

Saint Mary's Catholic Primary School



Catholic
Primary School
Congleton
A Voluntary Academy

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

*Saint Mary's Catholic Primary School is a Christ centred learning community,
where all are safe, valued and loved."*

Policy Schedule	Date	Signed
Approved by the Governing Body:	4.2.2025	Headteacher: Martine Gum Chair of Governors: Val Bridge
To be reviewed:	February 2027	

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

**“Be completely humble and gentle;
be patient, bearing with one another in love.
Make every effort to keep the unity of the Spirit through the bond of peace.
There is one body and one Spirit,
just as you were called to one hope when you were called;”**

Ephesians 4:2-4

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about personal, social, health and economic education (PSHEE) and relationships and sex education (RSE) at Saint Mary’s.

In determining this policy, the Local Governing Body has consulted with the following groups:

- parents / carers
- teaching staff

Dissemination

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school’s website and a copy is available in the school office.

Introduction

This policy outlines the provision of PSHEE and RSE at Saint Mary’s Catholic Primary School, integrating the "Life to the Full Plus" Pathway 3 programme provided by Ten:Ten Resources. It reflects statutory requirements and the Catholic ethos, focusing on the holistic development of pupils.

Statutory Curriculum Requirements

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. However, the reasons for our inclusion of RSE go further.

Link Governor for RSE: Val Bridge **RSE Lead:** Greg Merrick **PSHEE Lead:** Helen Tomlins

Rationale

‘I have come that you might have life and have it to the full’ (John 10:10)

PSHEE and RSE at Saint Mary’s are rooted in the belief in the unique dignity of every individual, created in the image and likeness of God. Our approach fosters the development of the whole child, encouraging a lifelong journey of faith, love, and learning.

Values and Virtues

We explicitly promote virtues essential to responding to God’s call to love, including:

- Faithfulness and integrity
- Chastity and self-control
- Humility and compassion
- Courage and resilience

Aims and Objectives

Our curriculum aims to:

- Develop pupils' knowledge and understanding of their role as moral, spiritual, and social beings.
- Promote virtues such as reverence, respect, responsibility, compassion, and integrity.
- Provide pupils with the skills to build healthy, respectful relationships and understand the importance of family and community.
- Teach about physical, mental, and emotional well-being, fostering resilience and self-esteem.
- Enable pupils to make informed decisions and understand the importance of safety and responsibility in relationships, both online and offline.

Curriculum Overview

Saint Mary's follows "Life to the Full Plus" published by Ten:Ten, a Catholic organisation and as approved by the Diocese of Shrewsbury. This resource will be available to view on request. The materials for "Life to the Full Plus" are accessed through an online platform.

Programme of Study: The "Life to the Full Plus" Pathway 3 programme, designed by Ten:Ten Resources, provides:

- **Engaging teaching materials** aligned with Catholic values.
- **Sessions covering a range of themes** from emotional well-being to digital literacy.
- **Prayer and reflection resources** to deepen spiritual understanding.

Key Modules:

1. **Created and Loved by God:** Exploring self-worth, emotional literacy, and the sacredness of life.
2. **Created to Love Others:** Understanding relationships, family life, and the importance of community.
3. **Created to Live in Community:** Learning about social responsibility, justice, and contributing to the common good.

Implementation

1. Delivery:

- PSHEE and RSE are taught within a dedicated curriculum framework and through cross-curricular links, assemblies, and the wider ethos of the school.
- Lessons are adapted to suit the developmental needs and maturity levels of pupils across Early Years, KS1, and KS2.

2. Differentiation and Inclusion:

- All lessons are inclusive and sensitive to pupils' diverse needs and backgrounds.
- Additional support and differentiated resources are provided for pupils with SEND.

3. Assessment:

- Ipsative assessment (comparing how much a pupil has moved on from the start of the unit to the end) is used to measure personal growth, reflection, and understanding.

Equalities Obligations

The Local Governing Body has wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of its pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation or whether they are looked after children.

Parents and Carers

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. A full consultation was carried out before the implementation of the RSE programme.

External Visitors

Our school will sometimes call upon help and guidance from outside agencies and health specialists to deliver aspects of PSHEE/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 'Protocol for Visitors to Catholic 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.

Other Roles and Responsibilities Regarding PSHEE & RSE:

- **Local Governing Body:** Ensures compliance with statutory requirements and alignment with Catholic ethos.
- **Headteacher:** Oversees implementation and liaises with the Governing Body, parents, and external agencies.
- **RSE & PSHEE Coordinator:** Provides guidance, training, and support to staff.
- **All Staff:** Act as role models and integrate the principles of the PSHEE and RSE curriculum into their teaching and interactions.

Controversial or sensitive issues

There will always be sensitive or controversial issues in the field of PSHEE/RSE. These may be a 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. The Local Governing Body believes that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the PSHEE/RSE programme (Ten:Ten "Life to the Full Plus"). The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

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 hint at abuse, are deliberately tendentious or are of a personal nature.

Safeguarding and Confidentiality

Our safeguarding policies underpin the delivery of PSHEE and RSE. Pupils are encouraged to seek support from trusted adults while understanding the limits of confidentiality.

Monitoring and Evaluation

The RSE Coordinator and Senior Leadership Team regularly review the programme's impact through observations, pupil feedback, and consultations with parents and staff.

Policies and documents for further reading

This policy aligns with:

- Behaviour Policy
- Equality Policy
- Safeguarding Policy
- RE Policy

Appendix:

Topics Covered by Pathway 3 Refer to the "Life to the Full Plus" Pathway 3 curriculum for detailed session plans and thematic breakdowns across Early Years, KS1, and KS2.

For further information, please contact the school office or visit the Ten:Ten Resources website for an overview of the programme.