

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



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Head of Junior School	August 2026	August 2027

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This policy includes PSED (Personal, Social and Emotional Development) in the EYFS.

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 (PSHEE or PSED in the EYFS) 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 a (PSED in the EYFS) 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.

Objectives of the PSHEE Programme

We aim 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 pupils 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
- Help pupils to develop an awareness of the different career options available to them in the future

Approaches

PSHEE is delivered through a combination of timetabled specific lessons, workshops and through other curriculum areas, such as School Council, assemblies, Circle Time, 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 'Thoughts and Feelings Box' or 'Ask It Basket'
- Music
- Creative written work, e.g., storyboards, script writing, cartoons.
- Circle Time
- Journaling in Upper KS2

Pupils may record their work in their PSHEE books which are passed up from one year to the next. The nature of PSHE lessons is typically participative, providing opportunities for the girls to talk through situations, role-play scenarios and develop their thinking skills through discussion, listening and questioning.

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
- Education Child Protection
- TfL Road Safety
- Elent Financial Education

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 two 35-minute PSHEE/RSE lessons per week. One of these is based on the Scheme of Work and the other may take the form of a Circle

Time to address any common issues or themes arising in that particular year group. This gives girls the opportunity to talk openly and share personal experiences in a supportive and safe environment.

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 1 – Year 6 and PSED teaching in Reception will incorporate the government's guidance on:

- Feelings and emotions
- Relationships and Sex
- Friendships
- Making Choices
- Rights and Responsibilities
- Rules and age restrictions
- Target setting
- Communities
- The Global Community
- Democracy
- Health and wellbeing
- Financial Education

Assessment and Reporting

Girls record their learning in their PSHEE books in Years 1 - 6. This will also include simple evaluations and photos of practical activities. Teachers assess the girls' response to the tasks set in planned activities as well as their response in other lessons and across the school day.

Assessment of PSHEE is 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 is 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 in 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. Class teachers write a brief evaluation at the end of each lesson or Circle Time. This helps to inform future planning and identify any emerging themes or patterns in specific year groups.

Equal Opportunities

In all stages of planning, attention is 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 Educational Needs and Disabilities

See SEND Policy 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 the PSHEE coordinator to order additional resources, dependent on the unit of work being taught
- Newspapers and newscasts for current events

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.

School Council

All girls from Year 1 to Year 6, have the opportunity to share their views and opinions on relevant issues to the school council, which forms a vital part in developing the school community. Girls are encouraged to discuss issues which are important for the school as a whole, and to explore how their discussions can make a positive impact on the school community. We work with the girls to help them to develop their listening and empathy skills.

House System

All girls are placed into a House (Bronte, Parks, Pavlova or Curie), which allows them the opportunity to develop friendships and responsibilities with another group of girls outside their classroom. Year 6 have the chance to put themselves forward to be House Captain or Vice Captain of their Houses. Girls are expected to prepare a speech and are voted in for this responsibility. Each term, the House Captains and Vice Captains organise activities, such as the House Quiz in the autumn term and House Bake Off Challenge in the spring term. Participation in House events helps to promote collaboration in mixed age groups as well as developing friendships that go beyond their year group. Girls have the opportunity to gain House points for their House through actions such as good work, polite manners, kind words to others and supporting and looking after the school.

Penguin Passport Programme

All pupils in Years 1–6 have the opportunity to take part in our Penguin Passport Programme. This initiative, designed specifically for South Hampstead pupils, is similar in structure to the *Mini Duke*, but has been tailored to reflect our school's ethos and values. The programme encourages the development of confidence, independence, self-reliance, and a range of practical life skills.

The Penguin Passports form part of a home–school partnership, with some challenges completed at school and others at home. Each passport also reflects our core school values of courage, kindness, creativity, aspiration, and commitment.

Progression through the programme:

- Mini Penguin Passport – for pupils in Key Stage 1
- Blue Penguin Passport – for pupils in Years 3 and 4
- Gold Penguin Passport – for pupils in Years 5 and 6

Each passport builds on the skills and experiences gained in the previous stage. Pupils complete a series of challenges from Section One, providing photographic evidence and a self-reflection outlining what they have learnt, what they found challenging, and what they most enjoyed.

Section One Challenges

Pupils select and complete at least one challenge from each of the following areas:

- Being part of the household team
- Health and safety
- Physical wellbeing and exercise
- Developing and using an independent voice
- Handling money
- Managing separation and personal organisation
- Community, partnerships, and environment

Section Two: Personal Challenge

This section provides an opportunity for pupils to develop leadership skills or try something new. Examples include organising a charity initiative, joining a new club, or taking part in an activity they would not usually choose.

Section Three: Physical Challenge

All pupils in the Junior School take part in a physical challenge each academic year, completed during school time.

Upon completion of their passport, pupils are recognised for their achievement and presented with a certificate and badge during the achievement assembly.

Professional Development

The PSHEE coordinator will consult staff about any professional training needed. Feedback will be shared with the Junior School staff when a member of staff has been on a relevant training course. Other staff training will be given in line with the staff development policy.

The PSHEE coordinator and Deputy Head Pastoral deliver regular INSET for all 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 one of the DDSL's in the Junior School, Mrs Paramour, Mrs Lougee or Miss Sanchez (see Safeguarding Policy).

Teachers will:

- 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 or Deputy Head Pastoral 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 RSE matters.

Monitoring the Effectiveness of PSHEE (including RSE outlined below)

The impact and effectiveness of PSHEE is measured through careful monitoring of:

- The general behaviour and attitudes of the girls
- Bullying and other behaviour data
- Safeguarding and welfare data
- Regular, informal feedback from form teachers
- Learning walks and book monitoring
- Pupil participation in co-curricular, focus week activities and charity fundraising events
- Discussions with relevant staff: e.g. Nurse, School Counsellors, Phase Leaders, DSLs

Relationships & Sex Education (RSE)

Relationships 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 are 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 and sustain 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 are 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 positive, 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 are 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 Deputy Head Pastoral or the Junior School Head. Parental involvement will take place in the form of a letter home and the opportunity to discuss any concerns.

We work hard to ensure that our RSE programme is culturally sensitive and appropriate. Under the Children and Social Work Act 2017, parents have the right to withdraw their child from the formal Sex Education programme, but they are not allowed to withdraw their child from Relationship Education or Health Education (including puberty and menstruation). Any parents expressing concerns will be invited into school for discussions with the Deputy Head Pastoral and teacher responsible for delivering the programme, and to view materials and resources. If a parent wishes their child to be withdrawn from sex education lessons, they should write a letter to the Junior School Head, formally requesting permission for this to happen. The Head will likely discuss the concerns of the parent before granting the withdrawal. If the parent still wishes to have their child withdrawn from Sex Education, the School will comply with the wishes of parents up to and until three terms before the child's 16th birthday (which is generally during Year 11). After that time, the pupil's wishes will determine whether or not they attend RSE lessons. This is in keeping with DfE statutory guidelines. Should a parent wish to remove their child from the sex education programme, that pupil cannot take part in the sex education programme until the request for removal has been cancelled, by parents, in writing or until three terms before the child's 16th birthday, at which point the child's wishes will be acted upon.

Continuity of provision between the Junior and Senior Schools

The PSHEE co-ordinator in the Junior School and the Head of PSHEE in the Senior School meet termly to review the scheme of work to ensure that there is continuity and progression between the two schools, developing a spiral curriculum. In addition to this, the co-ordinators discuss any common issues or trends emerging in certain year groups and adapt the scheme of work so that it addresses the needs of all girls in both the Junior and Senior schools. With new intake of pupils in Years 3 and 7, certain objectives are re-visited to ensure that all pupils have the knowledge and understanding of the topics covered. E.g. NSPCC PANTS lessons are re-visited in Year 3 and Puberty is taught in Years 4 & 5 and revisited in Year 7.

Topic	Year Groups covered KS2/KS3
Relationships	
Different types of families and features and characteristics of healthy family life	6, 8
Importance of friendships, what makes a good friendship and that friendships can change over time	5, 7
Consent, boundaries in relation to physical situations	5, 8
Cyber bullying	6, 7
Sexuality and gender	6, 8
Health and Wellbeing	
Puberty	4, 5, 7
Healthy Eating	5, 7
Sleep and Exercise	5, 7, 8
Medicine, Alcohol, Drugs – more detail in Year 8 about drugs – increasing knowledge and the ability to make healthy choices in relation to drugs, smoking and vaping	
Mental Health 7 – what good mental health looks like, ways to stay positive, how mental health can change, what we do when things go wrong (stress bucket) 5 – importance of taking care of mental health, recognising warning signs and how to seek support (trusted adults), strategies to support mental health and importance of help and support	5, 7
Growth Mindset/Positive Perspectives	5, 6, 7, 8, 9
Self esteem and body image 5 – self worth Body image covered in 2022 with Year 6 as this came up in worry box/contact from parent and two specific lessons delivered as result	5, 7, 8
Transitions, exams, study habits 6 – transition to Senior School 7 & 8 – time management, revision and study skills	6, 7, 8
Living in the Wider World	
Money	5, 7
Mobile phones, digital awareness, internet safety	5, 6, 7, 8
Diversity and discrimination	5, 6, 7, 8
Jobs and careers	6, 7, 8

Links with other policies

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

- Online Safety Policy

Review and Evaluation

This policy is monitored and evaluated by the Deputy 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: September 2020 (LL)

Reviewed: September 2021 (LL)

Reviewed: January 2022 (LL)

Reviewed: May 2022 (LL)

Reviewed: August 2022 (LL)

Reviewed: September 2023 (JS)

Reviewed: August 2024 (LL)

Reviewed: August 2025 (LL/ZP)

Reviewed: August 2026 (LL)

Scheme of Work 2026-2027

Year 1	
Autumn 1 Rules - To understand why rules are needed for different situations. Making friends: playing and learning together - To learn how friendships are made. - To learn that falling out and making up are normal in friendships, and how to seek help if a friendship is causing unhappiness. - To learn about kind behaviour and what to do if they witness unkind behaviour. Consent - To learn what it means to ask for permission	Autumn 2 Mental Health & Wellbeing - To learn about feelings. - To learn about distraction. - To learn how to pay attention to pleasant feelings. - To learn about helpful and unhelpful thoughts. - To learn about different ways of reacting.
Spring 1 Personal Identity - To recognise that everyone is unique and has special qualities. Belonging and Community - To learn that everyone is equal, regardless of their similarities and differences. Families - To learn about what makes a family. - To learn about different types of families.	Spring 2 Keeping safe at home - To learn about ways to keep safe at home. Drug education - To learn about things that go into bodies and onto skin and how they can make people feel. - To learn about medicines, and the people who help someone to stay healthy. - To learn about keeping safe around medicines and other household products.
Summer 1 Being healthy - To learn how to keep safe in the sun. - To learn about the things that will help us to fall asleep and get a good night's sleep. - To learn about food and drink that can help keep people healthy. - To learn about looking after our teeth. - To learn about the importance of personal hygiene routines.	Summer 2 Showing kindness to ourselves and others - To identify and manage different emotions. - To understand how to be kind and show kindness. - To understand how to look after my body and mind. - To learn how the five ways to wellbeing can help us stay healthy

Year 2	
Autumn 1 <i>Mental health and Wellbeing</i> • To learn about thoughts and feelings and how noticing them can be helpful. • To learn about different kinds of distraction. • To learn about different ways of changing thoughts and feelings. • To learn how to manage unhelpful thoughts. • To learn about ways of managing reactions and responses. <i>Change, loss and grief</i> • To learn about different kinds of change and how change can affect people.	Autumn 2
Spring 1	Spring 2
Summer 1	Summer 2