



## PSHE at Sibford Junior School

PSHE plays an integral role in the curriculum of Sibford Junior School and is provided using a variety of methods as outlined below. It encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. In addition to these we also use timetabled slots to address prevalent topics, particularly if there are friendship issues within a class. Many of the aspects of PSHE are also woven into the broad aims and ethos of the school – in particular the focus on Respect, Relationships and Resilience.

### SEAL

The Junior School uses the National Curriculum SEAL programme (Social and Emotional Aspects of Learning). This consists of a 6 topics taking half a term each. Topics can begin with a whole Junior School Meeting for Worship lead by the Head of Junior School. These Meetings are then followed up by the class teachers often through the weekly class meetings, but also integrated into other subjects.

### Meeting for Worship

Meeting for Worship occurs every day and takes on a variety of forms. Sometimes these are whole school and sometimes they are Key Stage focused. During these Meetings staff and children respond to issues that have arisen within the school, but also follow a programme of celebrating the lives of famous people or events which have had a positive impact on our world, as well as celebrating religious festivals from a variety of faiths. These meetings are also used to commemorate important anniversaries, such as Remembrance Day. Classes also hold their own Meeting for Worship.

Friday Meeting for Worship alternates between a whole school Music Meeting celebrating the talents of pupils within the school, which the Junior school children contribute to, and a Celebration Meeting lead by a year group at a time showcasing some of their learning to parents and giving an opportunity to present class awards for hard work and positive attitude shown in school.

### Citizenship

In the Junior School the provision of a syllabus concerning citizenship is achieved partly through Meeting for Worship, but largely by its integration into other subjects across

the curriculum. This could be through studying other countries in Geography, carrying out small group business challenges or raising money for charities chosen through the Junior School forum. Year 6 have a period of Citizenship built into their timetable.

### Talkabout

Junior School staff have had training in this social skills programme, designed and created by Alex Kelly (further details can be found in the Junior SFL department).

Talkabout is used variously across the Junior School, both as the central means of delivering PSHE and as a supplement to class sessions. In essence it focuses on helping children identify and discuss emotions and responses, both in themselves and others.

The programme also includes diagnostic assessments which are carried out with children identified as needing support in managing their emotions and responses. These diagnoses provide target areas for staff to support in and are repeated regularly to assess progress. The Talkabout programme is also being extended into the Senior School so that needs continue to be addressed after transition.

### Learning Powers

The Junior School uses a system of Learning Powers that helps pupils identify strengths within their learning as well as areas they need to work on. The programme is designed to increase the children's awareness and ownership of their own learning, as well as to be aware of it in those around them.

### Outdoor Education

All year groups in the Junior School take part in outdoor education, whether that be Forest School or through curricular led projects. A key aspect of this is to develop the children "soft skills", chiefly their ability to:

- Communicate effectively with others
- Work independently or as part of a team
- Demonstrate responsibility for their own conduct
- Build resilience when faced with challenges

In addition to this it also helps children to independently recognise and take risks.

### Relationship and Sex Education

Relationship and Sex education is an integral part of our Personal, Social, Health and Emotional education programme, an area that is considered important throughout our school.

We believe that Relationship and Sex education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents.

The Junior School's programme of Relationship and Sex education will be embedded within the school's PSHE curriculum and will help children to respect themselves and others. The programme is tailored to the age and physical and emotional maturity of the children and is delivered by the school staff and invited professionals.

### Rationale

In this document, Relationship and Sex education is defined as 'learning about physical, moral and education development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care'. Relationship and Sex education is part of the personal, social and health education curriculum in our school. While we use Relationship and Sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use Relationship and Sex education as a means of promoting any form of sexual orientation.

### Aims

- To provide a secure, sensitive and caring framework where learning and discussion can take place
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- To encourage the use of correct vocabulary
- To foster self-worth and awareness, together with a sense of moral responsibility
- To help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities

### Objectives

Relationship and Sex teaching will be delivered via two areas of the curriculum:

1. Through the Science curriculum and PSHE where

At Key Stage 1 Children should know:

- that humans develop at different rates.
- that animals including humans, move, feed, grow, use their senses and reproduce

- how to recognise and compare the main external parts of bodies of the humans
- that humans and animals can produce offspring and these grow into adults
- how to recognise the similarities between themselves and others and treat others with sensitivity.

At Key Stage 2 Children should:

- Begin to know about and have some understanding of the physical, emotional and social changes, which take place at puberty.
- Know that there are many different kinds of friendship; be able to talk about friends with important adults.
- Know that the life processes common to humans and other animals include nutrition, growth and reproduction
- Know the main stages of the human life cycle

2. Through the school's RSE Scheme of Work (BBC's Growing Up) Year 5 and 6 have a set of lessons to directly address the growing and changing that occurs from a baby up to an adult.

- As with other PSHE units, Relationship and Sex Education will develop in response to key questions
- Relationship and Sex Education at the school will be developmental and age appropriate
- Pupils will be taught about the nature of the human body and how it grows and changes
- Relationship and Sex Education will be taught within the context of relationships and family life

We consult with parents before the provision of the Scheme of Work, showing them the resources used and giving them the opportunity to ask questions. This includes talks provided by the school nurse both to the parents and the children.

The school is well aware that the primary role in children's Relationship and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's Relationship and Sex Education programme and practice
- Answer any questions that parents may have about the Relationship and Sex Education of their child
- Take seriously any issue that parents raise with teachers or governors about any aspect of the arrangements for Relationship and Sex Education in the school.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority and the school nurse give us valuable support with our sex education programme.

### Confidentiality

- Discussion will be encouraged at all times.
- Ground rules for discussion excluding personal questioning of staff or pupils will be established.
- We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.
- Questions concerning homosexuality, sexually transmitted diseases and contraception will be answered if raised.

Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations.

Most groups will be mixed age and gender but if felt more appropriate, single sex or age groups may be formed.

Teachers conduct Relationship and Sex Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a safeguarding matter. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will deal with it as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead (See also Safeguarding Policy).

This should be read in conjunction with the RSE Policy.