

Curriculum statement for PSHE & RSE

At St. Hubert's Catholic Primary School, we are committed to the education of the whole child through a broad and balanced curriculum. This includes the teaching of RSE (Relationships and Sex Education) and PSHE (Personal, Social, and Health Education) at a level that is appropriate to the age and stage of development of our children.

We believe that the teaching about human love and relationships must have the teachings of Jesus at its core and promote Catholic virtues as well as equipping all children with the clear and scientific information they need to maintain successful and happy relationships and healthy minds and bodies.

RSE and PSHE may be taught explicitly or through Science, PE, and RE lessons and each will be informed by the other.

We aim to teach the PSHE curriculum, through a weekly PSHE programme called Coram Education. Coram is a whole school programme from EYFS to year 6. It brings together emotional literacy, mindfulness, social skills and spiritual development. As part of the school ethos, Coram enhances and brings to life the British Values and SMSC (social, moral, spiritual and cultural) curriculum.

As a Catholic school, we have decided to adopt 'Life to the Full' by 'Ten Ten' to deliver RSE in our school. Ten Ten is an award-winning Catholic educational organisation that is well-respected and very experienced in this field of work, this scheme has been approved by our diocese. All the sessions are age-appropriate and meet the needs of all pupils in the class.

The **Life to the Full** programme is based on 'A Model Catholic RSE Curriculum' by the Catholic Education Service which was highlighted as a work of good practice by the Department of Education. Therefore, we have confidence that the programme will be fit for purpose in supporting the growth and development of the children.

The programme adopts a spiral approach so that as children go through the programme year-after-year, their learning will develop and grow, with each stage building on the last.

1. Module One: Created and Loved by God

1.1 Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

1.2 In these sessions, we explore:

Key Stage One (Years 1 & 2) – that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key

information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.

Lower Key Stage Two (Years 3 & 4) – understanding differences, respecting our bodies, puberty and changing bodies (recommended for Year 4+), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.

Upper Key Stage Two (Years 4 & 5) – appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys' bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional well-being, a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.

2. Module Two: Created to Love Others

2.1 Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

2.2 This religious understanding is then applied to real-world situations relevant to the age and stage of the children:

Key Stage One – In the Unit 'Personal Relationships', children are taught to identify the Special People in their lives whom they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. In the Unit 'Keeping Safe', we explore the risks of being online by incorporating the 'Smartie the Penguin' resources from Child Net, the difference between good and bad secrets, and teaching on physical boundaries (incorporating the PANTS resource the NSPCC).

Lower Key Stage Two – The sessions here help children to develop a more complex appreciation of different family structures and there are activities and strategies to help them develop healthy relationships with family and friends; here, they are also taught simplified Cognitive Behavioral Therapy (CBT) techniques for managing thoughts, feelings and actions.

Upper Key Stage Two – The sessions in the 'Personal Relationships' module aim to equip children with strategies for more complex experiences of relationships and conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and further teaching on how our thoughts and feelings have an impact on how we act.

3. Module Three: Created to Live in Community

3.1 Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

3.2 In the first Unit, Religious Understanding, the story sessions help children to develop a concept of the Trinity.

3.3 In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities that work for the Common Good.

The scheme is fully compliant with DfE's guidance on PSHE and with the statutory requirements of RSE. It is recommended by Salford Dioceses for use in schools. We aim to introduce the programme at St John's in the Spring Term.

There is an online parents and carers platform that gives a useful overview of the scheme. To access the online platform please visit: <https://www.tentenresources.co.uk/>



Themes and topics covered by the end of the primary phase.

Relationships education

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

Physical health and mental well-being

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

All teaching RSE will take place in a safe learning environment and be underpinned by our school ethos and values. A variety of opportunities will be provided for pupils to ask questions to further their understanding and to find out more about what affects them personally.

At St. Hubert's we believe that every child is a unique creation of God, deserving of love, respect, and guidance as they navigate the journey of life. Our Personal, Social, Health, and Economic (PSHE) and Relationships and Sex Education (RSE) curriculum are integral parts of our mission to prepare our pupils to be compassionate, responsible, and resilient individuals in a complex and interconnected world.

Intent – What we are trying to achieve?

At St. Hubert's our intention is to provide a comprehensive and faith-based Personal, Social, Health, and Economic (PSHE) and Relationships and Sex Education (RSE) programmes that empower our pupils to lead purposeful, compassionate, and ethical lives in accordance with our Catholic values

Our aims are as follows:

Children will meet the National Curriculum expectations in PSHE and RHE.

Opportunities will exist for children of all ages to experience learning beyond the classroom. This will allow them to enrich their knowledge by, for example, pupils will have access to healthcare professionals to think about healthy lifestyles or for older pupils, mental health professionals to discuss wellbeing.

Children will develop a deep understanding of the subjects they are studying. They will increasingly use their prior knowledge to solve problems and develop the sophistication of PSHE and RHE.

Children will understand how Catholic virtues and British Values relate to PSHE and RHE.

In our PSHE and RHE programs, pupils will acquire the skills necessary to build self-confidence, a strong sense of responsibility, and a profound appreciation for their unique God-given qualities. They will learn to foster positive relationships based on mutual respect and embrace a lifestyle that prioritises their well-being and safety.

Implementation – How do we translate our vision into practice?

Curriculum Design: We will design our PSHE and RSE curriculum to align with our Catholic ethos and national standards while addressing the unique needs and values of our pupils.

Faith Integration: Our PSHE and RSE lessons will integrate Catholic teachings and values, emphasizing the importance of love, respect, and compassion in all aspects of life.

Professional Development: We will provide ongoing training and support for our teachers to ensure they are equipped to deliver effective and faith-based PSHE and RSE lessons.

Parental Engagement: We will actively engage parents in the educational process, offering resources, workshops, and open communication to help them support their children's learning and moral development.

Inclusivity: We will create an inclusive and safe environment, respecting the diverse backgrounds and beliefs of our pupils while upholding Catholic values.

Life Skills: Our programme will focus on developing essential life skills, including emotional intelligence, resilience, and decision-making, to prepare pupils for the challenges of life.

Cross-Curricular Integration: We will seek opportunities to integrate PSHE and RSE concepts into other subjects, fostering a holistic approach to education.

Community Involvement: We will collaborate with local health professionals, experts, and organizations to enhance the quality of our PSHE and RSE education and provide real-world insights.

Evaluation and Feedback: Regular assessments and feedback mechanisms will be in place to evaluate the effectiveness of our PSHE and RSE program and make necessary improvements.

We use SCARF (Safety, Caring, Achievement, Resilience, Friendship), a comprehensive scheme of work for PSHE, RSE and Wellbeing education. The SCARF scheme is mapped to the PSHE Association Programmes of Study to provide a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

We have chosen SCARF as our PSHE resource because the lessons are built upon children's prior learning and the content is relevant and sensitive to the needs of the children. There is planned

progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move through the school. Assessment is completed by the class teacher using the SCARF Assessment tools (the Pre and Post Unit of Assessment for each topic) to demonstrate progression of both skills and knowledge.

Children are encouraged to engage in activities that promote an understanding of themselves 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.

We also recognise and teach important PHSE lessons through key national campaigns – such as Mental Health Week, World Kindness Day, Anti-Bullying Week, Fairtrade Fortnight, Road Safety week and Safer Internet Day. We believe that PSHE plays a vital part of primary education and needs to be taught at least weekly; although there will also be opportunity to embed links across the curriculum and safeguarding. This enables staff to ensure full coverage of the PSHE scheme of work. There are always occasions where staff may feel it necessary to teach PHSE because of an issue which has arisen in their own class.

PSHE plays an important part in our school assemblies and Collective Worship where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

Impact

Our school values and inclusion of safeguarding within our curriculum is vital as, first and foremost, we want our children to be safe and happy so that they can excel in all aspects of school life. Our PSHE curriculum provides them with a chance to reflect and learn about these crucial elements. In addition, it does the following:

- Gives pupils the knowledge and develops their self-esteem, confidence and self-awareness to make informed choices and decisions.
- Encourages and supports the development of social skills and social awareness.
- Enables pupils to make sense of their own personal and social experiences.
- Promotes responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle.
- Enables effective interpersonal relationships and develops a caring attitude towards others.
- Encourages a caring attitude towards and responsibility for the environment.

- Helps our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers.
- Ensures they understand how society works and the laws, rights and responsibilities involved.