



St Cuthbert's Catholic Primary School

God made us all unique
To learn, live and grow
To show care, concern and
friendship
To be the best we can
Showing Christ's love in all we
do.

Personal, Social, Health Education (PSHE)

Rationale

At St Cuthbert's Catholic Primary School we value the importance of Personal, Social and Health education to help and support young people through their physical, emotional, and moral development. This programme is linked closely to the Policy for Relationship and Sex education, Relationship and Sex Education Guidance and the National Healthy School Standard Guidance. The teaching of PSHE is holistic and embedded in our school ethos and is underpinned by Christian values.

We recognise the partnership of home and school, of parent and teacher, in this important area of personal development and have consulted parents regarding our PSHE curriculum.

PSHE is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

PSHE teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It teaches them to aspire to meet their full potential, become global citizens and look after the environment.

At St Cuthbert's Catholic Primary School we teach PSHE as set out in this policy.

Aims of PSHE at St Cuthbert's Catholic Primary School

PSHE is part of the mission of Catholic schools to educate the whole person and we aim to implement it out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life.

The aims of Personal, Social and Health Education (PSHE) at our school are to:

- Start where children and young people are: find out what they already know, understand, are able to do and are able to say.
- Use a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.

- Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
- Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
- Provide information which is realistic and relevant and which reinforces positive social norms.
- Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
- Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential.
- Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice.
- Encourage staff, families and the wider community to get involved.
- Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported
- Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

- Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

What is Personal, Social and Health Education?

PSHE concerns the emotional, social, and cultural development of pupils, and involves learning about Health, relationships and their roles in the wider world.

PSHE is about physical, moral, and emotional development. It is about the understanding of the importance of our role in society and our responsibilities to society.

Implementation of PSHE

PSHE focuses on teaching:

- Health and Well being
- Personal Relationships
- Living in the Wider World
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PSHE takes place both through discrete lessons and within other subjects. A spiral curriculum ensures that topics are covered in each Phase and that the teaching is age appropriate.

The PSHE programmes, 'Zippy's Friends' (KS1), 'Apple's Friends' (Lower KS2) and 'Passport' (UKS 2) all promote emotional well-being and provide our children with a practical toolkit to help them to manage their feelings.

English

Teaching of PSHE actively promotes the speaking and listening elements of English by ensuring that each year group takes part in a range of high-quality discussion activities where children are taught to respect the opinions of others, whilst sensitively sharing their own thoughts and feelings.

Science

During science lessons, children gain a greater depth of knowledge about the impact of healthy eating, keeping safe in the sun, exercise, sleep, the use of harmful substances, puberty on their bodies and human reproduction. They also

learn about the importance of taking care of our world and looking after the environment.

RE

RE lessons promote the Gospel and British values which underpin the ethos of our school.

PE

Pupils learn practical ways to keep their bodies healthy and the impact of safe, high quality exercise on their health

The Pupil Voice

We aim to give our children a voice by giving them different roles and responsibilities within school.

- Pupil leaders for each subject
- Head and deputy head children
- Pupil council
- Eco warriors
- Mindful mentors

The entire teaching is underpinned with a Christian faith understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.

All of our PSHE lessons are taught by confident teachers with a sound knowledge of the Catholic teaching on sex and relationships.

The areas of learning are taught within the context of family life taking care to ensure 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, 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).

Roles and Responsibilities

Governors

- *To ensure the legal framework is followed.*

- *To consult with parents on the determination of the school's Relationship and Sex education policy*
- *To implement the Relationship and Sex education policy through the head teacher.*
- *To implement the 'annual' reviews.*
- *To make, and keep up to date, a separate written statement of the school's policy regarding Relationship and Sex Education.*
- *To make copies of this statement available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one.*
- *To include a summary of the content and organisation of relation and sex education in the School Prospectus.*

Headteacher

- The headteacher is responsible for ensuring that PSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory elements of PSHE.

Staff Members

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory elements of PSHE

Staff do not have the right to opt out of teaching PSHE. Any member of staff who has concerns about teaching PSHE are encouraged to discuss this with the headteacher or line manager.

Dealing with Sensitive Issues

Governors and teachers agree that teachers should answer all children's questions relating to Relationship and Sex education in an open and factual way, taking into

consideration the family background, culture, religious beliefs, and pupils' differing experiences. The governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature, for example homosexuality, contraception, or sexually transmitted diseases.

The following ground rules have been established.

- Teachers should not enter into discussions about personal issues and lifestyles.
- No one (child or adult) has to answer a personal question.
- Nobody is forced to take part in discussion.
- In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts.
- Meanings of words are explained in a sensible and factual way

Parents' Right to Withdraw

- Parents **do not** have the right to withdraw their children from relationships education.
- Parents have the right to withdraw their children from the non-statutory elements of sex education within PSHE.
- Requests for withdrawal should be put in writing and addressed to the headteacher.
- Alternative work will be given to pupils who are withdrawn from sex education.

Staff Training

- Staff are trained on the delivery of PSHE as part of their induction and it is included in our continuing professional development calendar. If staff have concerns or require additional training and support, this must be discussed with the headteacher.

Monitoring Arrangements

The delivery of PSHE is monitored by Anna Haighton through:

- Lesson observations
- Planning monitoring
- Work Sampling
- Pupil Voice

This policy will be reviewed annually by **Anna Haighton**

Curriculum Entitlement

Relationship and Sex education will be taught at St Cuthbert's Catholic primary School within discrete lessons across each phase. Children with Special Educational Needs relating to sex education, will have their needs addressed both within the class, and where appropriate, on a one-to-one basis. Information gleaned from our bi-annual Health and Behaviour survey (Yr4 and Yr6) is used to identify priorities in our teaching.

Procedures for Reviewing the Effectiveness of the Programme

Teachers use the planning documents provided in the Diocesan approved scheme 'Life to the Full', adapting these where necessary to meet the needs of the children. Staff and Governors review the Relationship and Sex Education Policy annually. Parents are invited to comment on the policy.

Resources and Criteria used for their Selection

The PSHE resource 'Life to the Full' is fully recommended and endorsed by the diocese.

Complaints Procedure

If a parent or guardian has any cause for concern about the Sex Education Policy, they should approach the headteacher and staff. If the concern cannot be resolved, the Governors can be contacted.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff, and parents.

Any questions or concerns regarding this policy should be made to Anna Haighton or Anne Bullerwell.