




# St Norbert's Catholic Voluntary Academy

## Personal, Social, Health and Citizenship Education (PSHCE) and Relationship and Sex Education (RSE) Policy

Date Adopted: Advent 2024  
Date of Review: Advent 2026

  
**ST. NORBERT'S**  
CATHOLIC PRIMARY SCHOOL

**Our Mission Statement**

St. Norbert's strives to nurture and develop the whole child through a  
Love of God  
Love of one another  
Love of life itself

*Article 29- Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.*

## **PSHCE and RSE Curriculum Intent**

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'  
(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHCE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE and PSHCE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from, in accordance with the Protected Characteristics. It will also prepare pupils for life in modern Britain, linking to the integration of British Values.

## **PSHCE and RSE and St Norbert's Ethos and Values**

The total provision for PSHCE and RSE does not sit entirely separately from other aspects of the school: it is integral to a whole school approach that embodies the principles of personal and social development and active citizenship.

The values and ethos of the school will not only be made explicit in PSHCE and RSE, but they will also at times be shaped by what happens in the ever-changing world that we live in.

The development of appropriate values is fundamental to PSHCE. There will be explicit teaching around values, but it has been said that values are essentially caught rather than taught. It is of central importance for all members of staff (not just teachers) to adhere to an agreed set of values in all that they do at the school, to give consistent messages and to have consistent expectations.

The programme 'Life to the Full Plus', enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

### **Implementation of PSHCE/ RSE**

PSHCE and RSE will be taught using the programme 'Life to the Full Plus'.

In Life to the Full, a four-stage structure is approached which is repeated and developed across four different learning stages:

- **Early Years Foundation Stage** is aimed at Preschool and Reception

- **Key Stage One** is aimed at Years 1 and 2
- **Lower Key Stage Two** is aimed at Years 3 and 4
- **Upper Key Stage Two** is aimed at Years 5 and 6

Within each learning stage, there are three Modules which are based on the Model Catholic RSE Curriculum:

- Created and Loved by God
- Created to Love Others
- Created to Live in Community

Each Module is then broken down into Units of Work.

<b>Module 1</b>	<b>Created and Loved by God</b>
<b>Units</b>	Religious Understanding Me, My Body, My Health Emotional Well-being Life Cycles
<b>Module 2</b>	<b>Created to Love Others</b>
<b>Units</b>	Religious Understanding Personal Relationships Life Online Keeping Safe
<b>Module 3</b>	<b>Created to Live in Community</b>
<b>Units</b>	Religious Understanding Living in the Wider World

Within each Unit there are a number of planned sessions which are to be led in the classroom. These sessions have been carefully planned throughout the year in the PSHCE/RSE Curriculum Intent Document.

### **Impact of PSHCE/ RSE**

St Norbert's Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, we aim to endeavour to raise

pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Through the explicit teaching of PSHCE and RSE the children will:

**Develop the following attitudes and virtues:**

- reverence for the gift of human sexuality and fertility.
- respect for the dignity of every human being - in their own person and in the person of others.
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others.
- recognising and valuing their own sexual identity and that of others.
- celebrating the gift of life-long, self-giving love.
- recognising the importance of marriage and family life.
- fidelity in relationships.

**Develop the following personal and social skills:**

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity
- managing conflict positively, recognising the value of difference.
- cultivating humility, mercy and compassion, learning to forgive and be forgiven.
- developing self-esteem and confidence, demonstrating self-respect and empathy for others.
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately.
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

**Know and understand:**

- the Church's teaching on relationships and the nature and meaning of sexual love.
- the Church's teaching on marriage and the importance of marriage and family life.
- the centrality and importance of virtue in guiding human living and loving.
- the physical and psychological changes that accompany puberty.
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation.

- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception.
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

### **Children's Involvement in Decision Making**

We believe that children and young people are not simply being prepared to become citizens; they are already citizens both in their school and community and Parish.

Children will contribute in a variety of ways including:

- Chaplaincy team
- The School Council
- P4C sessions
- Worships and Liturgies
- RRSA linked activities
- Mini-Vinnies (School Pupil Leadership Team)
- Head Boy and Girl

### **Inclusion**

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination.

Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion policy).

### **Teaching and Learning Methods**

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active experiences
- mind mapping ideas
- film & video
- group work
- role-play
- trigger drawings

- values clarification

### **The Role of Parents and Carers in the Teaching of PSHCE/ RSE**

We recognise that parents (and other carers who stand in their place) are the primary educators of their children.

As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing information and materials to be shared with their children at home, access to the Life to the Full Plus website through the Parent Portal and workshops to help parents/carers to find out more.

Parents/carers will be informed by letter at the beginning of an academic year to when Key Decisions of RSE will be covered in order for them to make an informed decision as to whether they wish for their child to participate in these sessions. This enables to the parent to exercise their right to withdraw their child. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw). Those parents that wish their children to participate in Key Decision sessions will also have time to be prepared to talk and answer questions about their children's learning.

Parents have been consulted before this policy is ratified by the governors. They have also been consulted at every stage of the introduction of the Life to the Full Plus programme, as well as during the process of monitoring, review and evaluation. Parents are able to view the resources used by the school in the Life to the Full programme via the parent portal on the Ten Ten Website.

At St Norbert's our aim is that every parent and carer will have full confidence in the school's PSHCE/RSE programme to meet their child's needs.

### **The role of Visits and Visitors to Enhance Learning in PSHCE/RSE.**

#### **Visitors**

St Norbert's will often call upon help and guidance from outside agencies and health specialists to deliver aspects of PSHCE/RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing

techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

### Visits and residential trips

Visits to places of worship, local government and business premises, sports centres, health centres, libraries, museums, environmental centres, places of natural beauty, galleries, theatres, etc can greatly enrich the PSHCE and citizenship provision. Children in Year 4 and 6 will be offered residential visits which also enhance the PSHCE curriculum.

### Sensitive and Controversial Issues

This PSHCE and the RSE policy is to be delivered as part of the PSHCE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately scaffolded learning that is appropriately adapted to meet the varying needs of this group of pupils.

### CHILDREN'S QUESTIONS

At St Norbert's we want to promote a healthy, positive atmosphere in which PSHCE and RSE can take place. We want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

### CONTROVERSIAL AND SENSITIVE ISSUES

There will always be sensitive or controversial issues in the field of PSHCE/RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. At Norbert's we believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail)

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature. These will be handled with sensitivity and in accordance with the school's Safeguarding Policy.

### SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which PSHCE/RSE takes place. Effective PSHCE/RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a

safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

### **Confidentiality and Advice**

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality. All lessons, especially those in the PSHCE/RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme.

Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance.

Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

### **Assessment and Reporting**

Children need to be able to demonstrate:

- knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy;
- how well they can use their knowledge and understanding in developing skills, values and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions, and promoting positive relationships.

The following can all contribute to assessment:

- children themselves through self-assessment and peer assessment;
- teachers through observation and assessment of class work;
- special projects and events;
- other adults such as teaching assistant and visitors.
- Assessment opportunities provided in the Life to the Full Plus programme
- Evidence in Collective Worship Journals

### **Recording and Reporting**



Children's successes and achievements will be reported and recorded in a variety of ways. For example: stickers; celebration assemblies/noticeboards; class assemblies; certificates presented and displayed; sports and performing arts certificates etc. More formal reporting will happen via the annual report to parents on their child's progress. Teachers will also complete the appropriate sections on O Track to assess the achievement and progress of the children throughout the year.

**How will provision for PSHE and citizenship be monitored and evaluated?**

The RSE Lead and the PSHCE Lead will monitor the provision of the various dimensions of the programme by monitoring plans, samples of pupils work and pupil interviews at regular intervals. The programme will be evaluated by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.

**Equalities Obligations**

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that St Norbert's strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Signed \_\_\_\_\_

(Headteacher)

Signed \_\_\_\_\_

(for and on behalf of the Local Governing Board)

Date \_\_\_\_\_