



**St. Paulinus Catholic Primary Academy**

*Part of the Blessed Peter Snow Catholic Academy Trust*

Inspiring all to live, learn and love in the light of Jesus.

(cf John 8:12)



# Relationships, Personal, Social, Health and Economic Education Policy (RPSHE) RSE and PSHE

St Paulinus Catholic Primary Academy

Part of The Blessed Peter Snow Catholic Academy Trust

## Version control

Version number	Date	Revisions made	By who?	Approval date
V1	6.10.2020	Draft policy created for consultation with stakeholders	S. Hayes	
V2	28.1.2021	Updated following consultation with staff	S. Hayes	
V3	22.4.2023	Reviewed and updated	D. Hutton	<b>19.9.23</b>
<b>V3.1</b>	<b>7.9.23</b>	Updated with Ten:Ten life to the full resources	SHayes/ DHutton	<b>19.9.23</b>



## Part One:

### **Aims**

The aims of personal, social, health and economic (PSHE) education in our school are to:

Our Mission Statement: *"Inspiring all to live, learn and love in the light of Jesus"*

The Governors and Staff of St. Paulinus Catholic Primary School, Dewsbury, commit themselves to live as a community with Christ at its centre, characterised by living Gospel values within the Catholic Church. They commit themselves to provide the best possible education for every child in the school according to their needs and affirming their achievements.

The core value underpinning this policy is that God created each and every one of us. He created us to be unique and different from one another. God values diversity. He teaches us to "love thy neighbour" and as such we teach our children to respect one another and to celebrate our differences and similarities.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions for both personal, social, health and economic education (PSHE) and relationships and sex education (RSE). We set out our rationale for, and approach to, relationships and sex education in the school.

Combining the two elements of Personal, Social, Health and Economic education and Relationships Education in RPSHE, St Paulinus aims to develop the whole child. We hope to equip children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions, tailoring our lessons to the needs of our children. With ever growing pressures on young people, we nurture children's emotional development and give children space to ask questions in a safe and supportive environment. We will promote the spiritual, moral, social, cultural, mental and physical development of children and prepare them for the opportunities, responsibilities and experiences of later life.

Furthermore, RPSHE is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future - acquire skills and attributes to help them to stay healthy, safe and prepare them for life and work in modern Britain. - are supported, through RPSHE education, to achieve their academic potential, and leave school equipped with skills they will need throughout later life. - are able to articulate their feelings and know who they are able to seek support from, both within their homes, school and external agencies.

### **Statutory requirements**

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

At St Paulinus:

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance.



## Content and delivery

### What we teach:

We use a variety of teaching and learning styles in our PSHE lessons including whole class teaching, group discussions, role-play, workshops and assemblies. The majority of the curriculum will be taught through discrete RPSHE lessons and Circle Time activities and teachers are encouraged to make connections between other curriculum subjects. We acknowledge that work in this subject will take a variety of forms and may not always be written. If written work is completed it will be recorded in the children's RPSHE books.

We recognise the fact that there are children of different abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by: Setting tasks which are open-ended and can have a variety of responses; setting tasks of increasing difficulty; •providing resources of different complexity, according to the ability of the child and using educational teaching assistants to support the work of individual children or groups of children.

Our RPSHE teaching and learning is taken from the following sources:





Primarily, we use the **PSHE Association 'Question-based' model** which has three over-arching core themes:

**CORE THEME 1: HEALTH AND WELLBEING**

**CORE THEME 2: RELATIONSHIPS**

**CORE THEME 3: LIVING IN THE WIDER WORLD**

This 'Question-based' programme builder is structured around an overarching question for each term or half term. These begin in **Key stage 1 as 'What?' and 'Who?' questions** and build throughout **Key Stage 2 into 'Why?' and 'How?' questions**.

During key stages 1 and 2, RPSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online.



In addition, we use the **Pol-Ed (Police Education) 'A positive Force for Education'** programme to supplement our RPSHE curriculum.

Pol-Ed is a West Yorkshire Police education programme, written by teachers for teachers in schools across West Yorkshire. Its purpose is to keep children safe by developing their understanding of risks, consequences and the law (linked to British Values) and to develop their resilience and ability to help and support each other.

The Pol-Ed scheme of work allows our school to use its lessons plans and resources in a bespoke manner to suit the needs of our school. They can be adapted for use in response to situations or for different year groups. The programme links directly to our PSHE scheme of work and the three core themes: health and wellbeing, relationships and living in the wider world.

Pol-Ed aims to support teachers in developing the knowledge, skills and attitudes in their children which they need in order to make positive choices in potentially challenging or dangerous situations. It encourages them to become active thinkers and supportive bystanders to their friends within school, and the wider community. It promotes key safety messages across to children in an age-appropriate manner and which builds their resilience and confidence to be successful and protected from harm in today's society.



In addition, as we are a Catholic school we use the Live life to the Full plus Ten:Ten resources. This curriculum is a spiral curriculum. It introduces topics related to PSHE and RSE and then builds upon them year on year. Life to the full is a fully resourced scheme of work in Relationships and Health education for catholic Primary schools and it is approved by the Catholic dioceses throughout England and Wales. It includes over 80 lesson plans for EYFS to Year 6, high quality videos and a highly regarded drama series for years 5 and 6 to help engage children in their learning and put it in context. The programme covers the non-statutory National Curriculum completely and all the RSE statutory requirements of the curriculum. It supports teacher CPD and enables pupils to engage with curriculum content in a fun way by using art, drama, story and scenarios. "Our speciality is using drama and story: filmed drama, animation, testimony, documentary and text based scenarios. Story we believe, gives us an opportunity to learn from another person's experience and it can shape, strengthen or challenge our opinions and values. Throughout all of our work, we aim to be inclusive, engaging and culturally relevant" Life to the Full, 2023.

In addition to the above -as a school, and alongside the Catholic Church, we recognise parents as the first educators. Life to the full also has home links to enable parents to explore certain topics with their children at home as well as what they learn in school.

The core themes studied are:

- Module 1: We are created and loved by God
- Module 2: We are created to love others
- Module 3: We are created to live in a community



Finally, as a Catholic school, we use the **Diocese of Leeds 'Virtues to live by'**. Catholic character education promotes a shared vision of life based on Christ centred virtues that seeks the flourishing of pupils, young people and all members of the school community. This shared vision, embodied in the ethos of the school from which all educational activities proceed, calls pupils, young people and all members of the school community to grow in positive personal strengths called virtues. These virtues are broad and balanced and include the theological, moral, civic, intellectual, and performance-based virtues. Our pupils explore each virtue over a three-week period (two per half term) to improve the school community's virtue literacy and to deepen understanding and appreciation of the essential role the virtues play in the education of the *whole person* towards *human flourishing*.



The virtues chosen are common across cultures and faiths but are sourced from the Christian tradition.

*“Character education and the formation of all aspects of the human person through the pursuit of the virtues not only enhances the education of the individual and respects their dignity, it promotes the common good and the flourishing of human society in the world.”* (Rt. Revd. Marcus Stock, Bishop of Leeds, Foreword, Catholic Character Education, 2018)

## How we teach it:

### PSHE Association Question-based model overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 we 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 can we manage our feelings?	How can we manage risk in different places?	How can our choices make a difference to others and the environment?	How can drugs common to everyday life affect health?
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?	What jobs would we like?	How will we grow and change?
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?	

Health and Wellbeing
  Relationships
  Living in the Wider World

Within each theme, age-appropriate topics are taught to each of the different year groups. The topics are planned so that they build on prior learning in a progressive and sequenced way logically from entry to Year 6 (see progression overviews below). Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression (outlined in RPSHE Progression Document) built into the scheme of work, we offer them an increasing challenge as they move up the school.



PSHE ASSOCIATION (QUESTION-BASED MODEL) – HEALTH & WELLBEING PROGRESSION				
Year 1	<b>What helps us stay healthy?</b> (Spring 1)		<b>Who helps to keep us safe?</b> (Summer 1)	
Year 2	<b>What helps us to stay safe?</b> (Spring 2)	<b>What helps us grow and stay healthy?</b> (Summer 1)		<b>How do we recognise our feelings?</b> (Summer 2)
Year 3	<b>What keeps us safe?</b> (Autumn 1)	<b>Why should we eat well and look after our teeth?</b> (Summer 1)		<b>Why should we keep active and sleep well?</b> (Summer 2)
Year 4	<b>What strengths, skills and interests do we have?</b> (Autumn 1)	<b>How can we manage our feelings?</b> (Spring 1)	<b>How can we manage risk in different places?</b> (Spring 2)	<b>How can drugs common to everyday life affect health?</b> (Summer 2)
Year 5	<b>What makes up a person's identity?</b> (Autumn 1)		<b>How can we help in an accident or emergency?</b> (Spring 1)	<b>How will we grow and change?</b> (Summer 2)
Year 6	<b>How can we keep healthy as we grow?</b> (Autumn 1 & 2)			

PSHE ASSOCIATION (QUESTION-BASED MODEL) – RELATIONSHIPS PROGRESSION		
Year 1	<b>What is the same and different about us?</b> (Autumn 1)	<b>Who is special to us?</b> (Autumn 2)
Year 2	<b>What makes a good friend?</b> (Autumn 1)	<b>What is bullying?</b> (Autumn 2)
Year 3	<b>How can we be a good friend?</b> (Autumn 1)	<b>What are families like?</b> (Spring 1)
Year 4	<b>How do we treat each other with respect?</b> (Autumn 2)	
Year 5	<b>How can friends communicate safely?</b> (Spring 2)	
Year 6	<b>What will change as we become more independent?</b> <b>How do friendships change as we grow?</b> (Summer 1 & 2)	





PSHE ASSOCIATION (QUESTION-BASED MODEL) – LIVING IN THE WIDER WORLD PROGRESSION		
Year 1	<i>What can we do with money?</i> (Spring 2)	<i>How can we look after each other and the world?</i> (Summer 2)
Year 2	<i>What jobs do people do?</i> (Spring 1)	
Year 3	<i>What makes a community?</i> (Spring 2)	
Year 4	<i>How can our choices make a difference to others and the environment?</i> (Autumn 2)	
Year 5	<i>What decisions can people make with money?</i> (Autumn 2)	<i>What jobs would we like?</i> (Summer 1)
Year 6	<i>How can the media influence people?</i> (Spring 1 & 2)	

## Life to full Overview

As mentioned above, these lessons fit in with the PSHE association lesson and themes above

## EYFS

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	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Handmade With Love	Session 1 I Am Me	Session 1 I Like, You Like, We All Like!	Session 1 Growing Up	Session 1 Role Model	Session 1 Who's Who?	Session 1 What is the Internet?	Session 1 Safe Inside and Out	Session 1 God is Love	Session 1 Me, You, Us
		Session 2 Heads, Shoulders, Knees and Toes	Session 2 All the Feelings!	Session 2 New People, New Places Classroom Shorts		Session 2 You've Got A Friend In Me	Session 2 Playing Online	Session 2 My Body, My Rules	Session 2 Loving God, Loving Others	Session 2 When I Grow Up... Classroom Shorts
		Session 3 Ready Teddy?	Session 3 Let's Get Real			Session 3 Forever Friends		Session 3 Feeling Poorly		Session 3 'Money Doesn't Grow On Trees' Classroom Shorts
								Session 4 People Who Help Us		





## KS1

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
KS1	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	<b>Story Sessions</b> Let the Children Come	<b>Session 1</b> I am Unique	<b>Session 1</b> Feelings, Likes and Dislikes	<b>Session 1</b> The Cycle of Life	<b>Session 1</b> God Loves You	<b>Session 1</b> Special People	<b>Session 1</b> Real Life Online	<b>Session 1</b> Good and Bad Secrets	<b>Session 1</b> Three In One	<b>Session 1</b> The Communities We Live In
		<b>Session 2</b> Girls and Boys	<b>Session 2</b> Feeling Inside Out	<b>Session 2:</b> Beginnings and Endings		<b>Session 2</b> Treat Others Well...	<b>Session 2</b> Rules To Help Us	<b>Session 2</b> Physical Contact	<b>Session 2</b> Who is My Neighbour?	<b>Session 2</b> Who Will I Be? Classroom Shorts
		<b>Session 3</b> Clean and Healthy (My Body)	<b>Session 3</b> Super Susie Gets Angry	<b>Session 3:</b> Change Is All Around Classroom Shorts		<b>Session 3</b> ...and Say Sorry		<b>Session 3</b> Harmful Substances		<b>Session 3</b> Needs and Wants Classroom Shorts
								<b>Session 4</b> Can You Help Me? (Part 1)		
								<b>Session 5</b> Can You Help Me? (Part 2)		

## LKS2

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
LKS2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	<b>Story Sessions</b> Get Up!	<b>Session 1</b> We Don't Have to Be the Same	<b>Session 1</b> What Am I Feeling?	<b>Session 1</b> Life Cycles	<b>Story Sessions</b> Jesus, My Friend	<b>Session 1</b> Family, Friends and Others...	<b>Session 1</b> Sharing Online	<b>Session 1</b> Safe in My Body Classroom Shorts	<b>Session 1</b> A Community of Love	<b>Session 1</b> How Do I Love Others?
	<b>Session 2</b> The Sacraments	<b>Session 2</b> Respecting Our Bodies	<b>Session 2</b> What Am I Looking at?	<b>Session 2</b> A Time for Everything		<b>Session 2</b> When Things Feel Bad	<b>Session 2</b> Chatting Online Classroom Shorts	<b>Session 2</b> Drugs, Alcohol and Tobacco	<b>Session 2</b> What is the Church?	<b>Session 2</b> Working Together Classroom Shorts
		<b>Session 3</b> What is Puberty?	<b>Session 3</b> I am Thankful	<b>Session 3</b> Big Changes, Little Changes Classroom Shorts				<b>Session 3</b> First Aid Heroes		<b>Session 3</b> Money Matters Classroom Shorts
		<b>Session 4</b> Changing Bodies						<b>Session 4</b> Rights and Responsibilities Classroom Shorts		
		<b>Session 5</b> Male/ Female Discussion Groups (optional)								



## UKS2

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
UKS2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Calming the Storm	Session 1 Gifts and Talents	Session 1 Body Image	Session 1 Making Babies (Part 1)	Session 1 God Is Calling You	Session 1 Under Pressure	Session 1 Sharing Isn't Always Caring	Session 1 Types of Abuse Classroom Shorts	Session 1 The Holy Trinity	Session 1 Reaching Out
		Session 2 Girls' Bodies	Session 2 Peculiar Feelings	Session 2 Making Babies (Part 2)		Session 2 Do You Want A Piece of Cake?	Session 2 Cyberbullying Classroom Shorts	Session 2 Impacted Lifestyles Classroom Shorts	Session 2 Catholic Social Teaching	Session 2 The World of Work Classroom Shorts
		Session 3 Boys' Bodies	Session 3 Emotional Changes	Session 3 Menstruation		Session 3 Self-Talk		Session 3 Making Good Choices		Session 3 Money and Me Classroom Shorts
		Session 4 Spots and Sleep	Session 4 Seeing Stuff Online	Session 4 Hope Beyond Death		Session 4 Build Others Up Classroom Shorts		Session 4 Giving Assistance		
				Session 5 Coping with Change Classroom Shorts						

## Pol-Ed Overview

Primary Scheme of Work - Long Term Plan					
	Y1 Our PCSO/Being Safe		Y2 Acceptable and Unacceptable Behaviours		Y3 Hate Crime and the Role of the Police
Term 1	What does a PCSO do?	x1	Privacy/Secrets + Online	x1	Call Centre x1
Term 2	Being Safe – Helping Hand	x1	Bullying	x1	Police Officer x1
Term 3	Road Safety	x1	Physical Contact	x1	Bullying/Hate Crime x3
	Y4 Appropriate and Inappropriate Behaviour (ASB)		Y5 Crime/Theft		Y6 Child Criminal Exploitation (CCE)
Term 1	In the Home	x2	What is Crime?	x3	Human Rights x1
Term 2	At School	x2	Cyber Crime/Crime Prevention	x3	Managing Stress x1
Term 3	In the Community	x3	Mobile Phone Safety, Crime Prevention	x3	Transition/Resilience CCE (Grooming) x5

As mentioned earlier, the Pol-Ed scheme is flexible and adaptable so that it can be used in a variety of ways throughout the year and is bespoke to the needs of our school. It supplements RPSHE teaching and learning on issues involving keeping our pupils safe, the risks they (or their families) might face and understanding the rule of law.



## ‘Virtues to live by’ Overview (2-year cycle)

Autumn	Spring	Summer	Autumn	Spring	Summer
Respect / Courtesy	Faith	Resilience / Perseverance	Love of Learning	Friendship	Confidence / Determination
Thankfulness	Simplicity	Kindness	Citizenship	Love of Neighbour	Trust
Hope	Love / Charity	Honesty	Prayer	Compassion	Courage
Patience	Forgiveness	Service	Generosity	Self-control Reflection	Discernment / Wisdom

External visitors and charities are used to enhance and enrich the curriculum throughout the school. These include:

- MHST (Mental Health Support Team): assemblies, workshops (pupils & parent), & lessons.
- School Nurse: Puberty lessons
- Catholic Care: Counselling Service
- PCSO: supporting theme days i.e., Anti-Bullying Day.
- Kooth: free counselling service for young people.
- Living Streets: charity promoting healthier ways to travel to school and road safety.
- The Dogs Trust: Animal safety workshops
- HSBC: Financial advice for primary school pupils.
- PE Dept. from St. John Fishers Academy: Healthy living, exercise and healthy diet.

## The contribution of RPSHE to teaching in other curriculum areas

- RE – The teaching of virtues within RE and Collective Worship links directly to many PSHE lessons as the children learn, from the example of others including Jesus Christ, how to be virtuous citizens and live as Jesus would want.
- English – Emotive language is often a feature of English lessons including Guided Reading. Throughout the school texts are used to introduce the children to new situations and supports them in developing into compassion and caring citizens. Role play and other dramatic strategies are used to help the children develop empathy and discuss issues/situations from which they can learn.
- Maths – Financial Management is an aspect of RPSHE that links with the Maths curriculum in school. The children learn the value of money and how to budget and calculate costings.
- Science – Nutrition, the effects of diet, drugs and alcohol are all taught within science lessons, so links are established whenever possible throughout school.
- Physical Education – At St. Paulinus we ensure that the children receive structured and progressive physical education lessons. Within these lessons they are taught the value of maintaining a positive lifestyle as well as how exercise affects the body and mind.
- Music – Like English, Music leads itself nicely to discussing emotions and enables children to explain how they feel therefore developing emotive language.



## How many hours of RPSHE should be taught per week?

RPSHE education will be 45 minutes to one hour per week of discrete RPSHE education in key stages 1 and 2, as part of a whole school, approach with opportunities to enhance the learning through other subjects and events (linked to School Virtues and British Values).

RPSHE education will be taught as a discrete lesson as while many subjects contribute to pupils' personal and social development – just as all subjects contribute to pupils' literacy. RPSHE learning objectives and outcomes are prioritised as we know it is these skills that will enable pupils to have a positive life where they flourish in society.

The advantages of the above are:

- Allows for continuity and progression.
- It allows teachers and young people to assess progress and measure the impact of the programme.
- Time available to ensure comprehensive coverage and rigorous assessment.
- Possible to deliver RPSHE education to the same standard and with the same rigour as other subjects.

In addition, we will also celebrate theme days and theme weeks linked to RPSHE themes.

throughout the school year:

- *World Mental Health Day*
- *Anti-Bullying Week*
- *UK Parliament Week*
- *Children's Mental Health Week*
- *Safer Internet Day*
- *Time to Talk Week*
- *Walk to School Week*

## Assessment

Assessment within RPSHE is against the learning outcomes outlined in the PSHE Association programme of study which are directly linked to the content grids of the Department for Education's statutory guidance on Relationships Education, RSE and Health education. Each theme covers all the statutory requirements for each year group in the primary phase, within a comprehensive PSHE education programme.

Teachers assess each child's learning journey in RPSHE through observations, discussions, specific questioning, role-play, previous learning tasks, marking stickers and at the end of each unit, pupils complete an activity (i.e., Double page spread, see below) that highlights the knowledge, skills and key vocabulary they have learnt retained matched to an end of unit assessment criteria.



## **Roles and responsibilities**

### **The governing board**

The governing board will approve the RPSHE policy and hold the headteacher to account for its implementation.

### **The Headteacher**

The headteacher is responsible for ensuring the implementation of the RPSHE policy.

### **RPSHE Lead**

The subject leader is responsible for:

- Supporting staff in the implementation of this policy
- Supporting colleagues in their teaching
- Ensuring there is consistency of teaching & learning across school.
- Keep informed of current developments in RPSHE and providing a strategic lead and direction for this subject in the school.
- Ensure provision of in-service training for staff
- Regularly monitor planning (intent), observe teaching (implementation) and review pupils' work and books (impact)
- Review and evaluate the action plan and planning annually.

### **Staff**

The Staff are responsible for:

- Delivering RPSHE in a sensitive way displaying a responsibility of care and the development of their pupil's physical, moral and spiritual wellbeing
- Modelling positive attitudes to RPSHE
- Monitoring progress
- Responding to the needs of individual pupils

### **Pupils**

Pupils are expected to engage fully in RPSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **Monitoring arrangements**

The delivery of RPSHE is monitored by SLT and the RPSHE Lead through:

- Planning scrutiny
- Learning walks
- Pupil book celebrations
- Pupil voice
- Staff voice
- RPSHE deep dive with Head Teacher/Deputy Head
- Staff meetings



This policy will be reviewed by RPSHE Lead annually. At every review, the policy will be approved by [the Governing Body and Head Teacher.

## **Links with other policies**

This policy links to the following policies and procedures:

- Mental Health & Wellbeing Policy
- British Values Policy

# **Part Two: Specific Relationships and Sex Education**

## **Aims**

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

## **Statutory requirements**

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.



At St Paulinus Catholic Primary Academy, we teach RSE (as part of our RPSHE curriculum) as set out in this policy.

## **Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations through training, meetings and a curriculum review.
- Parent/Guardians/Carers consultation – through online information, meeting and a dedicated email address for questions.
- Pupil consultation – we investigated what exactly pupils want from their RSE through focus groups and the School Council.
- Wider school staff (e.g., school nurse and catholic care) – through meetings, questionnaires and access to the curriculum resources where appropriate.
- Governors – through meetings and access to the curriculum resources etc. as well as a Governor audit. Once the policy was shared with governors, it was then ratified.

## **Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

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”*. (Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4)

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 themselves and with others. It is about being enabled to make moral decisions in good conscience.

At St Paulinus, the focus will 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.”* (Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19) This will include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

## **Statutory Curriculum Requirements**

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. We are legally required to teach those aspects of RSE which are statutory parts of the Science National Curriculum. However, the reasons for our inclusion of RPSHE in the curriculum go further.





## Delivery of RSE within our RPSHE curriculum

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

PSHE ASSOCIATION (QUESTION-BASED MODEL) – RELATIONSHIPS PROGRESSION		
Year 1	<i>What is the same and different about us?</i> (Autumn 1)	<i>Who is special to us?</i> (Autumn 2)
Year 2	<i>What makes a good friend?</i> (Autumn 1)	<i>What is bullying?</i> (Autumn 2)
Year 3	<i>How can we be a good friend?</i> (Autumn 1)	<i>What are families like?</i> (Spring 1)
Year 4	<i>How do we treat each other with respect?</i> (Autumn 2)	
Year 5	<i>How can friends communicate safely?</i> (Spring 2)	
Year 6	<i>What will change as we become more independent?</i> <i>How do friendships change as we grow?</i> (Summer 1 & 2)	

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them.
- Is sensitive to all pupils' experiences.
- During lessons, makes pupils feel:
  - Safe and supported.
  - Able to engage with the key messages.



We will also:

- Make sure that pupils learn about these topics in an environment that is appropriate for them, for example in:
  - A whole class setting.
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed.

## **Equalities**

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.

## **Use of resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance.
- Would support pupils in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage, and background of our pupils?
- Are evidence-based and contain robust facts and statistics?
- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to pupils' experiences and won't provoke distress.

## **Use of external organisations and materials**

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools, and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate?
  - Are in line with pupils' developmental stage.
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)



- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach, and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with.
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed.
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.

## **Roles and responsibilities**

### **The Governing Body**

The governing body will hold the headteacher to account for the implementation of this policy.

The governing body has delegated the approval of this policy to the Headteacher.

### **The Headteacher**

The Headteacher is responsible for the implementation of this policy and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see below).

### **RPSHE Lead**

The subject leader is responsible for:

- ensuring that RSE (within the RPSHE curriculum) is taught consistently across the school.
- Supporting staff members in the implementation of this policy
- Lead in disseminating any new information on RSE teaching and learning.
- Provide in-service training.



## Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

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

## Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

There will always be **sensitive or controversial issues in the field of RPSHE**. These may be matter 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 RPSHE programme. The use of ground rules, negotiated between teachers and pupils (at the start of every RPSHE lesson), 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)

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. Parents will be informed if staff have any concerns about their child in relation to RPSHE lessons as well as informing our nurture team if further support and guidance is deemed necessary.

## Parents' right to withdraw

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

We recognise that parents/carers/guardians are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more when they require it or need it.

Parents/carers/ guardians will be informed by letter when the more sensitive aspects of RPSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning e.g., the puberty talks in years 5 and 6.

They will be able to view the resources used by the school in the RSHE programme upon request.

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 Paulinus the topics where parents are allowed to withdraw their child will be clearly stated via the letter mentioned above. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed, second only to the work carried out by the parent themselves at home. 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).



## **Supporting children and young people who at risk**

Children will also need to feel safe and secure in the environment in which RPSHE takes place. Effective RPSHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to a 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 immediately inform the designated senior member of staff responsible.

## **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 RPSHE 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 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, head teacher, but that the pupils would always be informed first that such action was going to be taken.

## **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **Evaluation and Monitoring arrangements**

The RPSHE Lead will monitor the provision of RSE withing the RPSHE programme by examining schemes of work, lesson plans, pupils' work at regular intervals. Also, through lesson observations and learning walks. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. The RSE provision/programme will be evaluated annually by means of questionnaires by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

This policy will be reviewed by the RPSHE Lead annually. At every review, the policy will be approved by the Headteacher.