

Our Lady and St. Gerard's RC Primary School



Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education Policy

'United in love and the light of Jesus, we inspire one another to learn, grow and shine.'

Love Inspire Shine

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PSHE & RSHE Lead: Miss Wheeler

Contents:

1. Statement of intent	Page 3
2. Catholic vision and Principles	Page 3
3. Legal framework	Page 4
4. Aims of the PSHE curriculum	Page 4
5. Key roles and responsibilities	Page 5
6. Safeguarding, reports of abuse and confidentiality	Page 6
7. Content and Delivery of PSHE	Page 8
8. Monitoring and review	Page 11

1. Statement of intent

At Our Lady & St Gerard's, PSHE and RSHE are rooted in the belief that every person is uniquely created and loved by God. Guided by the Gospel and Catholic Social Teaching, our curriculum seeks to nurture the spiritual, moral, social, emotional and physical development of every child. Through our mission, 'United in love and the light of Jesus, we inspire one another to learn, grow and shine', we help pupils recognise their God-given dignity, understand their responsibilities towards others and develop the knowledge, skills and virtues needed to flourish in modern society. Through faith-sensitive and inclusive teaching, we promote respect, compassion, justice and the common good, enabling children to become active citizens who contribute positively to their communities.

"Love one another as I have loved you." (John 13:34)

Our PSHE curriculum is designed to be responsive, adaptive and reflective of the needs of our pupils, school community and local context. We use a structured, spiral curriculum as a foundation, while retaining the flexibility to address emerging issues, safeguarding priorities and pupils' lived experiences in a timely and age-appropriate manner.

Our intention is that when children leave Our Lady & St Gerard's, they will do so with knowledge, understanding, skills and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible. By teaching PSHE and RSHE we are ensuring that each and every child is provided with the opportunity to support their own, and others' well-being and attainment through a faith sensitive, inclusive and inspiring approach.

Our PSHE/RSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in the future. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our relationships and sex education enables our children to learn how to be safe and to understand and develop healthy relationships, both now and in their future lives.

Our school is one where everyone is encouraged and supported to achieve their personal best.

Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.

Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.

The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.

2. Catholic Vision and Principles

The teaching of PSHE and RSHE within Our Lady & St Gerard's is underpinned by the following Catholic principles:

- Every person is made in the image and likeness of God and possesses inherent dignity and worth.
- Families are the primary educators of children and the school works in partnership with parents and carers.
- Relationships should be characterised by love, respect, kindness, forgiveness and responsibility.
- Every child is valued and welcomed within our school community.
- Pupils are encouraged to use their gifts and talents in service of others and the wider community.
- Catholic Social Teaching principles, including human dignity, solidarity, the common good, participation and care for creation, are woven throughout the curriculum.
- The curriculum promotes respect for all people and supports pupils in understanding diversity whilst remaining faithful to the teachings and values of the Catholic Church.

3. Legal framework

This policy has due regard to the latest legislation and statutory guidance, including but not limited to:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019, updated) *Relationships Education, Relationships and Sex Education (RSE) and Health Education*
- DfE *Keeping Children Safe in Education* (latest version)
- DfE *Developing a strong PSHE curriculum* guidance
- Equality Act 2010
- Public Health England guidance on promoting children and young people's emotional health and wellbeing
- DfE (2025) *Revised Relationships Education, Relationships and Sex Education (RSE) and Health Education* (for implementation from September 2026)

4. Aims and Key Principles

Pupils will learn the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

5. Key roles and responsibilities

5.1 Governors

The governing board has overall responsibility for the implementation of the school's PSHE Policy.

The governing board has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

Governors will review consultation feedback before approving updates to the policy.

5.2 Headteacher

The head teacher has overall responsibility for ensuring any policy review is compliant with guidance and for ensuring annual reviews of the PSHE Policy.

The head teacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The head teacher oversees the monitoring of the subject leader and any subsequent actions regarding support for staff.

The Headteacher will consult with parents to ensure that the Relationships, Sex and Health Education (RSHE) elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community. The school will consult parents whenever significant changes are made to RSHE provision or statutory guidance requires curriculum revision.

5.3 Subject Leader

The subject leader will be responsible for the day-to-day implementation and management of the PSHE Policy.

The subject leader will publish an overview of curriculum content and make resources available for parental viewing on request. Parents have the right to understand what is being taught and when. The subject leader will provide information about curriculum content and make teaching materials available for inspection where appropriate.

The PSHE subject leader is responsible for liaising with other staff and professional agencies to ensure a comprehensive PSHE education is delivered that achieves the aims laid out in this policy.

5.4 Teachers

Teachers are responsible for delivering the content of the PSHE and RSE curriculum, using adaptations to make learning accessible to all pupils.

Teachers will be sensitive to the needs of the cohort and the individuals within the class. They will discuss needs with parents as necessary and appropriate and may adjust content delivery in consultation with the subject leader and school leadership team.

5.5 Parents

We recognise that parents are the first and foremost educators of their children. The school works in partnership with families to ensure that PSHE and RSHE education supports both the teaching of the Church and the needs of pupils. Parents are consulted on significant changes to RSHE provision and are provided with opportunities to review curriculum content and resources. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education. Relationships Education cannot be withdrawn from.

- Health Education cannot be withdrawn from.

- National Curriculum Science cannot be withdrawn from.
- Parents may request withdrawal from any non-statutory sex education taught in primary school.

Requests should be made in writing to the Headteacher.

5.6 Pupils

The school ensures that pupils are also involved in any updates of this policy through feedback, suggestion forms and/or class discussions.

6 . Safeguarding, reports of abuse and confidentiality

6.1 Child-on-Child Abuse

All staff are aware of what constitutes child-on-child abuse. This is likely to include, but may not be limited to, the following:

- Bullying (including cyberbullying).
- Physical abuse, e.g. hitting, kicking, hair pulling.
- Sexual violence, e.g. rape, assault by penetration and sexual assault.
- Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
- Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.
- Sexting
- Initiation/hazing type violence and rituals.

6.2 Criminal Exploitation

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff are aware of the associated risks surrounding pupils' involvement in serious crime and understand measures in place to manage these.

6.3 Honour or Faith Based Abuse

If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' or 'Faith based' abuse including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

6.4 Allegations of abuse

Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff will follow our Child Protection and Safeguarding Policy at all times. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such

as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

6.5 External Agencies

The DSL (or deputy) must be made aware of matters related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons. DSLs will follow our Child Protection and Safeguarding Policy at all times. The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.

6.6 Pupil confidentiality

Every lesson reinforces that pupils can speak to staff privately about any sensitive/personal issues or any of the issues raised in the lesson. Pupils are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer. Pupils may use the Worry Box/Worry Monsters located in each class to highlight any concerns which they do not feel comfortable speaking about. Staff will seek support from DSLs about safeguarding matters. During Relationships and Sex Education, teachers in Years 5 and 6 may use Question Boxes so that children can ask questions. Teachers will decide, based on our policy, which questions they can answer and may revisit these after time to seek advice from senior staff and subject leaders. Any questions which teachers are unable to answer, may be shared with parents.

6.7 Self-harm and suicide

We recognise the importance of promoting positive mental health and emotional wellbeing for all pupils. Through our PSHE curriculum, children are taught age-appropriate strategies to recognise and manage a range of emotions, seek support when needed and understand that talking about worries and concerns is a positive and important step.

In a primary setting, teaching focuses on emotional wellbeing, resilience, trusted relationships and seeking help. Discussions relating to self-harm or suicide are approached sensitively, only where developmentally appropriate or where safeguarding considerations require a response.

Should pupils raise questions or concerns relating to self-harm, suicidal thoughts or behaviours, staff will:

- Listen calmly and non-judgementally.
- Reassure pupils that support is available.
- Never promise confidentiality.
- Follow the school's safeguarding procedures immediately.
- Share concerns with the Designated Safeguarding Lead (DSL) without delay.
- Work in partnership with parents, carers and external agencies where appropriate.

Staff will not provide detailed or instructional information about methods of self-harm or suicide. Any teaching or discussion will focus on prevention, protective factors, help-seeking behaviours and the importance of accessing support from trusted adults and professional services.

All concerns relating to self-harm or suicide will be treated as a safeguarding matter and managed in accordance with the school's Child Protection and Safeguarding Policy.

7. Content and delivery of PSHE

7.1 Curriculum Overview

At Our Lady & St Gerard's, PSHE is delivered through a planned, structured and progressive curriculum, with the Kapow Primary condensed PSHE scheme forming the core of our provision.

The Kapow curriculum provides:

- A spiral and progressive framework from EYFS to Year 6
- Full coverage of statutory Relationships Education and Health Education
- Clear sequencing of knowledge, skills and vocabulary
- Strong links to safeguarding themes and personal development

7.2 Primary RSHE Curriculum updates

[The Relationships and Sex Education and Health Education Statutory Guidance 2025](#) (to implement by September 2026) introduces new topics. Through our PSHE curriculum, pupils will be taught:

- **Enhanced online safety**
 - Understanding scams, fraud and online financial risks
 - Safe use of digital platforms, including gaming and social media
 - Awareness of harmful online content and influence
- **Personal safety**
 - How to stay safe in everyday situations, including:
 - Roads
 - Railways
 - Water
 - Public spaces
- **Mental health and wellbeing**
 - Recognising a range of emotions
 - Understanding change, loss and bereavement
 - Knowing how to seek help and support
- **Respectful relationships**
 - Kindness, respect and inclusion
 - Understanding that harmful or aggressive behaviour is never acceptable
 - Recognising and challenging unkind or harmful attitudes
- **Knowledge to stay safe**
 - Correct vocabulary for body parts (age-appropriate)
 - Understanding personal boundaries and consent: seeking permission, respecting refusals, body autonomy, recognising inappropriate behaviour
 - Knowing how to report concerns and seek help
- **Inclusive understanding of families**
 - Recognising that families come in different forms
 - Respecting differences within their community and wider society

Teaching will reflect the requirements of the Equality Act 2010. Pupils will learn factual information about protected characteristics and the law in an age-appropriate manner, whilst respecting the diverse beliefs and backgrounds represented within our school community.

Through the Computing Curriculum and links with PSHE, pupils will develop an understanding of emerging digital technologies and the potential risks associated with online content, manipulation, misinformation and artificial intelligence tools in an age-appropriate manner. Pupils will also learn about managing loneliness, developing healthy friendships, resolving conflict respectfully, recognising trusted adults, understanding fire safety, critically evaluating online information and understanding the risks associated with vaping (as appropriate by age).

7.3 Supplementary Provision and Responsive Teaching

To ensure our curriculum remains relevant and responsive, we supplement the Kapow curriculum with resources from Pol-Ed (Political/Personal Education) where appropriate.

Pol-Ed is used to:

- Address current issues, local or national
- Respond to pupil voice, concerns or emerging needs
- Support context-specific safeguarding priorities
- Enhance learning with discussion-based, enquiry-led approaches

This combined approach ensures that our PSHE curriculum is:

- Consistent and structured, while remaining flexible
- Responsive to real-life contexts
- Relevant to pupils' experiences and community

7.4 Curriculum Structure

Our PSHE curriculum is organised broadly into five core themes:

- Health and Wellbeing
- Families & Relationships
- Safety and the changing body
- Citizenship
- Economic wellbeing

These themes are revisited and built upon each year through the Kapow scheme, ensuring progression in:

- Knowledge
- Skills
- Emotional literacy
- Critical thinking

Opportunities are provided across the curriculum for pupils to explore key themes of Catholic Social Teaching, including:

Human dignity

The common good

Solidarity

Participation

Stewardship of creation

Peace and reconciliation

These themes help pupils understand their responsibilities as citizens and encourage them to act with compassion, justice and integrity.

7.5 Early Years Foundation Stage (EYFS)

In EYFS, PSHE is delivered through:

- Personal, Social and Emotional Development (PSED) within Development Matters
- Structured Kapow units adapted for early learners
- Continuous provision and adult-led activities

7.6 Relationships and Sex Education (RSHE)

Relationships Education is delivered in partnership with the diocesan approved programme A Journey in Love. Through this programme, children learn that relationships are a gift from God and that family life, friendship and community are central to human flourishing. Teaching encourages pupils to develop virtues such as kindness, honesty, self-respect, compassion and responsibility, helping them to form healthy and respectful relationships throughout their lives.

RSHE is delivered through:

- The PSHE curriculum (Kapow)
- The diocesan approved programme '**A Journey in Love**', ensuring alignment with our Catholic ethos

Teaching is:

- Age-appropriate
- Faith-sensitive
- Inclusive and respectful

7.7 Adaptive and Inclusive Teaching

Teaching is adapted to meet the needs of all pupils by:

- Differentiating content based on age, ability and readiness
- Providing additional support for SEND pupils
- Supporting pupils with English as an Additional Language (EAL)
- Ensuring all pupils can access learning safely and confidently

7.8 Safeguarding Integration

PSHE plays a critical role in safeguarding. Through the curriculum, pupils are taught:

- How to recognise and manage risk
- How to seek help and report concerns
- How to stay safe online and offline
- How to recognise healthy and unhealthy relationships

Content is regularly reviewed and adapted in response to:

- Local safeguarding trends
- School-based concerns
- National guidance and priorities

7.9 Teaching Approach

PSHE is delivered through:

- Weekly discrete lessons
- Discussion-based and reflective activities
- Scenario-based learning and role play
- Cross-curricular links where appropriate

Teachers create a safe, supportive environment where pupils feel confident to:

- Ask questions
- Express views
- Reflect on their learning

8. Monitoring and review

8.1 Content Delivery

The delivery of PSHE is monitored by the subject lead via pupil book studies, pupil voice, questionnaires and learning walks. Monitoring will include evaluation of how effectively the Kapow condensed curriculum and Pol-Ed supplementary materials meet pupil needs and respond to emerging priorities.

8.2 Assessment

Pupil's development in PSHE is largely based on teacher judgment through discussion work, verbal feedback and looking at prior and post learning during termly topics.

8.3 Policy Review

This policy will be reviewed by the head teacher on an annual basis and will be approved by Governors. Any changes to this policy will be communicated to all staff and other interested parties.

The next scheduled review date for this policy is **July 2027**

Appendix 1

EYFS: Reception	Self-regulation		Building relationships		Managing self	
	My feelings: L1 Identifying my feelings L3 Coping strategies L4 Emotional adjectives L5 Facial expressions		Special relationships: L2 Special people L3 Sharing L4 I am unique L6 Similarities and differences	My family and friends: L1 Festivals L2 Sharing L3 What makes a good friend L4 Being a good friend	Taking on challenges: L1 Why do we have rules? L2 Building towers L5 Team races	My wellbeing: L1 What is exercise? L4 Being a safe pedestrian L5 Eating healthily
	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 1	Setting ground rules for RSE and PSHE lessons	L1 What is family? L2 What are friendships? L5 Friendship problems L6 Healthy friendships L7 Gender stereotypes	L1 Understanding my emotions L3 Ready for bed L5 Handwashing & personal hygiene L6 Sun safety L7 Allergies	L1 Adults in school L2 Adults outside school L4 Making an emergency phone call L5 Appropriate contact L6 Safety with substances	L1 Rules L4 Similar, yet different	L1 What is money? L4 Saving and spending
Year 2	Setting ground rules for RSE and PSHE	L2 Families are all different L4 Unhappy friendships L5 Introduction to manners and courtesy L6 Change and loss L7 Gender stereotypes: Careers and jobs	L1 Experiencing different emotions L5 Developing a growth mindset L6 Healthy diet L7 Looking after our teeth	L2 Communicating online L3 Secrets and surprises L4 Appropriate contact: My private parts L5 Appropriate contact: My private parts are private L8 Staying safe with medicine	L1 Rules beyond school L5 Similar yet different- my local community L7 Giving my opinion	L2 Exploring needs L3 Exploring wants
Year 3	Setting ground rules and signposting	L1 Healthy families L2 Friendship conflicts L3 Friendship: conflict vs bullying L5 Learning who to trust L6 Respecting differences in others L7 Stereotyping gender	L1 My healthy diary L3 Wonderful me L5 Resilience: breaking down barriers L7 Diet and dental health	L1 First Aid: emergencies and calling for help L4 Cyberbullying L7 Influences L8 Keeping safe out and about	L1 Rights of the child L5 Charity L6 Local democracy	L2 Budgeting L5 Career quest

	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 4	Setting ground rules and signposting	L1 Respect and manners L2 Healthy friendship L4 Bullying L6 Stereotypes: Disability L8 Change and loss	L1 Looking after our teeth L3 Celebrating mistakes L5 My happiness L6 Emotions L7 Mental health	L1 Internet safety: Age restrictions L2 Share aware L4 Privacy and security L8 Tobacco	L1 What are human rights? L5 Diverse communities	L1 Value for money L3 Looking after money
Year 5	Setting rules and signposting	L2 Friendship skills L3 Marriage L4 Respecting myself L5 Family life L6 Bullying L8 Stereotypes: Race and religion	L2 The importance of rest L5 Taking responsibility for my feelings L6 Healthy meals L7 Sun safety	L1 Online friendships L2 Staying safe online L3 Puberty L6 First Aid: Bleeding L7 Alcohol, drugs and tobacco: Making decisions	L1: Breaking the law L6 Parliament	L4 Risks handling money online
Year 6	Setting ground rules for RSE and PSHE	L1 Respect L2 Respectful relationships L4 Challenging stereotypes L5 Resolving conflict L6 Change and loss	L3 Taking responsibility for my health L4 The impact of technology on health L5 Resilience toolbox L6: Immunisation L8 Physical Health concerns	L1 Alcohol L3 Social media L8 First Aid: Basic life support	L1 Human rights L4 Prejudice and discrimination L6 National democracy	L6 Career routes Identity L2 Identity and body image

“Omitted lessons are taught as part of the Journey in love scheme “

EYFS Overview of Skills – Personal, Social and Emotional Development

	Autumn	Spring	Summer
0-3		- Find ways to calm themselves, through being calmed and comforted by their key person. - Establish their sense of self. - Express preferences and decisions. They also try new things and start establishing their autonomy. - Engage with others through gestures, gaze and talk. - Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. - Find ways of managing transitions, for example from their parent to their key person. - Thrive as they develop self-assurance. - Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. - Feel strong enough to express a range of emotions. - Grow in independence, rejecting help ("me do it"). - Sometimes this leads to feelings of frustration and tantrums. - Be increasingly able to talk about and manage their emotions. - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. - Develop friendships with other children. - Safely explore emotions beyond their normal range through play and stories. - Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."	
3-4 (Nursery)	- Become more outgoing with unfamiliar people, in the safe context of their setting. - Develop appropriate ways of being assertive. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	- Show more confidence in new social situations. - Increasingly follow rules, understanding why they are important. - Talk with others to solve conflicts. - Play with one or more other children, extending and elaborating play ideas. - Begin to understand how others might be feeling	- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Do not always need an adult to remind them of a rule. - Develop their sense of responsibility and membership of a community.

Reception	- See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Manage their own needs.	- Think about the perspectives of others. - Identify and moderate their own feelings socially and emotionally. - Show resilience and perseverance in the face of challenge.	<u>Self-Regulation</u> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self</u> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships</u> - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.
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