

HOLY SOULS RC PRIMARY SCHOOL

Pride in our achievements



Vision Statement

Holy Souls School is a Catholic School where we share our life in Christ in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect. We remember that Jesus said, 'Treat others as you would like them to treat you'

Personal, Social, Health and Economic Education and Relationships and Sex Education Policy

Date Agreed by Committee: 12.02.2026

Date Ratified by FGB: 26.03.2026

Annual Review

Holy Souls R.C. Primary School

Policy Statement for PSHE & RSE

Introduction

This document is a statement of the **Intent, Implementation** and **Impact** of how PSHE is taught in our school. PSHE is a non-statutory subject within the National Curriculum. However, From September 2020 Relationships Education and Health Education will be compulsory for all primary pupils. Here at Holy Souls RC Primary we are committed to the development of the whole child and as a consequence we place Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) at the heart of all that we do.

This policy was developed to take into account the PSHE Association's current programme of study as well as the TENTEN programme for RSE. It was developed the spring term of 2021 through a process of consultation with staff and Governors. A schedule for the review of this, and all other policy documents, is set out in the School Development Plan.

The PSHE Policy should be read in conjunction with the following policies: CSE policy for RSE, SEND and Safeguarding

Mission Statement

"To love one another as I have loved you," is at the heart of our Mission Statement. Holy Souls School is a place where we share our life in Christ, in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect and valued as a unique member of our school family.

We aim to develop and nurture the whole person supported by the love of God. Central to this process is the opportunity for adults and children to form relationships that are based on trust, integrity, love and concern.

PSHE underpins all aspects of school life, so that each child can achieve their full potential socially, emotionally or academically. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being, whilst helping them to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and for others, at home, at school and in the community, in order to prepare them for life in our diverse society.

Intent

Through our curriculum, our school environment, our school ethos and the strength of our relationships, we strive to promote pupils' self-esteem and emotional and physical well-being and help them to form and maintain worthwhile and satisfying relationships, based on **RESPECT** for themselves and for others, at home, at school, at work and in the community.

Through our curriculum we want our pupils to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues.

Pupil voice lies at the heart of our school and the curriculum and opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in decision making. In order to flourish, thrive and develop into happy adults who contribute effectively to society, pupils at Holy Souls Primary develop their personalities and behaviour through the specific focus on important values that enable them to reflect, learn, behave with integrity and work consistently well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they live both now and in the future.

PSHE therefore includes:

- Health and wellbeing education to promote healthy lifestyles, as well as physical, mental and emotional well-being.
- Relationships education.
- Drugs Education to develop understanding of the safe handling of medicines, as well as the consequences of the misuse of substances.
- RSE - to promote children's understanding of the nature and purpose of sexual relationships within a Christian context.
- Year 5+ 6 are given puberty talks.

Implementation

At Holy Souls RC Primary we recognise that PSHE, if it is to have significant meaning in the lives of its pupils, is founded on a set of principles which can affect, and be affected by, other aspects of school life. Holy Souls will therefore adopt a "whole-school approach" and regularly consider and review:

- The organisation and management of PSHE: e.g. pupil / parent participation opportunities in decisions about school life; style of leadership in the school.
- Policies and initiatives affecting health and well-being: e.g. promoting healthy lifestyle choices, Child Protection; Education in Personal Relationships; Drugs Education and Bullying.
- Relationships with parents and the wider community: e.g. mutual benefits for all parties through involvement in school life; people in the community (health professionals, specialist organisations etc) who can help pupils and extend their horizons.
- The school environment: e.g. the safety of the premises; the quality of the dining area and outdoor areas.

Core Themes

1. Health and wellbeing

Pupils should be taught:

- What is meant by a healthy lifestyle.
- How to maintain physical, mental, emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.

- About managing change, including puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in an emergency.
- To identify different influences on health and wellbeing.

2. Relationships

Pupils should be taught:

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships, including all forms of bullying and abuse.
- How to respond to risk or negative relationships and ask for help.
- How to respect equality and diversity in relationships.

3. Living in the wider world – economic wellbeing and being a responsible citizen

Pupils should be taught:

- About respect for self and others and the importance of responsible behaviours and actions.
- About rights and responsibilities as members of families, other groups and ultimately as citizens.
- About different groups and communities.
- To respect equality and to be a productive member of a diverse community.
- About the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe and the importance of managing it effectively.
- How money plays an important part in people's lives.
- A basic understanding of enterprise.

Strategies for teaching PSHE

PSHE will be delivered through:

- Designated curriculum time
- Circle Time, where appropriate
- Celebrations of the Word/Awards Assemblies
- Mini Vinnies
- Laudato Si Group
- Other Curriculum subjects
- Whole school activities – e.g. healthy lifestyle promotions, special themed days/events, Life Caravan visits and charity fund raising events, Online Safety week, Happiness Week

Every class has a timetabled session of 30 minutes PSHE each week. This lesson will follow the planned whole school scheme of work. Through this scheme of work, we cover the National Curriculum guidance for PSHE. It will also have cross-curricular links with other relevant curriculum areas such as RE, Science, Geography or History.

It will also be addressed on a daily basis as questions and incidents arise. At times, class teachers may choose to hold an additional Circle Time session in response to a particular event or issue. Whole school and key stage assemblies provide regular opportunities to enhance pupils' spiritual, moral, social and cultural development, thereby promoting our school's values and celebrating achievement.

Content

Schemes of Work we draw from in school are: SCARF, RE Scheme of Work, 'Lighting the Path' and 'Come and See' (Come and See just until July 2026), from Salford Diocese, TENTEN (RSE scheme of work),

At Holy Souls, we recognise there are different teaching and learning styles which enable the effective delivery of PSHE. As educators, we acknowledge the core education skills, which include practical skills, communication skills, decision-making skills, inter-personal skills, problem-solving skills and leadership skills.

We will develop these skills with our pupils by:

- Setting up ground rules to ensure safe learning environments
- Sharing lesson objectives with pupils
- Differentiating learning
- Using active learning methods, such as role play, mind mapping/thought showers, questionnaires
- Individual/paired/group work
- Discussion techniques, debates, reporting back
- Story boards, situation cards, photographs, videos and films

RSE Parental Right to Withdraw

At Holy Souls RC Primary we are committed to ensuring that Relationships and Sex Education is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

In line with statutory guidance, we recognise that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of Science), but not from Relationships Education. Parents wishing to exercise this right must do so in writing to the Head Teacher, and we will make reasonable adjustments and provide suitable work for the pupil at this time.

Early Years Foundation Stage

Our Foundation and Pre-School follow SCARF as part of their PSED development. They do this alongside the requirements of the Early Years Foundation Stage curriculum in which one of the four themes is 'Positive Relationships', which recognises that by forming secure relationships children learn to be strong and independent. PSHE will also be explored through topic work and themes such as "All About Me".

Community Links

Our aim is to develop caring, respectful, professional relationships with the children and their families. We recognise that parents/carers are the first and most enduring

educators of their children and we value highly the contribution that parents make by working in partnership with us to help their child grow and develop with the love and support of our school family. We seek to involve parents and keep them informed through our monthly newsletters and Curriculum Overviews sent out each half term. Parents are encouraged to come into school whenever they have any concerns or there is anything they would like to discuss with us. We foster links with the wider community through various activities including Parish events, local charity events, the school choir performing at local Residential homes or links through the local Community Police Officers.

Assessments

Each SCARF unit has a pre and post assessment activity that is to be completed and added to pupils assessment folder. This is then sent on with them through each class. In EYFS and KS1 this document is carried out as a class activity. Teachers will record coverage of the subject and on-going informal assessments of the pupils' understanding of the subject through the weekly lessons and at other times around school. Individual pupils' achievements and contributions to school life will be recorded in their Record of Achievement.

Equal Opportunity and Inclusion

PSHE + RSE is for all children regardless of gender, race, cultural background or ability, as they all have an entitlement to participate in all of these activities as part of the school's curriculum. All children will have access to appropriate resources within the school. These will reflect our multi-cultural society, without stereotyping or discrimination.

Special Educational Needs and Disabilities (SEND)

Provision is made for those with additional needs. Where relevant, each teacher ensures in their planning that appropriately differentiated tasks are available to those with SEND. We recognise the importance of building children's self esteem and will reinforce what they can do positively.

Health and Safety

All issues will be dealt with sensitively, with the teacher giving consideration for the individual children within each class.

Online Safety

Publishing pupils' images and work:

- Staff and pupils using digital technology will ensure they inform others before recording them and always use the equipment in a respectful manner.
- Written permission from parents or carers will be obtained before photographs or videos are published.

- Where a pupil's work is published, the school will ensure that the child's identity is protected.

All pupils use computer facilities, including Internet access, as an essential part of learning. All computing procedures comply with Online Safety guidelines. Both pupils and their parents/carers are asked to sign to show that Online Safety rules have been understood and agreed. – I'm not sure if this still happens?

Subject Review and Monitoring:

The role of the PSHE + RSE co-ordinator is to:

- Take the lead in policy development and production of schemes of work designed to ensure progression and continuity in PSHE+RSE throughout the school.
- Prepare an annual action plan to feed into the School Development Plan.
- Support class teachers in identifying pupils' needs and ensure those with particular needs receive extra provision where appropriate.
- Support colleagues in the development of lesson plans and informal assessments.
- Monitor and evaluate classroom practice.
- Take responsibility for the purchase and organisation of resources.
- Keep up-to-date with the development of PSHE + RSE both locally and nationally and disseminate this information to colleagues.

The school recognises that there is a requirement to ensure that staff have the opportunity to access appropriate and relevant training and development opportunities. This includes the consideration of PSHE + RSE as a regular part of Inset planning.

Use of visitors/outside agencies

At Holy Souls we recognise the value of working in partnership with others. We also recognise that visitors may sometimes work alongside the class teacher who will be present at all times.

Pupils will be made aware of *pastoral systems within the school through assemblies, lessons, use of posters, school newsletters, school prospectus etc. Pupils will be made aware of support systems outside school through posters, class teachers, assemblies, Circle Time etc.

*Pastoral systems refer to School Nurses, buddy systems, NSPCC, Childline etc.

Impact

Pupils at Holy Souls RC Primary are confident, polite and considerate to both those familiar to them and those who are not. They have a sound understanding of the meaning and importance of our school values and the essential requirements for effective communication and the development of positive relationships; they leave us well equipped to successfully embrace and enjoy secondary education with a very real view of being an effective and happy contributor in today's world.

Pupils at Holy Souls RC Primary are supported in their personal development through the purposeful, sensitive and effective teaching of essential skills and understanding which enable them to develop qualities and strategies that will equip them in readiness for a happy and rewarding transition into adulthood.

List of related policies

Policy for Education in Personal Relationships

Drugs Policy

Anti-Bullying Policy

Child Protection Policy

Confidentiality Policy

Sara Akehurst, January 2026