



South Hampstead

High School

G D S T

Junior School

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

2021-2022

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PSHEE and RSE Policy

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Introduction

At South Hampstead Junior School, education of the whole pupil is fundamental to all aspects of our provision. Consideration of the health, happiness and wellbeing of individuals is given in all lessons and activities throughout the school. Personal, Social, Health and Economic Education enables pupils to develop the knowledge, attitudes, attributes and skills they need to manage their lives today and in the future. It helps pupils to stay healthy and safe, whilst preparing them to make a positive contribution and play an effective part in the life of the school and wider community. The girls are taught how society is organised and governed and about rights and responsibilities. It supports them in their academic development and helps them to achieve their potential.

Personal, Social, Health and Economic Education is delivered formally through the PSHEE Scheme of work, which is linked to aspects of RE, assemblies, through pastoral systems in the school, the wider curriculum and the day-to-day interactions between members of our School and the wider community.

Aims

The aims of personal, social, health and economic education are to:

- Provide an excellent academic education which fosters individuality, creativity, intellectual vigour and enthusiasm within a vibrant, friendly and supportive community, so that every girl may develop a sense of self-worth, self-awareness, responsibility and respect for others
- Equip them with the skills and resilience to cope with life's challenges and the confidence to know when and where to ask for help if they feel they need more support
- Develop pupils' personal skills, social awareness, understanding of both emotional and physical health, in order to prepare them for the challenges, opportunities and experiences they may encounter in the future
- Teach pupils the importance of adopting a healthy lifestyle, including hygiene, diet, healthy eating and exercise
- Enable pupils to value and celebrate difference, diversity and uniqueness in themselves and other individuals and communities
- Provide pupils with the ability to make sound monetary decisions in their everyday lives, and to grow into adults who know how to keep track of their finances, plan ahead and spend wisely
- Provide comprehensive, unbiased and correct information
- Provide pupils with the opportunity to experience genuine challenge and to take risks in order to develop a growth mindset
- Protect children from radicalisation and extremism by providing a safe environment for children to develop a sense of self-worth, confidence and resilience and an understanding of the diversity of the local community and of the wider world
- Promote and celebrate the fundamental British values of democracy, rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and for those without faith

- Develop pupils' understanding of RSE at an appropriate level for their age and stage
- Enable pupils to recognise the importance of nurturing their mental health
- Teach children how to keep themselves safe both offline and online

Approaches

PHSEE is delivered through a combination of timetabled specific lessons, workshops and through other curriculum areas, such as School Council, assemblies, Circle Time, Eco Council, the school House System and experiences beyond the classroom, e.g. residential visits and school performances.

A range of teaching and learning styles are used to meet the requirements of the National Curriculum and the EYFS, and to provide opportunities for the girls to develop their thinking skills. These include:

- Discussions
- Real life situations
- Debates
- Role-play and hot seating
- Problem solving activities
- Creating spider diagrams/mind maps
- Extracts from audio-visual resources
- Responding to comments and questions in a class 'Worry Box' or 'Ask It Basket'
- Music
- Creative written work, e.g., storyboards, script writing, cartoons.
- Circle Time

Throughout the school year, girls are encouraged to participate in a range of practical activities that promote active citizenship, e.g., charity fundraising, the planning and taking part in special events such as assemblies and focus weeks or involvement in activities to help other individuals or groups less fortunate than themselves.

Appropriate visitors are welcome. These might include:

- The School Liaison Police Officer
- The School Nurse
- The Fire Brigade

Through all of these approaches, there are explicit opportunities to promote pupils' spiritual, moral, social and cultural development.

Content / Curriculum

In EYFS, PSED is covered through specific timetabled lessons. Girls participate in Circle Times each week and engage in play-based activities which are set up to facilitate learning in this area.

In Key Stages 1 and 2, girls have one 35-minute PSHEE/RSE lesson per week based on the Scheme of Work. PSHEE is also covered in other areas of the curriculum, such as Science, Computing, Physical Education, History and RE.

Learning Outcomes will give pupils the knowledge, understanding and skills to:

- Develop confidence and self-esteem as well as mutual respect.
- Evaluate their strengths and weaknesses with a view to taking on responsibility.
- Develop resilience, self-motivation, perseverance and adaptability.
- Debate issues, listen and respond with tolerance and respect, to the views of others.
- Develop social skills, such as how to co-operate, resolve disputes and share with others.
- Make informed decisions and take responsibility for one's own health and safety.
- Play an active role within the community as good citizens.
- Develop an understanding of what is right and wrong.
- Recognise bias; look at different interpretations and views, particularly when considering social and moral issues.
- Develop positive relationships with a range of different people.
- Prepare for the challenges and changes that may be ahead.
- Develop the skills to work as part of a team.

PSHEE teaching in Years R – Year 6 will incorporate the government's guidance on:

- Feelings
- RSE
- Making Choices
- Rights and Responsibilities
- Rules
- Right and Wrong
- Communities
- The Global Community
- Democracy
- Health

In addition to this, each year group has 6 Growth Mindset lessons per academic year.

Objectives for each year group are given in more detail in the PSHEE/RSE Scheme of Work.

In addition to weekly PSHEE lessons, each class has at least one 35-minute Circle Time session per week, where girls are given the opportunity to talk openly and share personal experiences.

Assessment and Reporting

Assessment of PSHEE should be carried out in such a way that it does not imply that girls are failing or underachieving as individuals.

- Teachers assess children's work in PSHEE by making assessments as they observe them working or speaking during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons.
- Teachers use evidence from lessons to demonstrate progress and identify future learning needs. This is often indicated in the 'evaluation' section on planning.
- Photographs may form part of the assessment evidence in the Early Years and Key Stage One.
- Pupils are given regular opportunities to reflect on their learning and its implications for their lives.
- Pupils are given opportunities to self-assess and when appropriate peer-assess.
- Classroom assistants and other adults in school can play an important part in contributing to assessment by informing class teachers about any significant points of personal and social development in individual pupils.

Comments on girls' social and emotional development should be communicated to parents during parent consultation meetings and on annual written reports. Girls are also given a grade ('working towards', 'meeting' or 'Exceeding') for PSHEE/RSE on their summer report.

Girls in the EYFS are given a grade ('emerging' or 'expected') for PSED at the end of the EYFS.

Continuity and Progression

Topics are taught and revisited in different ways across the year groups in a 'spiral curriculum' which builds on previous knowledge and understanding to consolidate, develop and extend understanding. The PSHEE/RSE Scheme of Work is devised by the PSHEE co-ordinator. Detailed, individual lessons are planned by class teachers.

Equal Opportunities

In all stages of planning, attention will be given to ensure that resources, materials and teaching is free from gender, cultural and ethnic bias. We are committed to ensuring that the PSHEE programme and available resources are relevant to **all** girls.

Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural themes. The diversity of our society is to be celebrated and an ethos of respect and tolerance is made explicit in all PSHEE teaching.

Special Education Needs

See Learning Needs Policy Statement for Junior School and Early Years Foundation Stage

Resources

- Use of PSHE Association curriculum coverage overview ensures that all key topics and objectives have been covered by the end of Year 6.
- NSPCC website
- PSHE Association resources
- BBC Bitesize
- Espresso – Discovery Education
- CEOP Thinkuknow
- Childnet
- Mentally Healthy Schools
- Sesame Street in Communities
- PSHEE book list
- Teachers can request LL to order additional resources, dependent on the unit of work being taught
- Newspapers and newscasts for current events

People in the community, as well as guest speakers are welcome. These might include:

- The School Liaison Police Officer
- The Fire Brigade

We work closely with the school nurse on Relationships and Sex Education. We also have visits from other public bodies such as local MPs, authors and educationalists.

In KS2, girls' homework diaries should be used as a means of maintaining a home/school partnership.

Professional Development

The PSHEE co-ordinator will consult staff about any professional training needed. Feedback will be given when a member of staff has been on a relevant training course. Staff training will be given in line with the staff development policy. The PSHEE co-ordinator delivers regular INSET for Junior School staff.

Confidentiality / Handling Sensitive and Controversial Issues

Class teachers and Teaching Assistants deliver PSHEE lessons in a sensitive manner and in confidence. Any questions raised by the girls are answered as honestly and fully as appropriate. If a girl makes reference to anything which raises cause for concern (e.g., inappropriate activity online) then the teacher or teaching assistant will report these incidents to the DSL, Ms Spencer or to the Deputy DSL, Mrs Lougee (see Safeguarding Policy).

Teachers should:

- Ensure girls establish ground rules about how they will behave towards each other and how the sensitive issue will be dealt with.
- Ensure that girls are clear about the difference between fact, opinion and belief, and that they have access to balanced information and views.
- Consult with the Junior School Head if guidance is needed on how to handle or respond to a sensitive matter.
- Use skill and discretion when responding to girls' questions, particularly on SRE matters.

Relationship & Sex Education (RSE)

Relationship and Sex Education (RSE) involves learning about the development of healthy relationships (non-romantic and romantic), sex, identity, intimacy and consent. We aim to help pupils to acquire knowledge, to develop values and decision-making skills, and to form positive and responsible beliefs and attitudes.

RSE is delivered primarily through the PSHEE programme, but aspects will also be addressed through other curriculum lessons, assemblies, Circle Times and other school activities.

Aims of RSE

Pupils will be encouraged to develop **appropriate attitudes and values** by:

- Learning the value of mutual respect, love and consideration for the perspectives of others in relationships
- Understanding the characteristics of positive relationships
- Recognising the value of stable and loving relationships for the nurture of children, understanding that there are different types of families that can provide a loving environment
- Understanding how to build friendships
- Establishing a personal, moral code and promote self confidence and self-esteem.
- Developing an understanding of how to develop into responsible adults and take a moral responsibility for their environment

Pupils will be encouraged to develop the **appropriate personal and social skills** by:

- Practising self-respect, empathy and consideration for others
- Learning to manage their emotional and mental wellbeing when relating to others and understanding how this helps to form supportive friendships
- Understanding their sexual feelings and behaviour
- Providing opportunities for pupils to raise concerns and ask questions, and to correct any misunderstanding that children may have gained as a result of receiving inaccurate information
- Managing conflict and learning how to recognise and avoid exploitation and abuse

Pupils will be encouraged to develop the **appropriate knowledge and understanding** by:

- Learning about puberty and reproduction
- Acquiring the skills to help them prepare for adolescence
- Learning how to lead a healthy and safe lifestyle
- Knowing relevant laws and understanding an individual's rights, particularly as it relates to consent

Organisation of RSE

Relationships and Sex Education is delivered through PSHEE lessons. It is taught by class teachers. As part of the National Curriculum for Science, girls are taught the main stages of the human life cycle. These lessons are delivered by science teachers from the Senior School alongside class teachers.

Sex Education in Year 6 is taught by Chantelle McLeod (school nurse) alongside class teachers.

Puberty lessons in Years 4 and 5 are taught by Chantelle McLeod (school nurse) alongside class teachers.

Parental Consultation

The school informs parents when aspects of Relationships Sex Education programme are taught and provides opportunities for parents to view resources being used and discuss the terminology used throughout. If parents wish to seek further clarification, they are encouraged to speak to the PSHEE/RSE co-ordinator or the Junior School Head.

Parental involvement will take place in the form of a letter home and the opportunity to discuss any concerns.

Links with other policies

- Policy on Safeguarding and Promoting the Welfare of Children
- Junior School Behaviour Policy
- Junior School Anti-Bullying Policy

Review and Evaluation

This policy is monitored and evaluated by the Assistant Head (Pastoral and Operations) and the PSHEE co-ordinator.

This policy will be reviewed annually to ensure that the PSHEE/RSE programme is effectively implemented and updated to meet current needs.

Reviewed: April 2015 (GS)

Reviewed: April 2016

Reviewed: April 2017

Reviewed: April 2018 (LL)

Reviewed: September 2018 (LL)

Reviewed: September 2019 (LL)

Reviewed: September 2020 (LL)

Reviewed: September 2021 (LL)

Reviewed: January 2022 (LL)

Reviewed: May 2022 (LL)