

# OUR PSHE & RSE CURRICULUM

ST BERNADETTE'S CATHOLIC PRIMARY SCHOOL

ASPIRE



## Our Aspirations

At St. Bernadette's, we are committed to the education of the whole child and we believe that PSHE and RSE is an integral part of this education. We believe that this education enables children to become healthier, more independent and more responsible members of society. We strive to teach our children that they play a positive role in contributing to the life of the school and the wider community. In doing so, we help to develop their sense of self-worth. We want them to understand how society is organised and governed. They will learn to appreciate what it means to be a positive member of a diverse and multicultural society.

Our approach to RSE is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals. By following the guidance set out by the Bishops of England and Wales and the DfE, we are ensuring that in St Bernadette's, RSE is firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. RSE is about understanding the importance of marriage, stable and loving relationships, respect, love and care. In our school, pupils will be taught that it is a fundamental right to have their life respected, whatever household they come from. Our curriculum will also prepare our pupils for life in modern Britain.

## What does the National Curriculum say about PSHE?

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

## What does the National Curriculum say about RSE?

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils.

When any school provides RSE they must have regard to the Secretary of State's guidance, this is a statutory duty:

[Relationships and sex education \(RSE\) and health education - GOV.UK](#)

# Our Curriculum

Our school's curriculum follows the 'Question-based model' Programme from the PSHE Association which is funded by the Government.

It states, "The Programme of Study sets out learning opportunities for each key stage, in three core themes: **Health and Wellbeing**, **Relationships**, and **Living in the Wider World**."

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
<b>Year 2</b>	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
<b>Year 3</b>	How can I be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
<b>Year 4</b>	What strengths, skills and interests do we have?	How do we treat each other with respect?	How do our emotions affect us?	How can we manage intense feelings?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
<b>Year 5</b>	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
<b>Year 6</b>	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

















# Our EYFS Curriculum

<p>FS1</p>	<p><b>Self-Regulation</b> Children will separate from main carer to come into nursery.</p> <p><b>Managing Self</b> Children will know the class rules: - Looking eyes - Listening ears - Hands in lap</p> <p><b>Class Promise- displayed in classroom</b></p> <p>Children will know to wash and dry their hands before eating and after using the toilet- <b>germ experiment with glitter</b></p> <p><b>Building Relationships</b> Children will know how to play alongside each other.</p>	<p><b>Self-Regulation</b> Children will know what adults can help them in nursery</p> <p><b>Managing Self</b> Children will know how to look after resources using the rhyme 'Choose it, use it, put it away'.</p> <p>Children will know to drink water to be healthy.</p> <p><b>Building Relationships</b> Children will know how to play partner games- <b>games Friday</b></p>	<p><b>Self-Regulation</b> Children will become confident with visitors in nursery- <b>CAFOD/ Author (Sean Perkins)/ parents at stay and plays</b></p> <p><b>Managing Self</b> Children will know examples of healthy food- <b>big book-14.01.23, 08.02.23</b></p> <p><b>Building Relationships</b> Children will share resources and play in a group.</p>	<p><b>Self-Regulation</b> Children will show confidence walking around our school environment- <b>Spring walk</b></p> <p><b>Managing Self</b> Children will know to exercise to be healthy.</p> <p><b>Building Relationships</b> Children will take turns whilst playing and waiting patiently to have a go.</p>	<p><b>Self-Regulation</b> Children will show confidence in visiting the parish church- <b>mass</b></p> <p><b>Managing Self</b> Children will know how to calm themselves through finger meditation- <b>finger breathing and cosmic yoga</b></p> <p>Children will know to brush their teeth to be healthy.</p> <p><b>Building Relationships</b> Children will consider the feelings of others.</p>	<p><b>Self-Regulation</b> Children will show confidence in visiting the local shop to buy their snack</p> <p><b>Managing Self</b> Children will know how to independently use the toilet.</p> <p><b>Building Relationships</b> Children will know how to listen to a friend and agree a compromise.</p>
<p>FS2</p>	<p><b>Self-Regulation</b> Children will see themselves as unique by sharing their hobbies and interests.</p> <p><b>Managing Self</b> Children will know how regular exercise is important for their health.</p> <p><b>Building Relationships</b> Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p>	<p><b>Self-Regulation</b> Children will know how to be helpful by taking on jobs in the classroom.</p> <p><b>Managing Self</b> Children will know the school rules 'Be Ready, Be Safe, Be Respectful'.</p> <p>Children will know how healthy eating is important for their health.</p> <p><b>Building Relationships</b> Children will know how to listen to others with respect.</p>	<p><b>Self-Regulation</b> Children will know how to make the right choice and the consequences of not doing so.</p> <p><b>Managing Self</b> Children will know how regular teeth brushing is important for their health.</p> <p><b>Building Relationships</b> Children will know how to treat others in our class using the statement 'Kind hands and kind words'.</p>	<p><b>Self-Regulation</b> Children will know the effects of their behaviour on others.</p> <p><b>Managing Self</b> Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p><b>Building Relationships</b> Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p><b>Self-Regulation</b> Children will know to use the calm corner when they are feeling upset/angry.</p> <p><b>Managing Self</b> Children will know about the importance of a good sleep routine for their health.</p> <p><b>Building Relationships</b> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p><b>Self-Regulation</b> Children will know how to overcome challenges.</p> <p><b>Managing Self</b> Children will know how to be a safe pedestrian and why this is important.</p> <p><b>Building Relationships</b> Children will know how to resolve a problem by talking it through with a friend or adult.</p>















# Protected Characteristics and British Values

“No matter what type of school they attend, it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.” (Ofsted, 2023).

The Protected Characteristics are embedded throughout our school and are discreetly taught from EYFS to KS2.

Protected Characteristics Key:			British Values Key:		
Gender Reassignment		Race		Democracy	
Marriage & Civil Partnerships		Age		The Rule of Law	
Sexual Orientation		Religion & Belief		Individual Liberty	
Disability		Sex		Mutual Respect	
Pregnancy & Maternity		Consent		Safeguarding	
				Tolerance of those of different faiths and beliefs	

Every year, we map the Protected Characteristics and British Values throughout our curriculum. The teachers meet to identify where the Protected Characteristics and British Values are being taught in their long-term planning. This allows us to audit our coverage and plan accordingly for the future. Here is an example below (Year 5):

	Autumn		Spring		Summer	
English	Fiction: <b>Arthur and the Golden Rope</b> by Joe Todd-Stanton (2 weeks)  Fiction: <b>The Dragon's Hoard</b> by Lari Don (2 weeks)  Poetry: <b>The Highwayman</b> by Alfred Noyes (3 weeks) 	Fiction: <b>The Accidental Prime Minister</b> (4 weeks)  Non-Fiction: <b>Viking Longships</b> by Nick Manning and Brita Granstrom (2 weeks)  Video stimulus: <b>The Christmas Truce</b> (1 week) 	Non-Fiction: <b>Avoid being a Mayan Soothsayer</b> Play Scripts: <b>The Mayan Creation Story</b> (1 week)  Persuasion and Debates: <b>Fairtrade</b> (1 week)  Poetry: <b>Little Freak</b> 	Fiction: <b>There's a Boy in the Girls' Bathroom</b> by Louis Sachar (4 weeks)  Shakespeare: <b>Romeo and Juliet</b> (2 weeks) 	Fiction: <b>The Jamie Drake Equation</b> by Christopher Edge (3 weeks)  Autobiographies: <b>Tim Peake and Chris Hadfield</b> (2 weeks)	Picture Book: <b>Hidden Figures: The True Story of Four Black Women and the Space Race</b> by Margot Lee Shetterly (3 weeks)  Fiction: <b>Kensuke's Kingdom</b> by Michael Morpurgo (3 weeks) 
Maths	Number and Place Value, Addition and Subtraction, Multiplication and Division, Square and Cube Numbers, Factors, Multiples, Prime numbers, Decimals		Fractions, Mixed/Improper numbers, Ordering, Addition and Subtraction, Multiplication by Whole numbers, Decimals and Percentages		2D Shape, Angles, Area & Perimeter, Volume, Multiplication & Division, Data Handling inc. Timetables, Position and Direction	
Science	Living Things and their Habitats	Forces	Properties & Changing Materials	Earth & Space		Animals including 18 Humans
Art and Design	Drawing: Anglo-Saxon & Viking Warrior Pencil and Pen Sketches			Painting: Andy Warhol		Sculpture: Link to P.S.H.E - Study Alfie Bradley and the Knife Angel



# How do we know that we're teaching all of the statutory RSE guidance?

As a Catholic School, we teach using the Ten:Ten scheme of learning ([Programme Pathway #3](#)) to align with our beliefs. This pathway covers all statutory guidance with regard to teaching RSE. Please find mapping for this guidance [here](#).

It states:

“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. ... 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 PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. ... All RSE will be in accordance with the Church’s moral teaching... whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.”

This Programme Pathway delivers the full programme over 3 terms every year. This means that the full learning stages are run twice (e.g. the full KS1 programme is run with Year 1 and then repeated with Year 2.)

## Why repeat the programme?

- Children change and grow; their level of engagement will increase as they develop their social, moral, cultural and spiritual awareness and understanding.
- The learning will be embedded as children build upon what they have previously learned – a truly spiral curriculum.
- Some sessions can be omitted one year if the school feels that children are not quite ready, or they have surpassed that stage of learning; similarly, particular focus can be given to certain topics if it is felt that is needed.

## Differentiation

This Programme Pathway requires class teachers to plan lessons a little more carefully by ensuring that the content is age-appropriate and that it is differentiated from previous learning. Children will be happy to return to the same video content that they saw in the previous year.

Here is an example of one cycle of learning:

### Year 3 & Year 4

Term	Module and Unit	Session Title	Session Length
Autumn II	LKS2 Module 1, Unit 1	Story Sessions: <b>Get Up!</b>	5 x 15-minute sessions over 5 days
		Session 2: <b>The Sacraments</b>	40 minutes
	LKS2 Module 1, Unit 2	Session 1: <b>We Don't Have to be the Same</b>	40 minutes
		Session 2: <b>Respecting our Bodies</b>	40 minutes
		Session 3: <b>What is Puberty?</b>	40 minutes
		Session 4: <b>Changing Bodies</b> Year 4 only	40 minutes
Session 5: <b>Male/Female Discussion Groups (optional)</b> Year 4 only	45 minutes		
Spring I	LKS2 Module 1, Unit 3	Session 1: <b>What Am I Feeling?</b>	40 minutes
		Session 2: <b>What Am I Looking At?</b>	35 minutes
		Session 3: <b>I Am Thankful</b>	40 minutes
	LKS2 Module 1, Unit 4	Session 1: <b>Life Cycles</b>	40 minutes
		Session 2: <b>A Time For Everything</b>	45 minutes
	Spring II	LKS2 Module 2, Unit 1	Story Sessions: <b>Jesus, My Friend</b>
LKS2 Module 2, Unit 2		Session 1: <b>Family, Friends and Others...</b>	45 minutes
		Session 2: <b>When Things Feel Bad</b>	45 minutes

## Enrichment

At St. Bernadette's, we are aware of our children's starting points and know that it is vital for their development that we offer them a wide range of opportunities. Please request a copy of the October 2023 School Deprivation Profile from a member of SLT for further information and data.

These opportunities include:

- Mini Medics
- Bikeability
- School trips (Jodrell Bank, Police Museum, Crucial Crew etc.)
- Visitors into the school (YoS, Stockport County, Diwali etc.)
- Christmas/Summer Fairs
- Pantomimes
- Charity Work- Giving Tree/ Food bank



Mini Medics



Trips to the Pantomime



Talk to a dentist



Visit the Library



Meet an Author



Bikeability

## After School Club Offers

The school offers a variety of activities for children to be involved in after school for children in KS1 and upwards. We offer these on an inclusive, first come, first served basis.


Some example of these clubs include:

- Dance
- Manchester United
- Stockport County


## Assessment

Our teachers assess the children's work in PSHE and RSE by making informal judgements as they observe them during lessons, through assessments of the work completed, gauging it against the specific learning objectives set out in the curriculum and using the self-assessment proformas below. We have clear expectations of what the pupils will know and understand in each unit of work. We do not set formal tests or examinations in PSHE and RSE, but make formative judgements throughout lessons. We share these with parents in annual reports and at Parents' Evenings.


### KS1 Assessment Proforma:

How did you find this learning?	
Tell me one thing that you have learned: 1.	
Do you have any questions? What would you like to know more about?	

### KS2 Assessment Proforma:

How did you find this learning?	
Tell me three things that you have learned: 1. 2. 3.	
Do you have any questions? What would you like to know more about?	

### EYFS Assessment:

How did you find this learning?	
What have you learnt about this topic? 1. 2. 3.	

In the EYFS we use teacher judgements to assess the learning of the children. We use questions and examples of the child's work and voice to make these decisions, along with the development matters document and our progression document. Where appropriate, teachers can use the EYFS assessment proforma to assess the learning of the class. This would be for the topic or lesson and would be stuck in the class Big Book.

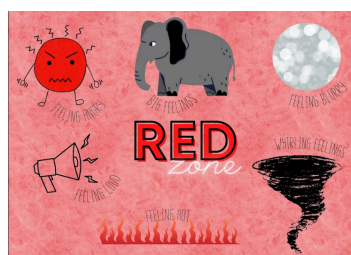
## Citizenship

At St. Bernadette's, children are taught the knowledge they need to prepare them to play a full and active role in society. They are taught the difference between right and wrong; the need for rules; about democracy and its institutions; difference between groups and communities and the different range of identities in the UK through our curriculum, the Protected Characteristics and the British Values. For example, every year, two children from each class are voted to become School Councillors. They work collaboratively to achieve goals on behalf of their peers and this responsibility holds them in great stead for the future. As well as this, two children are voted as Eco-Councillors and attend regular meetings with the aim of making the school more sustainable. Furthermore, pupils are often given opportunities to consider the views of others, weigh evidence and articulate their responses across the curriculum. This is regularly achieved through DEAL and could take the form of debates in Literacy, evaluating sources in History or completing the Discern and Response in R.E.

## Zones of Regulation

At St. Bernadette's, we recognise the importance of promoting positive mental health and emotional wellbeing to our children and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children to be able to regulate their emotions. By implementing the Zones of Regulation curriculum, we aim to teach our pupils to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their wellbeing.

The Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people. There is progression across the curriculum with children in Early Years learning to identify different emotions to children in Upper Key Stage 2 discussing how their behaviour can impact upon the feelings of those around us.





Each classroom uses and displays the Zones of Regulation in different ways. For example, some classrooms have smaller Zones of Regulation tables on the desks for the children to discreetly show their teacher how they are feeling, whereas others have displays and Zones of Regulation corners in their classrooms. The examples are shown below:



EYFS



KS1



KS2

We have a large Zone of Regulation display in the hall. This is used at the start of assemblies to encourage the children to talk about and understand their emotions better. Listed on the display are the emotions and feelings the children may experience when they are in each of the zones. Additionally, there are strategies and tools for the children to use to improve their mood.

### Zones of Regulation Day

To ensure that we place the utmost importance on wellbeing on the Zones of Regulation, we have an annual 'Zones of Regulation' day. The children are invited to dress up in a colour that represents their mood. Throughout the day, the children take part in activities and discuss their emotions and feelings. The day also consists of a whole school assembly and workshops led by health professionals, for example an emotions workshop is given to each class by the mental health support worker.



## How do we teach PSHE & RSE?

Our PSHE and RSE curriculum is planned using the PSHE Association's Question-based model programme and Ten:Ten. Key knowledge, enquiry questions and recommended resources are highlighted for teachers so that they can easily plan age-appropriate and child-centred lessons.

The lessons could take many different forms:

- Powerpoint presentations
- Videos
- Images
- Drama
- Writing
- Group work
- Discussion based
- Workshops
- Visitors

Learning will be revisited when the children complete the assessment proformas mentioned previously.

As well as explicit PSHE lessons, the core themes and teaching will be regularly revisited and embedded throughout the school day. For example, teachers will plan standalone PSHE lessons if an incident has arisen in a breaktime or on our safeguarding system, CPOMS.

# Wellbeing

At St. Bernadette's we prioritise the wellbeing of our staff and students throughout our school. This takes place through our PSHE and RSE lessons, as well as our wellbeing offer outside of the classroom. We understand how important good mental wellbeing is and therefore we ensure that our school day supports and encourages wellbeing. Examples of how we support and encourage mental wellbeing are listed below:

## World Mental Health Day

We celebrate World Mental Health Day through a range of different activities.

Here is an activity of rainbow breathing, a strategy FS2 have learnt to help keep them calm and relaxed during the day.



## Mental Health Support Worker

We have a mental health support worker who spends one day a week supporting children in school. She meets with children who have been identified as having low wellbeing or mental health, giving them strategies and tools to improve their overall wellbeing. She uses CBT to support these children. Our mental health support worker also leads whole school assemblies on mental health and wellbeing, as well as dinner time clubs, workshops and staff mental wellbeing questionnaires.

## Think Equal in EYFS

In EYFS, we use books from the scheme 'Think Equal' to aid the overall learning of our children. Through the stories provided, the children explore themes around families, self-regulation, diversity and equality. We use the nursery pack for both our reception and nursery class and the books are divided across the year groups. The table below states when the books are covered across the EYFS years.

Think Equal Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1		 	 	 	 	 
	Healthy Minds A	The Colour Poem	Healthy Minds B		Healthy Minds C	
FS2	 	 	 	 	 	 
	My Amazing Brain	Healthy Minds D	Healthy Minds E		Healthy Minds F	

## Restorative approach

At St. Bernadette's we believe that good relationships should be at the heart of everything our school does, so that effective learning can take place. We therefore embrace the ethos of Restorative Approaches (RA). Stockport's definition of RA is:

*A voluntary approach focussing on the harm done rather than the rule broken that involves all parties in an incident, giving them an equal voice, the opportunity to take responsibility for their actions, make amends and make positive changes to future behaviour.*

*(RA follows five themes (see appendix1 and 2 for more details))*

1. *Unique perspectives – what happened?*
2. *Thoughts and feelings – what were you thinking at the time? And so how were you feeling?*
3. *Harm and affect – who has been affected and how?*
4. *Needs – what do you need in order to move on and feel better?*
5. *What next (ownership of problem solving) – what needs to happen now to put things right?*

(Early Years and KS1 follow a simpler script)

We follow RA principles to help children to reflect on how their behaviour impacts themselves and those around them, equipping them to make the right choices in the future. Any adult in the school may use RA enquiry as soon after the incident as possible. If the situation is not resolved, a more formal RA conference may take place possibly involving a member of the SLT and recorded on CPOMS.

Such behaviours will include:

- Physical attacks on other children
- Derogatory/racist/homophobic language
- Intimidating behaviour/language
- Safeguarding issues

See [Relationships & Behaviour policy](#) for further information.

## How do we deal with controversial and sensitive issues in RSE?

We recognise that parents or guardians are the primary educators of their children. As a Catholic school, the Church assists parents and carers in educating their children. Parents/carers will be informed by letter when the more sensitive aspects of PSHE and RSE will be covered so that they can be prepared to talk and answer questions about their children's learning. Parents must be consulted before this policy is ratified by the governors.

The governors believe that children are best educated, protected from harm and exploitation by discussing controversial and sensitive issues openly within the context of the PSHE and RSE programme. The use of ground rules will help to create a supportive climate for discussion. Children will also need to feel safe and secure in the environment in which PSHE and RSE takes place. 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.

## How do we monitor the subject?

The planning and coordination of the teaching in PSHE and RSE are the responsibility of the subject leaders, who also:

- Support colleagues in their teaching, by keeping informed about current developments in the subject and by providing a strategic lead and direction for PSHE and RSE
- Evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement
- Monitor children's work, carries out Pupil Voice and observes PSHE and RSE lessons across the school in line with the Monitoring and Evaluation timetable