

SPRINGHILL CATHOLIC PRIMARY SCHOOL

*We strive to achieve excellence in all that we do
as we follow the Gospel values of Jesus Christ.*



Together we will do our best for Jesus

PSHE AND RSE POLICY

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Adopted by the Governing Body: 3rd November 2025
Review Date: October 2026

Introduction:

At Springhill Catholic Primary School, we recognise the importance of prioritising our students' well-being and fostering resilience. As with all learning, our PSHE and RSE curriculum is delivered within the context and spirit of the school's Mission Statement. This approach supports and reinforces the value of treating all children equally (and as individuals) equipping them to lead confident, healthy, happy, and independent lives, and to become informed, active and responsible citizens (National Curriculum, 2000) both during their time at Springhill, and in the future. We take a whole-school approach to promoting positive mental health, aiming to help children become happier and aid them in independently assessing their own mental health.

This Personal, Social, Health Education and Relationships and Sex Education (PSHE and RSE) policy provides a comprehensive overview of five closely interlinked curriculum areas: Mental Well-being; My Family and People Who Care for Me; Healthy Me; Online Safety; and Me, Myself and I (which includes the RSE topics).

RSE is about the emotional, social and cultural development of pupils, and involves learning about how bodies change during puberty; biological aspects of the male and female reproductive systems; personal hygiene; healthy lifestyles; and respectful, kind relationships. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity. In RSE, teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. During lessons, staff will answer questions sensitively, honestly and appropriately for the age of the pupils. The school will consult parents and carers about the RSE curriculum, and their views will be valued. What will be taught in UKS2 RSE will be communicated with parents and carers prior to teaching. We make sure that any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

Curriculum Intent:

Our intention with the PSHE and RSE planned provision is to promote the spiritual, moral, cultural, social, mental and physical well-being and development of all pupils. In conjunction with the school's general ethos and mission, we aim to provide a programme that ensures pupils at our school are prepared for the opportunities, relationships, responsibilities and experiences of later life (Education Act 2002/ Academies Act 2010).

The two key intentions that form the cornerstone for our PSHE and RSE curriculum are:

Intention 1:

To develop an effective PSHE and RSE curriculum which tackles barriers to learning, raises pupil aspirations and improves all children's (including vulnerable and disadvantaged pupils) life chances. We aim to ensure that PSHE and RSE offers the basis of a 'curriculum for life', preparing all pupils for the opportunities, challenges and responsibilities they **will** face in today's fast paced, technological, multicultural society.

Intention 2:

To effectively support and celebrate each individual pupil. A key element in promoting spiritual, moral, social, and cultural development (SMSC) is the example set by adults within the school; the quality of relationships; and daily Celebration of the Word. Central to our Catholic ethos, this celebration fosters awe and wonder in both God and the world around us.

Key messages for the curriculum:

Mental Well-being:

Within this topic of PSHE, the children will learn a wide vocabulary to describe their emotions; a variety of strategies to help them manage their emotions; understand why they may have them; and about the support that is out there when their emotions become too much for them to handle on their own. A key value of this topic is that no emotion is a bad emotion – every emotion is valuable and important to have. At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that early intervention is key to giving young people the best start in life and that we all have a role to play in helping the children with their emotional, psychological and social wellbeing.

Families and People Who Care for Me:

This topic covers the variety of relationships children will have during their time at school: friendships, families and acquaintances (teachers, doctors, dentists, shopkeepers etc.). They will learn what makes a friendship healthy or unhealthy; what is acceptable behaviour from different types of relationships we have; and what to do if a relationship is making us feel uncomfortable or unsafe.

Healthy Me:

The 'healthy me' topic covers exercise, diet, sleep, dental hygiene and other areas for keeping ourselves physically healthy. We make links with how this impacts our mental health. The children learn about the positive and negative impact that different lifestyle choices can have on the body and UKS2 also begin to unpick what affects the choices we make (e.g. time, cost, cooking ability).

E-Safety:

E-safety is taught through Computing. Each computing lesson contains an element of e-safety, including: how to make sure they are only speaking to people they know (in person) online and that sometimes people may pretend to be someone else; how to treat each other online; how to stay safe online; what to do if you feel unsafe online; how to be critical of what they read online; and what should and should not be shared online.

Me, Myself and I (containing the SRE teaching):

There are two key learning areas within this topic. The first topic that years 1-6 will cover is '*changing adolescent bodies*' which covers the SRE (sex and relationships education) teaching. The second topic is '*being safe*'. The '*being safe*' topic is similar across all year groups and discusses boundaries, secret keeping, what is appropriate and inappropriate physical contact and when and how to report this if it makes us feel unsafe or uncomfortable.

Changing adolescent bodies:

- Year 1 learn about their changing needs as they grow up from being a baby to an elderly adult (e.g. feeding, changing, education, medical needs and walking stick).
- Year 2 learn the scientific names of the external body parts including 'vulva' and 'penis'. It is important for the children to be taught the scientific names to avoid ambiguity in safeguarding situations.
- Year 3 learn about the early changes of puberty: increased sweatiness, body odour, unbalanced emotions and how to manage them.

- Year 4 begin to learn about the external physical changes to the body during puberty. All children will learn about male and female bodies. They will be taught about the growth of body hair (including pubic), breast and penis growth, sweatiness, growth spurts, deepening voices and muscular changes.
- Years 5 and 6 revise the learning from previous year groups and cover the internal changes - periods and wet dreams. All children will learn about male and female changes. It is important that all children receive the same learning to prevent any misconceptions as they get older.

Extra:

The topics taught in this section are non-statutory, but useful. Depending on the year group, they will learn about being a good member of their community, a basic knowledge of how to make sensible choices with money, starting to think about their futures after school and find closure from their current year group as they begin to transition to the next year group.

Curriculum Implementation:

The subject intentions are used to drive curriculum implementation alongside appropriate evaluated educational research. The school implements the PSHE and RSE intentions in the following way:

Intent:	Research link:	Implementation:	Impact:
• To develop an effective PSHE and RSE curriculum which tackles barriers to learning, raises pupil aspirations, improves all children's, including vulnerable and disadvantaged pupils, life chances. • To develop a 'curriculum for life'. • Developing a child centred learning environment.	Research by Bruner,(1960) and Harden, (1999) states that planning a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, reflects and meets the personal developmental needs of children and young people. Power et al (2018) British Educational Research Association (BERA) Children's progress, especially in PSHE and RSE where there is 'invisible learning' needs to be assessed any teachers, parents and children. Fostering strong relationships will ensure each child is making progress.	A clear and effective scheme of work, that is spiral in nature and provides broad, deep and meaningful coverage of the National Curriculum. Teaching and learning should facilitate progression across all key stages, whilst reflecting on the particular needs of each class and individual. Wider community and world events need to be drawn on as they present themselves to ensure the PSHE and RSE curriculum is contemporary and relevant to the world in which we live, while promoting a high level of engagement in British society. Engaging with parents and caregivers to ensure a secure, triangulated relationship that is centred around the child.	Children will face a range of challenges confidently, having a sound ability to respectfully critique and assess different issues and the part they have to play to the wider community and British society whilst accomplishing their own goals. Developing a PSHE and RSE curriculum that meets the children's needs and that their parents and caregivers feel confident and secure in.
• To develop the whole life of the school in order to effectively support and	Studies by Po and Tin-Yao Lo (1994), Reid and Scott (2006) and Buck 2003 suggest that the most effective programmes of PSHE and RSE follow a	Developing strong and close relationships between teachers and parents, so a child centred approach is adapted. Keeping children and parents informed of new curriculum changes (for	Children will be secure, confident, adaptable, respectful members of British society, adopting the British values of democracy,

celebrate each individual pupil. • To promote spiritual, moral, social and cultural development	whole school integrated pedagogy where both staff and pupils are invested in the curriculum. Boud, Keogh and Walker (1985) Maslow (1954) confirm that PDL cannot be considered 'emotion free' subject and that a safe, informed, emotional learning environment needs to be in place so that effective learning can take place.	example the new RSE curriculum 2020), to develop an open and supportive environment for each child to explore and feel safe in. 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. An integrated curriculum where PSHE and RSE topics are interwoven in all curriculum subjects when relevant, including through collective worship and assembly time.	tolerance, mutual respect, rule of law and liberty in all that they do. Personally, children will be aware of their own mental and physical help, with a strong sense of personal identity, strong self-esteem and a high level of resilience
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Process used and why:

Revise, teach, practise, apply.

Although it is acknowledged that not all PSHE and RSE topic areas can be practised within the lesson, where applicable the lessons will follow the 'revise, teach, practise, apply' learning process.

Revise: At the beginning of the lesson, children will be given an opportunity to revise the learning from the previous lesson. This could be from the previous sequence of lessons, or from the previous year, based on where it falls in the learning journey. This will enable the children to recall their previous learning in order to build on it in the upcoming lesson.

Teach: The children will then be taught the key vocabulary and knowledge for the lesson. This could be through exploration, active learning or stories. This enables the children to develop the vocabulary and strategies needed to be able to access the new learning and to use it in the wider world.

Practise: Where appropriate in the lesson, children will have opportunities to use their new learning through practical activities, discussing scenarios and sharing their thoughts with the class.

Apply: The majority of the application of PSHE and RSE learning will be done in the wider world; however, there will be opportunities in lessons. The children may apply their new knowledge through creating posters or diagrams, acting out, considering ways their new learning applies to them, thinking about events from their own lives and applying their new knowledge to offer advice or support to others and many more.

Curriculum Impact:

Although it is acknowledged that the impact of Springhill's PSHE and RSE provision will not always be assessable through summative assessment during the pupils' time at school (Ofsted 2019), staff nevertheless undertake meaningful formative assessments of children's progress wherever possible. This is undertaken through marking of exercise books, discussion, pupil's general self-managed well-being, self-esteem, resilience and relationships. Pupil progress will also be monitored through PSHE

and RSE book reviews, in formal PSHE and RSE lesson observations and during opportunities for staff to reflect.

Roles and Responsibilities:

The role and responsibilities of the PSHE and RSE leader is to:

- Allocate and monitor the effective use of resources within a delegated budget.
- Monitor standards to ensure high quality teaching and learning. This may include pupil voice discussion, work scrutiny, lesson observation and moderation.
- Involve all staff in the development of the PSHE and RSE curriculum.
- Keep staff informed with the developments of the PSHE and RSE curriculum, including its implementation as a legal requirement from Sep 2020.
- Ensure the school follows the National Curriculum.
- Support the need of staff in their ability to deliver the PSHE and RSE curriculum.
- Acknowledge that extra support may be required for some staff, given the emotive nature of the PSHE and RSE curriculum.
- Ensure that safeguarding remains of paramount importance given the potentially sensitive nature of some topics within the PSHE and RSE curriculum.

The role and responsibilities of class teachers is to:

- Ensure that the school mission statement and charism is honoured and that the PSHE and RSE Policy promotes an ethos based on Catholic principles and practice.

Assessment:

When applicable, pupil progress will be monitored using 'Big Questions' at the end of topics. Progress will also be monitored through regular PSHE and RSE book reviews, throughout work in the wider curriculum, in formal PSHE and RSE lesson observations, during opportunities for staff to reflect and benchmark individuals during dedicated PSHE and RSE subject focussed CPD meetings.

SEND and More Able Pupils:

At Springhill, we strive to ensure all pupils are included in our learning, providing adequate scaffolding and support for those who need it and appropriate challenge is in place to deepen knowledge and understanding. Where appropriate, children with SEND will be included in the year group PSHE and RSE learning with adaptations made to ensure their understanding. If a child is deemed unable to access the year group learning, they will be provided with the learning from a year group that is more appropriate.

What does greater depth look like?

A greater depth child will be highly emotionally literate and have a deep understanding of their own emotions, as well as sympathy and empathy towards others. They will have several strategies to manage their emotions and be able to identify when they may need support from others.

A greater depth child will have a strong knowledge of how to stay safe in the home and wider world and will understand why it is important. They will also be able to discuss the impacts of not keeping safe or speaking up when they feel unsafe.

Monitoring:

Book reviews, staff and child questionnaires, and lesson observations will be used to monitor the PSHE and RSE curriculum.

Links to Catholic Social Teaching:

Human dignity:

Within the PSHE curriculum, children will be taught about the importance of showing respect to all. They will be taught about the diversity of Britain, and the world, and how people can have different beliefs and opinions and still get along.

Distributive justice:

Children will be taught about the importance of sharing and equality. They are encouraged to consider how others feel and what they can do to ensure themselves and their friends can share experiences.

Promoting peace:

The PSHE curriculum, as well as the general school ethos, encourages children to resolve disagreements and misunderstandings respectfully. They will learn strategies to de-escalate and prevent arguments and fallings out, as well as be provided with techniques to help those who are struggling with a disagreement.

Common good:

Throughout their time at Springhill, children will be encouraged to show respect to their environment and each other. Within the PSHE curriculum, they will learn about the importance of politeness and caring for their friends and the world around them. This will not only be taught, but also instilled through an expectation to keep their learning environment and playground clean and tidy, and to show respect to others and their property.