

PSHE/RSHE at St Mary's Catholic Primary School

At St Mary's Catholic Primary School, we believe that PSHE/RSHE are intertwined subjects that goes beyond being a standalone subject and underpins everything we do. It extends through all aspects of the school to help our pupils develop the knowledge, skills and attributes they need to manage their lives, develop resilience, now and in the future and helping to develop socially aware individuals.

The teaching of the PSHE/RSHE curriculum is rooted in the Catholic Church's teaching of what is it to be truly human in Christ and what it means to live well in relationships with others.

At St Mary's Catholic Primary School we follow the Ten:Ten programme which is based on A Model Catholic RSE Curriculum, produced by the Catholic Education Services, and was highlighted as a work of good practice by the Department for Education.. As well as this it provides an all-inclusive programme for all faiths. Each unit is story focused and provides faith based resources such as:

- Interactive videos
- Story based activities
- Music
- Prayers

Ten:Ten delivers the Statutory Guidance provided by the Department for Education and exceeds this by far.

We believe that a successful PSHE/RSHE curriculum is taught in partnership with parents as they are their first educators in a child's life. Our Curriculum aims to fulfil the mission of the Church through an interconnected relationship between home, school and the Church. Ten:Ten provides an online parent portal, providing access to resources to support discussions about taught content.

Ten:Ten Programme Content

The programme adopts a spiral curriculum approach so that as your child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last. We follow Pathway 2 and the year is split into 3 modules which the children complete each year but revisit and build on previously taught content.

Module One: Created and Loved by God

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

In these sessions, we explore:

Key Stage One – that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.

Lower Key Stage Two – understanding differences, respecting our bodies, puberty and changing bodies (recommended for Year 4+), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.

Upper Key Stage Two – appreciation of physical and emotional differences, a more complex understanding of physical changes in girl and boys bodies, body image, strong emotional feelings, the impact of the internet and social media on emotional well-being, a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.

Module Two: Created to Love Others

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

This religious understanding is then applied to real-world situations relevant to the age and stage of the children:

Key Stage One – In the Unit 'Personal Relationships', children are taught to identify the Special People in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. In the Unit 'Keeping Safe', we explore the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, the difference between good and bad secrets, and teaching on physical boundaries (incorporating the PANTS resource the NSPCC).

Lower Key Stage Two – The sessions here help children to develop a more complex appreciation of different family structures and there are activities and strategies to help them develop healthy relationships with family and friends; here, they are also taught simplified Cognitive Behavioural Therapy (CBT) techniques for managing thoughts, feelings and actions.

Once again, for the 'Keeping Safe' unit, there are some excellent NSPCC resources, as well as teaching on bullying and abuse through a series of animated stories.

Upper Key Stage Two – The sessions for UKS2 in the 'Personal Relationships' module aim to equip children with strategies for more complex experiences of relationships and conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this, and further teaching on how our thoughts and feelings have an impact on how we act.

Module Three: Created to Live in Community

Finally, Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

In the first Unit, Religious Understanding, the story sessions help children to develop a concept of the Trinity.

In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.

What does PSHE/RSHE look like in our school

Each week a timetabled slot is provided for PSHE/RSHE. Each class has an overview to follow, here is an example for Autumn term in Year 1:

Year 1	PSHE/RSHE overview
Autumn 1	L1- Stand alone lesson focusing on Learning Behaviours and Rules L2- Mental Health Lesson L3 Online safety (Self image and identity) L4- Mental Health Lesson L5- Online safety (Online relationships) L6- World Mental Health Day L7- Stand alone PSHE lesson focusing on classes needs
Autumn 2	L1- Let the children come (x3 sessions) L2- Black History Month L3- Anti-Bullying Week- WB 13/11 L4- Let the children come (x2 sessions) L5- God Loves You L6- Stand alone PSHE lesson focusing on classes needs

Due to the regular timetabled session, we have flexibility within our PSHE/RSHE curriculum to include elements from our Online Safety Computing Curriculum, meaning that time is dedicated to support our children in an Online context as well as a real life context. We also dedicate time to celebrate National and International days/weeks such as Anti-Bullying Week and Children’s Mental Health Week. As well as this we have the flexibility to teach lessons focusing on Mental Health and the emerging needs of our classes as we recognise this as a local and international headline, and prioritise our children’s Mental Health and well-being above anything else.

Each session will start with a small introduction into the themes that will be explored within the session. A PowerPoint slide and other resources (videos/print outs) are used to explore and unpick these themes in detail with links to Christian beliefs. Children have the opportunity to share and discuss their experiences and relate these to the stories and resources being used. Dedicated time is given for the children to discuss and reflect. At the end of the session the children will come together in prayer and end with the module song.

SEND: Adaptations in PSHE/RSHE include but are not exclusive to:

Within each learning module, Ten:Ten provide guidance at the bottom of all session notes, on how to support children with SEND. As well as this there is a drop down menu on each session page. These notes highlight content from the session to be aware of and think about in a different way, key points to ensure understanding, and suggestions on how to offer options and so increase accessibility.

SEND Differentiation



What is this session's message to the child with SEND?

God has a plan for everything; He takes care of me through the whole of my life.



Be aware...

- Ensure that any children who may be personally affected by grief or loss have the chance to check-in with a trusted adult before and after the session.
- There are many metaphors in our language that enable us to avoid talking specifically about death. This can be really confusing for children and adults who are more attuned to literal understanding. Make sure that you talk directly about death and dying so that all children understand.



Ensure understanding...

- Death and grief are a natural part of our earthly life, but this doesn't stop it being sad. God knows this and knows how we feel when we are grieving.
- We don't need to be afraid of death; God created us for everlasting life with Him.



Offer options...

- The more abstract imagery and language of **Slide 10** may be confusing to neurodivergent learners. You may like to spend a little time on **Slides 12 and 13** instead, which offer a walk-through of how to interpret feelings in oneself and others. Relating grief to a concrete experience of loss may be a helpful way into understanding here.

Adaptions within PSHE/RSHE include but are not limited to:

- Use of widgeit to support understanding
- Highlight key information
- Use of visuals
- Labelling tasks
- Clearly labelled diagrams
- Photographs
- Pre-teaching

Be mindful that just because a child is on the SEND register that they can achieve in-line with their peers- there will be individual adaptations in these cases- **children with SEND have the right to think hard too!**

Assessment, including Progress Markers:

In addition to Learning Objectives and Success criteria, Ten:Ten provide a way to measure individual children's progress within an **'All children will... Most children will... Some children will...'** framework. These will help identify children who might need additional support, as well as those who are working at a deeper level. Progress markers are included within individual Session Notes, but are also collated on the **Progression of Knowledge and Skills** documents.

Progress Markers	<ul style="list-style-type: none">• All children will understand what death is.• Most children will demonstrate an understanding of what the Christian faith says about death and eternal life.• Some children will demonstrate resilience and empathy when discussing grief, and show an emerging personal belief about life beyond death.
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As well as this we will also:

- Check children's prior knowledge at the beginning of a unit.
- Question and provide formative feedback during lessons.
- Address gaps in learning or misconceptions as they arise..

At the end of each learning module the children will complete an assessment to show how well they have understood the taught module.

Presentation: Always have high expectations of presentation and address as necessary- make adaptations where needed (for example where a child has a special educational need).