

Personal, Social, Health and Economic Education (PSHEE) & Relationship and Sex Education (RSE)

Junior School Guidance

Policy Owner(s)	PSHEE Coordinator
Approved by	Junior School Principal
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1. Rationale

At Highgate Junior School, we put the importance of a child's personal, emotional and social development, as well as their physical health and mental wellbeing at the heart of everything we do. Our PSHEE programme reinforces the whole School's ethos and its framework of morals and values by supporting its key three aims:

- To be a place for learning and scholarship
- To be a reflective community
- To be an exemplar for the healthy life

Personal, Social, Health, Economic Education is delivered formally through the PSHEE programme which is linked to aspects of Religion, Philosophy and Ethics (RPE) lessons, OWL-lessons, form tutor time, Circle Time, assemblies, religious services, through the pastoral and disciplinary systems, the wider 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.

2. Aims of PSHEE at Highgate Junior School

PSHEE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school spiral approach, PSHEE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

- To equip pupils to live healthy, safe, productive, capable, responsible and balanced lives.
- To be enterprising and support pupils in making effective transitions, positive learning and career choices and in achieving economic wellbeing.
- To provide opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.
- To contribute to the personal development of pupils by helping them build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.
- To enable pupils to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.
- To develop an understanding of themselves, empathy and the ability to work with others which will help pupils to form and maintain good relationships.

- To develop the essential skills for future employability and better enjoy and manage their lives.
- To help reduce or remove many of the barriers to learning experienced by pupils and to improve their capacity to learn and achieve.
- To make a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and to promote pupils' wellbeing.
- To provide, through a comprehensive PSHEE education provision, the learning that is essential to safeguarding pupils.
- To provide pupils with: accurate, balanced and relevant knowledge, opportunities to turn that knowledge into personal understanding; opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities; the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives; opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.
- To provide opportunities for the pupils to further develop their Character Skills, Executive Functions and their understanding of Monthly Values, thus supporting Pupils' Personal development.
- To focus on inclusivity by getting pupils to think more about concepts such as diversity, equality, stereotypes, discrimination, racism, conscious bias, unconscious bias, systemic bias; what individuals and groups can do to be more inclusive towards people from different cultural and racial backgrounds they meet in any context, and how they can support each other's understanding of similarities and differences between people in general.
- To provide opportunities to look at the diversity of population across the UK as well as values and customs across the world. In PSHEE and citizenships lessons, pupils will have opportunities to apply their knowledge and understanding of fundamental British values of **democracy**, rule of law, **individual liberty**, mutual **respect** and **tolerance** for those with different faiths and beliefs.
- To 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 the community, encouraging commitment to the wider community and an awareness of the needs of others.
- 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.

3. Overarching Concepts of PSHEE at Highgate Junior School

The programme of study is intended to enable pupils to develop and gradually enrich their understanding of a set of overarching concepts, set out below. Although the specific content of PSHEE programme will constantly evolve as the world changes, these concepts are timeless. We believe that it is not enough to simply teach pupils about the issues covered the schemes of work. It is vital they have the opportunity to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives. We aim to support pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, by providing ‘learning opportunities’ outlined within the six core themes of the PSHEE programme of study (*Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me*) as a context through which to develop the **concepts, skills** and **attributes** as follows:

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- **Relationships** (including different types and in different settings, including online)
- A **healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Change** (as something to be managed) and **resilience** (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes)
- **Career** (including enterprise, employability and economic understanding)

4. Essential skills and Attributes Developed through PSHEE

4.1. Personal Effectiveness

- Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal setting)
- Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping)
- Resilience (including self-motivation, perseverance and adaptability)
- Self-regulation (including promotion of a positive, growth mind-set) and managing strong emotions and impulses)
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
- Self-organisation (including time management)
- Strategies for identifying and accessing appropriate help and support
- Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
- Recalling and applying knowledge creatively and in new situations
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

4.2. Interpersonal and social effectiveness

- Empathy and compassion (including impact on decision making and behaviour)
- Respect for others’ right to their own beliefs, values and opinions
- Discernment in evaluating the arguments and opinions of others (including challenging ‘group think’)
- Skills for employability, including
- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills
- Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)

- Recognising, evaluating and utilising strategies for managing influence
- Valuing and respecting diversity
- Using these skills and attributes to build and maintain healthy relationships of all kinds

5. Managing risk and decision-making (integral to all of the above)

- Identification, assessment (including prediction) and management of positive and negative risk to self and others
- Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
- Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
- Assessing the validity and reliability of information
- Identify links between values and beliefs, decisions and actions
- Making decisions

6. Detailed, 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 potential 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.
- To have an opportunity to explore Executive Functions and Monthly Values.
- To have opportunities to apply their knowledge and understanding of Fundamental British Values of **democracy**, rule of law, **individual liberty**, mutual **respect** and **tolerance** for those with different faiths and beliefs.
- 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 and to learn about the notion of consent.

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, relationships 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, NHS, London Transport, Childline etc.
- 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.

7. Planning and Delivery of the PSHEE Programme

Although there is a formal PSHEE programme which we modify based on analysis of research and what pastoral staff and pupils feel is needed (for example through feedback from School Council and Eco Council), we also have the flexibility to respond to particular events and circumstances that occur both within our community and beyond. Please refer to the HJS PSHEE Overview for further detailed information about what we are currently planning to cover this year.

8. Schemes of Work

We teach and revisit important topics in a number of ways across the year groups in a ‘spiral curriculum’, building on previous ideas to consolidate and extend understanding.

- PSHEE is delivered using a variety of teaching methods which include discussions, role-play, bespoke worksheets, extracts from audio-visual resources, topic-relevant DVDs (which are often used to stimulate discussion) and outside speakers or theatre groups. It is discussed
- Lessons are discussion based and 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.

- Many aspects of PSHEE and Citizenship are delivered through non-religious assemblies and Pastoral time (Form time, Circle Time, OWL sessions).
- 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, Fire Brigade, charity workers etc.
- Physical changes in puberty are studied in Science lessons.
- There are specific PSHEE and Citizenship programmes for each of the year groups (3–6) and detailed lesson ideas with accompanying resources and handouts. Year group planning follows a spiral pattern with pupils expanding on previous knowledge, experiences and reflections.
- 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.

9. Resources

- Resources are kept centrally and are available in Shared Resources to all teachers delivering PSHEE lessons. The PSHEE and Citizenship resource bank is updated on a continuous basis and relevant material is shared with teaching staff in departmental discussions.

10. Highgate Junior School PSHEE Guidance Sources

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

- QCA Guidance for PSHEE, Relationship and Sex Education, Drugs Education, National Curriculum of Citizenship
- New Statutory and Non-Statutory programmes:
 - personal well-being
 - economic well-being and financial capability
 - RSE
 - Health Education
- Ofsted

- DfE Guidance: Keeping Children Safe in Education, Promoting Fundamental British Values, Improving the spiritual, moral, social and cultural development of pupils
- Prevent Duty Guidance
- PSHE Association
- Jigsaw PSHE
- NSPCC

11. 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 (Philippa Studd). 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.

While some lessons may include an element of assessing knowledge and/or understanding, we do not formally assess PSHEE topics through end-of-year or termly testing as we consider that the impact and effectiveness of PSHEE is more effectively measured through careful monitoring of the following: pupils' verbal contributions in and out of lessons, written work produced in PSHEE lessons, collaborative display work, regular formal and informal feedback, self-assessment, baseline assessment (eliciting prior knowledge and understanding), pupil questionnaires, pupil and staff surveys (approximately every two years, general behaviour and attitudes of pupils, Personal Development Log data, Rewards and Reflective Consequences data, Safeguarding and Welfare data, Information from the Medical Centre, Pupil participation in co-curricular and community-based activities, Communication with Parents, Discussions with staff and DSLs.

12. Equal Opportunities

All Junior School pupils have access to the PSHEE programme. Teachers take account of pupils with IEPs, EAL and SEN. Respect for diversity and inclusion in terms of culture and linguistic background is promoted through the use of multi-cultural resources.

13. Guidance: RSE – Relationships and Sex Education

13.1. Rationale

At Highgate Junior School we value the importance of RSE to help and support young people through their physical, moral, spiritual, cultural and emotional development. RSE 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. Relationship and Sex education is a lifelong process of acquiring information and skills, forming attitudes, beliefs and values about sexual relationships, identity, intimacy and **consent**. This process begins informally with parents and carers before any formal sex education takes place at School. We try to ensure that the programme is

relevant to all our young people, regardless of sexual orientation or gender identity. For all year groups, we aim to provide a safe environment in which misconceptions and concerns can be raised and discussed without judgement.

13.2.Aims and Objectives of RSE

- 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.

13.3.Content of RSE Education

The emotional side of puberty will be covered in PSHEE, which will allow the children to discuss more freely any aspect of the topic from the Science lessons. The pupils will cover emotional changes and relationships in gender separated lessons as detailed below:

- understanding that periods are a part of puberty for girls (menstruation) and that boys go through physical changes during puberty (wet dreams)
- understanding how daily life might be affected by having a period and what to do when it happens (personal hygiene)
- identifying sanitary products that help manage a period

- knowing where to find information and advice on puberty and periods
- understanding why puberty can change the way they feel and act in everyday life
- recognizing how emotions change during puberty (crushes, friendships)
- developing strategies for dealing with these feelings in a positive way
- understanding the idea of consent; starting with relationships within the family unit and, at later developmental stages, how consent might be associated with physical contact and subsequent sexual relationships

The question of gender stereotypes and associated issues will also be discussed so that the children are aware of potential problems with exclusion. Children will learn to develop empathy, self-awareness and respect for themselves and others by:

- exploring the sense of identity and defining the term diversity
- discussing stereotypes and gender stereotyping
- exploring family diversity and sexual orientation in general
- defining bullying and homophobia and associated language
- discussing body image issues

13.4. Legal requirements Relationship and Sex 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 PSHEE sessions are part of the Year 5 RSE curriculum but parents/carers may withdraw their child/children should they not wish them to take part.

13.5. The organisation of Relationship and Sex Education

- The PSHEE Coordinator is the designated teacher with responsibility for coordinating Relationship and Sex education.
- Relationship and Sex education are delivered through Science and PSHEE sessions.
- 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 for Upper KS2, 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. This is done in gender-specific lessons in Year 5 and subsequent Year 6 PSHEE lessons in mixed gender groups.
- The teaching of RSE 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 Relationship and Sex education include bespoke teaching PowerPoints, reference books, leaflets, extracts from videos as well as related practical items (e.g. sanitary towels, tampons etc.).
- Relationship and Sex education is usually delivered in single-gender groups but mixed gender groups are also being used for discussion about aspects of relationships.

13.6. Child Protection/Confidentiality

The School is aware that effective Relationship and Sex 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. Pupils are encouraged to depersonalise and generalise observations and comments in RSE lessons and not to share personal information. Should a disclosure take place, however, teachers can never promise unconditional confidentiality to a pupil. Indeed, if a teacher feels that a pupil is going to tell them something significant, or if a pupil requests in advance that nobody else be told, the member of staff needs to stress to the child that this may not be possible. If a pupil makes a reference to having been a victim of abuse, the teacher will take the matter very seriously. If they feel that a pupil is at risk or in danger, he or she will report the matter to the designated safeguarding leads within the School. Child Protection training scenarios ("What would you do if...?") are a regular feature in Staff meetings.

13.7. 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. Sometimes a pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and if a teacher is uncomfortable with the nature of a question, s/he should decline to answer it at the time or even at all, although a child should never be made to feel uncomfortable for having asked a question. Teachers may choose to answer a question in a subsequent lesson to give them time to address it appropriately. The anonymous writing of questions to be answered at random by the teacher is widely used as it can overcome some of these issues.

13.8. Parental consultation

The School informs parents when aspects of the relationship and sex 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.

13.9. Links with other policies

- [PSHEE & Citizenship Policy](#)
- [Policy on Safeguarding and Promoting the Welfare of Children](#)
- [Behaviour Policy](#)

- [Anti-Bullying Policy](#)

13.10. Conclusion

- Areas of the relationship and 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 is monitored and evaluated by the PSHEE coordinator (Roshan Adams), the JS Principal (Philippa Studd) and the Deputy Head Pastoral (Emma Duong) as part of Highgate Junior School’s development plan. As a result of this process, changes will be made to the Relationship and Sex education programme as appropriate.

Table of substantive changes

Paragraph	Detail of Change	Date	Owner
All	Reformatted and updated to reflect current provision	September 2023	RA

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