



St Walburga's Catholic Primary School
PHRE Policy
(Personal, Health and Relationships Education)



Our School Mission Statement:

'Welcoming all, serving God and one another,

joining together in prayer, learning to be the best we can be.'

'I have come that they may have life, and have it to the full' – John 10:10

The Department for Education (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. The focus is 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.' It is about the development of the pupil's knowledge and understanding of them as a sexual being, about what it means to form right relationships with themselves and others.

What is Personal, Social, Health and Economic (PSHE) education including Relationships Education (RSE)?

Our PSHE education, including statutory Relationships and Health education, and non-statutory Sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and Catholic ethos.

RSE and PSHE learning will be delivered as a combined subject following the Coram Life Education 'SCARF' Scheme – this subject will now be known as PHRE. (Personal, Health and Relationships Education). We will be using 'Ten:Ten' resources, as recommended by Portsmouth Dioceses, to ensure the curriculum and learning is in line with our Catholic values.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

Legal requirements of the school

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools.

We at St Walburga's school acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

Our Aim

Whilst promoting Catholic values and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information. Knowing the facts and enabling young people to explore differing viewpoints promotes Catholic teaching. Using 'Ten:Ten' resources will support and enrich our Catholic teaching; underpinned with a religious understanding that our deepest identity is as a child of God – created, chosen and loved by God.

How was this Policy developed?

This policy was written by our PSHE lead and developed in consultation with parents, teachers and other school staff, governors and the pupils at St Walburga's. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

What is being taught?

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities. The most relevant early years outcomes for RSE are taken from the following areas of learning: Personal, Social and Emotional Development, Physical Development and Understanding the World.

KS1 and KS2

The SCARF programme divides the year into 6 themed units, one theme taught per half term:

1. **Me and My Relationships:** includes content on feelings, emotions, conflict resolution and friendships;
2. **Valuing Difference:** a focus on respectful relationships and British values;
3. **Keeping Myself Safe:** looking at keeping ourselves healthy and safe
4. **Rights and Responsibilities:** learning about money, living the wider world and the environment;
5. **Being My Best:** developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. **Growing and Changing:** finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

Religious understanding

'Life to the Full' provided by Ten:Ten resources is a fully resourced Scheme of Work in Relationships and Health Education (RHE) for Catholic primary schools which embraces and fulfils the new statutory curriculum. We will be using these resources alongside SCARF to ensure learning is in line with our Catholic values. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious 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.

How is PSHE education, including Relationships Education, taught?

PSHE lessons are taught by their class teacher in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, eg. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on our website.

<https://www.stwalburgas.bournemouth.sch.uk/policies/>

Support is provided to children experiencing difficulties on a one-to-one basis. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

Inclusion

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Parents and Carers

Our aim is to allow children to learn effectively with our school values intertwined into our teaching and Catholic ethos at St Walburga's. Working together with Parents and Carers of our pupils to ensure that children are supported and learn the skills to keep themselves healthy and safe both in school and at home. They will develop emotional intelligence and the skills to encourage them to articulate their feelings and emotions to support good mental health and well-being. Children will also understand the importance of their physical health and maintaining a healthy lifestyle.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about their own family's values in regards to relationships and sex alongside the information they receive at school.

Parents and Carers have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are welcome to discuss any concerns with staff.

Before granting a request to withdraw a child, the Head Teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Head Teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff and governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office.

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Sources for Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)

This policy should be read in conjunction with the following:

- Our School's Safeguarding/Child Protection policy
- Our School's Confidentiality policy
- Our School's Anti-bullying policy
- Our School's Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2023)

Links to this information can be found here:

<https://www.stwalburgas.bournemouth.sch.uk/policies/>

<https://www.stwalburgas.bournemouth.sch.uk/anti-bullying/>

https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf