



Intent of the PSHE/RHE curriculum

Through our curriculum, our environment and our ethos, we promote children's self-esteem and emotional well-being, helping them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others. Our Charism Gifts of Forgiveness, Perseverance, Compassion and Courage underpin this ethos. We actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. This is achieved through the curriculum, the democratic process in operation, adherence to rules and the rights respecting school agenda, based on the articles contained in the UN Convention on the Rights of the Child. We aim to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able to:

- Have respect for themselves and others, valuing the differences and similarities between people;
- Develop empathetic relationships with other members of the school and wider community;
- Be independent, resilient, self-disciplined and responsible members of society;
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues and manage risk in their own lives.

Implementation of the PSHE/RHE curriculum

Our programme of study is 'Life to the Full' published by Ten:Ten. Life to the Full is a fully resourced scheme of work in Relationships and Health Education (RHE) for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

In addition to the planned units the following support is available:

- An emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, group-work and problem-solving
- All teachers will endeavour to provide a safe learning environment through the establishment of a class charter which is made explicit to the children and reinforced consistently
- Visiting speakers such as the police and health workers also contribute to the taught curriculum.
- Children are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; class charters; school council meetings; and by taking on roles of responsibility for themselves, for others and for the school
- Children may be referred to our Emotional Literacy Support Assistant (ELSA) for individual or group support
- External support for children may be engaged as appropriate; e.g. Parent Support Advisor

Impact

By the time children leave our school they will;

- Have a ready willingness and ability to try new things, push themselves and persevere.
- Have a good understanding of how to stay safe, healthy and develop good relationships.
- Have an appreciation of what it means to be a positive member of a diverse, multicultural society.
- Have a strong self-awareness, interlinked with compassion of others.