

St John's Catholic Primary School,

Bridgnorth



PSHE and RSE Policy

Reviewed on: 05.11.25

Reviewed by: Miss M Homer

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1. Introduction and Vision

At St John's Catholic Primary School, we are committed to providing a comprehensive Personal, Social, Health and Economic (PSHE) education that supports the spiritual, moral, social, cultural, mental and physical development of our pupils. Personal, social, health and economic education (PSHE) is a non-statutory subject, so you have plenty of freedom to choose resources that reflect the needs of your pupils and context.

Our PSHE curriculum is rooted in our Catholic values and aims to equip children with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled and responsible lives. We recognise that PSHE education is an important and necessary part of all pupils' education and believe that our school has a responsibility to provide a broad and balanced curriculum.

2. Legal Framework

All primary schools must provide:

- Relationships education
- Health education

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory in all schools except independent schools.

Relationships and Sex Education Statutory Guidance

This policy has been developed in line with:

- The Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Keeping Children Safe in Education (statutory guidance)
- Equality Act 2010

4. Curriculum Intent

Our PSHE curriculum aims to:

- Build positive attitudes and skills, promoting healthy norms about relationships and health, including mental health
- Provide carefully sequenced teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur
- Be relevant, age and stage appropriate, and accessible to all pupils
- Support pupils to develop resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness
- Help pupils understand how to keep themselves safe, both online and offline
- Enable pupils to make informed decisions about their wellbeing, health and relationships

5. Curriculum Structure and Content

5.1 Scheme of Work

We use **Kapow Primary** as our main scheme of work for PSHE. This provides a comprehensive, progressive curriculum covering all statutory requirements and non-statutory content across three core themes:

1. Health and Wellbeing

- Physical health and mental wellbeing
- Growing and changing
- Keeping safe
- Healthy lifestyles

2. Relationships

- Families and friendships
- Safe relationships
- Respecting ourselves and others
- Belonging to a community

3. Living in the Wider World

- Rights and responsibilities
- Taking care of the environment
- Money matters
- Aspirations, work and career

5.2 Relationships and Sex Education (RSE)

For our RSE curriculum, we use **Journey in Love**, a comprehensive programme rooted in Catholic teaching that explores the Christian understanding of love within the context of relationships.

Journey in Love covers:

- An understanding of the physical, emotional, social and spiritual development of individuals within the context of relationships
- Age-appropriate content that respects our Catholic ethos
- Content that builds progressively from EYFS through to Year 6

Year-by-year progression:

- **EYFS:** Social and Emotional Development - "We meet God's love in our family"
- **Year 1:** We meet God's love in the community
- **Year 2:** We meet God's love in the community and in personal relationships
- **Year 3:** How we live in love
- **Year 4:** How we live in love - the Christian family
- **Year 5:** God loves us in our differences
- **Year 6:** The wonder of God's love in creating new life

In Years 5 and 6, we teach age-appropriate sex education that includes:

- Understanding puberty and the changes that occur
- How babies are conceived and born (in line with the science curriculum)
- The importance of stable, loving relationships

6. Delivery and Teaching Approaches

6.1 Timetabling

As PSHE is a non-statutory subject, there's no official rules for how you should include it in your teaching schedule. As a school, we aim to teach one hour a week. Alongside this we complete ad hoc 'circle times' as and when needed and a weekly wellbeing session on a Monday for half an hour.

At St John's, we deliver PSHE through:

- A dedicated weekly PSHE lesson (minimum 1 hour per week)
- Cross-curricular links where appropriate
- Whole-school events and assemblies
- Special focus weeks (e.g., Anti-Bullying Week, Mental Health Week)
- Weekly well being sessions

6.2 Teaching Methods

Our teaching approach includes:

- Interactive and participative lessons
- Use of distancing techniques when discussing sensitive topics
- Establishing clear ground rules for discussions
- Age-appropriate resources and materials
- Opportunities for reflection and discussion
- Use of stories, role-play, and real-life scenarios

6.3 Safeguarding

Discussions about sensitive topics in RSHE can lead to increased safeguarding reports. All staff should know what to do if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse. Relationships and Sex Education Statutory Guidance

All staff are trained to:

- Recognise potential safeguarding concerns arising from PSHE lessons
- Follow the school's safeguarding procedures
- Work closely with the Designated Safeguarding Lead
- Never promise confidentiality if a child makes a disclosure
- Ensure pupils know how to report concerns

7. Inclusion and Special Educational Needs

Teaching should be developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood. As a school, we are aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities. Relationships and Sex Education Statutory Guidance

We ensure that:

- All pupils can access the PSHE curriculum
- Teaching is adapted to meet individual needs
- Resources are differentiated appropriately
- Additional support is provided where necessary
- Close liaison occurs between class teachers, the SENCO, and support staff

8. Equality and Diversity

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. Relationships Education, Relationships and Sex Education and Health Education

Our PSHE curriculum:

- Reflects the diversity of our school community and wider society
- Challenges stereotypes and discrimination
- Promotes respect for all, regardless of background or identity
- Teaches about different types of families in a sensitive and age-appropriate way
- Ensures LGBT content is integrated naturally into the curriculum when appropriate

9. Faith Perspective

All schools may teach about faith perspectives on these topics. In particular, schools with a religious character may teach their distinctive faith perspective on relationships, and balanced debate may take place about issues that are contentious. Schools should be clear when they are delivering content that reflects religious belief. Relationships and Sex Education Statutory Guidance

As a Catholic school, we:

- Root our PSHE teaching in Catholic values and teachings
- Use Journey in Love to ensure our RSE reflects our Catholic ethos
- Teach about the sanctity of life and the importance of loving relationships
- Respect and celebrate our Catholic identity while being inclusive of all pupils
- Ensure teaching complies with the Equality Act 2010

10. Working with Parents and Carers

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Relationships Education, Relationships and Sex Education and Health Education

We work with parents by:

- Consulting on the content and delivery of PSHE and RSE
- Providing information about what will be taught and when
- Offering opportunities to view resources and materials
- Hosting parent information sessions
- Providing support materials for continuing conversations at home
- Being available to discuss any concerns

10.1 Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Relationships and Sex Education Statutory Guidance

Where primary schools provide sex education, head teachers must automatically grant a request to withdraw a pupil from it, other than content that is taught as part of the science curriculum. Relationships and Sex Education Statutory Guidance

Parents **do not** have the right to withdraw their children from:

- Relationships education
- Health education
- Science curriculum content (including puberty and reproduction)

If a parent wishes to withdraw their child from sex education (beyond the science curriculum), they should:

1. Contact the headteacher to discuss their request
2. Meet with the headteacher to understand the curriculum content and the benefits of the education
3. Submit a written request if they wish to proceed
4. The headteacher will automatically grant the request

The school will ensure that any withdrawn pupil receives appropriate, purposeful education during these lessons.

11. Resources and External Visitors

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people, but schools always remain responsible for the content and the way in which children are taught. Relationships and Sex Education Statutory Guidance

We may work with external organisations such as:

- School nurses
- NSPCC
- Local police (e.g., for online safety)
- Other appropriate specialists

All external visitors:

- Are checked for credentials and suitability
- Provide lesson plans and materials in advance
- Agree to follow our safeguarding procedures
- Are supervised by school staff
- Deliver content that aligns with our policy and Catholic ethos

12. Assessment, Monitoring and Evaluation

12.1 Assessment

Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Relationships Education, Relationships and Sex Education and Health Education

We assess PSHE through:

- Teacher observation during lessons
- Pupil self-reflection and evaluation

- Discussion and questioning
- Written work and activities
- Pupil voice surveys

12.2 Monitoring

The PSHE subject leader is responsible for:

- Monitoring the quality of teaching and learning
- Reviewing planning and resources
- Supporting staff with training and development
- Gathering pupil voice
- Reporting to the headteacher and governors

12.3 Evaluation

We evaluate our PSHE provision through:

- Regular review of curriculum coverage
- Analysis of pupil outcomes and progress
- Staff feedback
- Parent and pupil questionnaires
- Governor monitoring visits
- Links to safeguarding data and pastoral concerns

13. Staff Training and Support

All staff receive training on:

- The content and delivery of PSHE
- Safeguarding procedures
- Managing sensitive discussions
- Supporting pupils with SEND
- Responding to disclosures
- Using our chosen schemes of work (Kapow and Journey in Love)

The PSHE subject leader receives additional training and support to lead the subject effectively.

14. Links to Other Policies

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality Policy
- SEND Policy
- Science Policy

15. Roles and Responsibilities

The Governing Body will:

- Approve the policy
- Ensure the school complies with statutory requirements
- Monitor the effectiveness of the policy

- Support the headteacher in implementing the policy

The Headteacher will:

- Ensure the policy is implemented effectively
- Ensure staff are appropriately trained
- Handle requests for withdrawal from sex education
- Report to governors on the effectiveness of the policy

The PSHE Subject Leader will:

- Lead the development and review of the policy
- Monitor and evaluate the quality of PSHE provision
- Support staff with planning and resources
- Keep up to date with developments in PSHE education
- Coordinate consultation with parents and pupils

All Staff will:

- Deliver high-quality PSHE lessons
- Follow the school's safeguarding procedures
- Treat all pupils with respect and sensitivity
- Maintain professional boundaries
- Report any concerns appropriately

Parents and Carers are encouraged to:

- Support the school's PSHE provision
- Engage in consultation processes
- Continue conversations at home
- Contact the school with any questions or concerns