

PSHE / RSHE

PSHE (Personal, Social, Health and Economic Education)

RSE (Relationships and Sex Education)

RSHE (Relationships, Sex and Health Education)

St. Paschal Baylon's rationale for our PSHE/RSHE curriculum has been informed by ideas taken from:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 document
- *PSHE Association* programme
- *My Life* programme
- *Journey in Love* programme
- *Archdiocese of Liverpool RSHE Overview of Curriculum Outcomes Through a Catholic Lens*

At St. Paschal Baylon, we teach the now statutory RSHE through the non-statutory curriculum subject PSHE. Doing so within this context is effective because of the overlap and connections between health, relationships, economic wellbeing and thriving in life and work. We believe that, particularly since the pandemic, mental and physical health and maintaining healthy relationships on and offline have become prevalent issues and it has never been more important to prioritise effective PSHE/RSHE education.

Intent

At St Paschal Baylon, we place the highest importance on our children's wellbeing and endeavour to prepare them for a healthy and safe life in the wider, contemporary world in which we live today. The world provides children with increasingly exciting opportunities but they need to know how to manage the challenges and risks it brings especially to their mental well-being. We agree that effective PSHE/RSHE safeguards our pupils and enables them to reach their academic potential. We want to promote dignity and respect for oneself and others and life skills such empathy, self-care, money management, making informed and healthy choices and an understanding of the world around them, including the

online world in an age of increased screen time. We want our children to know how to interact with others and form positive relationships and to equip them with the ability to deal with both positive and negative thoughts, feelings and situations and make decisions about the right thing to do in particular circumstances. As a Catholic school, we believe in being created by God to love ourselves, mind, body and soul, just as God loves us and to love others and live in community. Our RSHE curriculum links closely with the Gospel Values, as well as the British Values, and our Mission Statement underpins all that we do. We live out this mission through developing an ethos that allows our children to love, care, respect, achieve, forgive, learn and inspire and hope that they continue to demonstrate these qualities for the rest of their lives.

Article 12 of the Convention on the Rights of the Child (CRC) states that all children have the right to be listened to and have their views taken seriously. Respect is fundamental in RSHE: pupils need to feel safe to share their thoughts and opinions when exploring sensitive topics. It is children's choice to share personal experiences and contributions are not discussed outside of the classroom. Effective PSHE/RSHE teaching should provide pupils with the vocabulary they need to articulate their ideas. They should not be afraid to ask questions, either openly in a group or written anonymously, and teachers should feel confident answering in an age-appropriate way, addressing any misconceptions pupils might have or suggesting children discuss questions further with a parent or carer who we acknowledge are the prime educators for children. All teaching should be sensitive to the needs of individuals and recognise the mix of children from different sexual orientations, genders and family backgrounds – it is imperative that no child be made to feel different in any way (CRC Article 2). The staff at SPB firmly believe in working with our parents and pupils on the issues facing young people today and want all interested parties to feel involved in and to have a sense of ownership over the education of our children (CRC Article 5). PSHE/RSHE in our school aims to prepare our pupils for the next stage in their lives and help them to develop into mature, responsible, independent, self-respecting adults, who feel comfortable in themselves as individuals, form positive relationships and who work actively as global citizens.

Implementation

PSHE/RSHE in our school is cross-curricular and taught in a variety of ways: through PE, Science, Computing and Mental Health lessons; whole-school themed

days and weeks such as Safer Internet Day and Anti-Bullying Week; safeguarding; our work on the Global Sustainable Development Goals and Rights Respecting Schools (CRC and Outright Campaign).

PSHE is also taught discretely using the *My Life* programme. This resource is a complete PSHE curriculum which covers all statutory aspects. It supports safeguarding within schools and meets the requirements of the 'Keeping Children Safe in Education' document (2019). The scheme has structured progression so children build up their understanding of health, relationships, safety and social issues in age-appropriate steps. It encourages personal development of important qualities such as resilience, responsibilities and well-being and can be adapted as needed for individual classes so that the PSHE curriculum at SPB is bespoke to our school. Topics have been carefully arranged in order to create a spiral curriculum of both content and skills. Topics are regularly revisited through the key stages which enables children to grow in confidence when taking part in discussions, debates and when exploring current issues. Units are categorised into three key strands which are mapped against the statutory RHE guidance: Relationships, Health and Well-being and Living in the Wider World. Lessons build the key skills from the PSHE Association Programme of Study: Personal Effectiveness, Interpersonal and Social Effectiveness and Managing Risk and Decision Making. It is essential for pupils to begin to apply their knowledge to their own lives so the range of teaching activities allows for pupils to practise and hone these skills either individually or in a group which promotes learners' wider personal development, character and resilience within school. Lessons are timetabled each week and include a range of activities such as quizzes, discussions, drama, games, picture books and art. This ensures that the lessons are inclusive and can meet the needs of all children (Article 29).

To support the Relationships and Sex Education (RSE) aspect of the curriculum, we use the *Journey in Love* resource throughout the school which has recently been updated to reflect the changes in the new DfE statutory guidance. This programme is approved and recommended by the Archdiocese of Liverpool and follows the guidelines set out by the Catholic Church. The central message is love: everything is taught through an appreciation of the children's own dignity and worth as children of God. *Journey in Love* is a developmental and progressive programme and is appropriate to the age and understanding of the children. Each year group consists of three focus areas (social and emotional, physical and spiritual

development), one of which is taught each term. Although the programme covers all primary school years, parents continue to have the right to request to withdraw their child from sex education lessons (those aspects which are not part of the Relationships Education) but not from the statutory Science National Curriculum which includes some elements of sex education.

Impact

At SPB we review the impact of our PSHE/RSHE teaching and learning by annually consulting with staff, governors, pupils and parents, particularly those aspects which fall under RSE. These consultations are led by the head teacher and PSHE/RSHE leader, both of whom are always available for any questions or concerns. To ensure the curriculum reflects our school culture and the priorities of all parties, any thoughts regarding its development are important to us. We like to know how parents/carers feel about speaking to their child(ren) about mental health matters, different kinds of family, and general health and well-being and welcome suggestions of other topics which could be covered more in school. The implementation of our PSHE/RSHE curriculum will be continually reviewed, along with the Public Health England local authority data for Liverpool, so that our approach is bespoke to the needs of our pupils. We understand that parents/carers are a child's first teachers and we are in loco parentis. Therefore, we want to ensure that the school and home work together and families feel involved in their child's education. All teachers, teaching assistants, learning support, senior management and governors are aware of our PSHE/RSHE rationale, meaning a whole-school ethos is applied to its teaching. In terms of individual assessment, pupils need to be able to best express their knowledge and understanding of the topics covered so a variety of methods is used. These include photos of practical work, freeze frame pictures, reflective diaries, drama, word clouds, diagrams, sticky note reflections, annotations and individual written work.