Effective PSHE 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 worries or fears go unnoticed. Where a teacher suspects that a child or young person is a victim of or at risk of abuse they are required to follow the schools safeguarding policy and immediately inform the Headteacher.

Confidentiality and Advice

All governors, teacher, support staff, parents, carers and pupils must be made aware of this policy, particularly as it related to issues of advice and confidentiality.

All lessons have the best interests of pupils at heart, enabling them to grow in knowledge and understanding, 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 curriculum. Teachers will always help pupils facing personal difficulties, in line with the school's safeguarding and child protection 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 circumstance they would have to inform others, e.g. parents, headteacher, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and review of the policy

The PSHE coordinator will monitor provision by scrutinising plans, curriculum maps and samples of pupil's work. The curriculum will be evaluated regularly. Governors will carry out their own audit of the policy and will consider all such evaluations and suggestions before amending the policy. Parents will also be consulted. Governors remain ultimately responsible for the policy.

The policy will be reviewed every two years by the headteacher, PSHE coordinator, the governing body and staff.

Supporting Documents

This policy is to be read in conjunction with and used alongside the PSHE curriculum year group maps, assessment tools and school policies including Accessibility Policy, Child friendly Peer on Peer Abuse Policy, Community and Cohesion Policy, Drugs Education Policy, Equality Policy, E Safety Policy, Health and Safety Policy, Safeguarding and Child Protection Policy, Behaviour Policy and Anti-Bullying Policy.

Headteachers signature: _____

PSHE & RSE Lead signature: _____

Chair of Governors signature: _____

Policy updated: November 2023

Policy to be reviewed: November 2025