

HIGHGATE

Personal, Social, Health, Economic and Citizenship Education (PSHEE) and Sex and Relationship Education (SRE)

At Highgate Junior School, we place considerable emphasis on the importance of a child's personal, emotional and social development, as well as their health, as these underlie everything that happens in the teaching and learning environment. PSHEE is delivered formally, therefore, through the PSHEE programme and religious education classes and informally, through assemblies, form tutor time, circle time, religious services and through the pastoral and disciplinary systems, the curriculum and the day to day interactions between members of our School and wider communities. We encourage our pupils to play a positive role in contributing to the life of the School and the wider community.

Aims of PSHEE and Citizenship Education at Highgate Junior School:

- To develop pupils' personal skills, social awareness and health in order to help pupils to prepare for the problems, opportunities and experiences as they head towards their teenage years.
- To deliver a programme that helps pupils to understand issues which are appropriate and relevant to them at the different stages of their emotional and physical development.
- To encourage pupils to consider their own attitudes and values and those of others.
- To provide comprehensive, unbiased and correct information.
- To incorporate many of the aims set out in the *QCA non-statutory guidelines for PSHEE*, the *National Curriculum for Citizenship*, *ISSRs Part 1 Paragraph 2(2)(d)*, *ISSRs Part 2*, the *DCSF Standard 2*, and in particular, the *Every Child Matters agenda*.
- To ensure that the guidelines are clearly understood by pupils, teachers and parents.

Whole School Aims:

The PSHEE programme reinforces the morals and values framework of the School by supporting the spiritual, moral, social and cultural development of pupils. The following list identifies the areas of the *Whole School Aims* which are most clearly reflected in the PSHEE programme.

- We make the welfare and safety of our pupils our priority.
- We aim to inspire our boys and girls to develop their full potential, wherever it may lie.
- We encourage pupils' creativity and encourage them to extend their horizons.
- We conduct the School in a manner consistent with the Christian values, which have always been central to our tradition, fostering understanding and tolerance, reflecting the diversity of modern London and encouraging commitment to the wider community and an awareness of the needs of others.

- We want to help our pupils to move to Highgate Senior School, having developed the personal qualities, which will prepare them well for KS3 and beyond and will equip them, as citizens of the future, to make a positive contribution to the School and wider community.

Specific Aims of Personal, Social, Health, Economic and Citizenship Education:

Personal Education, enabling children to:

- Know and understand a healthy lifestyle.
- Be aware of safety issues.
- Understand what makes for good relationships with others.
- Treat everyone with respect.
- Be independent and responsible members of the School and wider community.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with others within the School community.
- Take responsibility for their behaviour.
- Understand issues which are appropriate and relevant to them at the different stages of their emotional and physical development.
- Prepare for problems, opportunities and experiences as they head towards the teenage years.

Spiritual, Social, Moral and Cultural Education (SMSC) enabling children to:

- Help identify their own moral codes and recognise the consequences of their own (and others') actions.
- Develop their social and inter-personal skills to enable them to foster good relationships.
- Understand respect and tolerance of those with different faiths and beliefs.
- Distinguish right from wrong and to respect the civil and criminal law of England.
- Acquire a broad general knowledge of, and respect for, public institutions and services in England, i.e.: NHS, Government, Police, Fire Brigade, Transport for London, Charities etc.
- Develop young people's resilience to potentially harmful ideologies to prevent them from being radicalised.
- Manage their relationships confidently and sensitively.
- Learn the values of respect, empathy and emotional intelligence.
- Help them to make choices based on an understanding of difference and with an absence of prejudice; including prejudice against race, age, physical and mental disabilities, sexual orientation as well as gender-associated physical changes.
- Help them to understand the origins of their own (and other) cultures and to respect and celebrate cultural diversity.
- Learn how to recognise and avoid exploitation, bullying and abuse.

Health Education:

- To develop a healthy, safe lifestyle.

- To educate pupils about issues ranging from: diet and healthy eating; exercise; drugs and alcohol awareness, personal hygiene, body changes and sex education.

Economic Education:

- To understand where money comes from, keeping it safe and the importance of managing it effectively.
- To understand how money plays an important part in people's lives.
- To grasp a basic understanding of enterprise.

Citizenship Education:

- To educate pupils to respect the law and help them to understand the value of individual liberty and democracy.
- To help Highgate pupils to develop skills of responsible action and become informed citizens.
- To encourage an interest in/involvement in community projects where pupils can make a positive contribution to their own community (as seen in the School Council) and the wider community (as seen in the Charity Committee). To help pupils to learn about community support agencies and services e.g. visits by Fire Brigade and Police, London Transport, Childline.
- To develop an awareness of aspects of the law and government.
- Educate pupils about services and institutions in England.

*NB. The Junior School has a separate **Anti-Bullying policy**, although the topic is covered during the course of the PSHEE programme.*

Delivery of the PSHEE Programme:

- Lessons are delivered with an understanding of the relevant School policies on: Behaviour and Anti-Bullying.
- PSHEE is delivered using a variety of teaching methods which include: discussions, role play, worksheets, videos and DVDs (which are often used to stimulate discussion) and outside speakers or theatre groups.
- Pupils should be allowed to develop ideas and values (i.e. these should not be imposed).
- It is important that lessons are conducted in an atmosphere where pupils and teachers show respect for each other and for the learning environment.
- PSHEE should be a whole School approach: the way that pupils and staff are treated throughout the School should reinforce the messages conveyed in the PSHEE sessions.
- Many aspects of PSHEE and Citizenship are delivered through non-religious assemblies and Pastoral time.
- Pupils' spiritual and cultural development is also enhanced through religious forums (e.g. assemblies) and through religious education lessons.
- Teachers can use Form periods to deal with PSHEE issues, at their discretion.
- Outside speakers/agencies regularly come in to talk to pupils. Speakers may include: Police liaison officers, charity workers.

Staffing:

- Where possible, Class Teachers deliver the programme during the weekly 50-minute PSHEE lesson. Where this is not possible due to constraints of the timetable, other members of staff teach instead of the class teacher. Year 5 pupils are given gender-separated sessions on puberty and menstruation, usually with the Principal and the PSHEE Coordinator.
- Physical changes in puberty are studied in Science lessons.
- Tutors and other members of staff are given specific guidance before delivering the PSHEE programme.

Schemes of Work:

- There are specific PSHEE and Citizenship programmes for each of the year groups (3–6) and detailed lesson ideas with accompanying resources and handouts.
- There is some flexibility with regards to how many weeks are spent on each topic.
- At certain times of the year (and where appropriate) assemblies and visits from outside speakers may be linked in to the PSHEE programme.
- Assessment is active and participatory, helping the children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. Children are expected to reflect on their experiences, ask questions and if required, complete relevant worksheets
- At the start of each term each pupil sets themselves some academic and personal targets, which may be displayed in relevant classrooms. At the end of each term pupils evaluate their topic-related performance and participation in lessons. Such records ensure systematic monitoring of progression as well as building a portfolio of each pupil's response to all topics covered.

Resources:

- Resources are kept centrally and are available in Shared Resources to all teachers delivering PSHEE lessons.

Highgate PSHEE Guidance Sources:

The Highgate PSHEE Guidance document has been created to closely follow the most recent recommendations of:

QCA Guidance for:

- PSHEE
- Sex and Relationship Education
- Drugs Education
- Citizenship
- New Non Statutory programmes:
 - personal well-being
 - economic well-being and financial capability

Ofsted

Archived Publications:

- Department for Children, Schools and Families (DCSF)
- Every Child Matters (ECM)
- Social and Emotional Aspects of Learning for Secondary Schools (SEAL)

National Healthy Schools Status

Monitoring and Review:

The PSHEE coordinator is responsible for monitoring the standards of children's work and the quality of teaching, under the aegis of the Principal (Mark James). Our coordinator supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the School.

Action Plan for 2017-18:

- To review Sex and Relationship Education Programme.
- To continue to enhance the use of Philosophy and Debating in the academic year 2017 – 2018 as a tool to support the delivery of the curriculum.
- To continue to embed fundamental British values as part of Spiritual, Moral, Social and Cultural development of pupils through providing opportunities for themes linked to British Values discussed in assembly be reflected on further in form times.
- To embed 'Sustainability and Green Issues' in the PSHEE Schemes of Work and to work with the school's Eco Council to address local environmental concerns.
- To evaluate the current PSHEE Schemes of Work ensuring smooth transition from KS1 and to KS3.

Guidance: SRE – Sex and Relationships Education *(Further information about the content of the Sex and Relationships Education programme can be found in SRE Appendix to Highgate Junior School PSHEE and Citizenship Policy)*

Rationale:

At Highgate Junior School we value the importance of SRE to help and support young people through their physical, moral, spiritual, cultural and emotional development. SRE is perceived as entering the curriculum at a number of points through KS1 and KS2, but also as part of the Personal, Social, Health and Economic Education elements of a child's learning experience. Sex and relationship education is a lifelong process of acquiring information and skills, forming attitudes, beliefs and values about sexual relationships, identity and intimacy. This process begins informally with parents and carers before any formal sex education takes place at School. This policy has been written following the Secretary of States' guidance (Sex and Relationship Education Guidance 2000) stating the following: "It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching".

Aims and Objectives of SRE:

- To establish pupils' sound foundations for personal and social development.
- To provide the knowledge and information to which all pupils are entitled.
- To clarify and/or reinforce existing knowledge.
- To help pupils understand their sexual feelings and behaviour.
- To prepare pupils for puberty.
- To develop skills to help pupils prepare for adolescence.
- To develop pupils' skills for a healthier and safer lifestyle.
- To develop and use pupils' communication and assertiveness skills to cope with the influences of their peers and the media.
- To nurture pupils' respect and care for their bodies.
- To develop skills to help pupils avoid and resist premature sexual experience.
- To provide 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. This may include questions about marriage and civil partnership, pregnancy and sexual orientation.
- To encourage pupils to establish a personal moral code and promote self-confidence and self-esteem.
- To support and assist pupils in understanding themselves, their development as responsible adults and their moral responses to their environment.

Legal requirements Sex and Relationship Education:

All Schools must teach the following as part of the National Curriculum Science Orders; parents do not have the right to withdraw their child/children.

The organisation of Sex and Relationship Education:

- The PSHEE Coordinator is the designated teacher with responsibility for coordinating sex and relationship education.
- Sex and relationship education is delivered through Science, Religious Education, PSHEE as well as Circle Times sessions.
- Members of SMT, subject teachers and form tutors teach sex and relationship education in a wider context.
- At KS2, as part of the National Curriculum for Science, children are taught the main stages of the human life cycle. Junior School science teachers, overseen by the Science Coordinator (Louise Foster), carry out this part of the teaching in gender-specific lessons.
- In Years 5 and 6 children are taught about the physical and emotional changes that take place during adolescence in gender-specific lessons.
- The teaching of SRE is a balance of information: gathering and active learning, particularly in Year 5 and 6, when discussion and question sessions, in a range of situations, will form a large part of the topic.
- Resources to teach sex and relationship education include fiction, reference books, leaflets, extracts from videos as well as related practical items.

- Sex and relationship education is usually delivered in single gender groups.

Dealing with difficult questions:

The School will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Child Protection / Confidentiality:

The School is aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. All teachers are aware of the School's Safeguarding and Welfare Policy and their statutory training is kept up to date. Child Protection training scenarios ("What would you do if...?") are a regular feature in Staff meetings.

Parental consultation:

The School informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the resources being used and to discuss the terminology used throughout. If parents wish clarification, they should speak to the Principal.

Links with other policies:

- PSHEE & Citizenship Policy
- Policy on Safeguarding and Promoting the Welfare of Children
- Behaviour Policy
- Anti-Bullying Policy

Conclusion:

Areas of the sex education programme will be assessed and monitored on an ongoing basis.

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

This policy has been written by the PSHEE coordinator (Victoria Nemeth), in consultation with the Principal (Mark James) and the Deputy Principal (Deborah Blackburn).

This policy is monitored and evaluated by the PSHEE coordinator (Victoria Nemeth) and the Principal (Mark James) as part of Highgate Junior School's development plan. As a result of this process, changes will be made to the sex and relationship education programme as appropriate.