ST BENEDICT'S SCHOOL
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PSHE Policy (incorporating RSE) – Junior School

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1 Rationale

At St Benedict's School, we use the term *Conversatio* for our programme of Personal, Social, Health and Economic (PSHE) education. The name Conversatio is drawn from the Benedictine phrase *conversatio morum*, traditionally understood as "conversion of life" or "continuing transformation of one's way of life". It expresses the idea that formation is not a single event, but a lifelong process of learning how to live well: developing habits and virtues, making wise choices, building healthy relationships, and growing in responsibility towards oneself and others.

Conversatio is therefore our programme for personal, social, health and relationships education, reflecting the Benedictine understanding that education involves the continuing formation of the whole person.

We aim to educate the whole person. Children are encouraged to treat others as they would like to be treated and to show respect to themselves and to others. We strive to create a rich and balanced learning culture where all have access to a high-quality education which develops the individual academically, morally, spiritually, and culturally. We provide opportunities to enable children to develop skills to investigate, make sense of, and communicate with the world around them, to become responsible, healthy members of the community.

2 Aims, Objectives and Statutory Requirements

At St. Benedict's, Physical, Social and Health Education has its foundation in the teaching of the Gospels, the Christian Community and Christian values inspired by the rule of St. Benedict. We use the EALING PSHE scheme of work (2025) as our main resource with TenTen: Life to the Full as guidance for RSE teaching to build upon these foundations. PSHE enables children to become healthy, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In this way, we help develop their sense of self-worth. Every person is valued regardless of age, colour, gender, ethnicity, heritage, religion or disability. We teach children what it means to be a positive member of a diverse multicultural society, how society is organised and governed, ensuring that they experience the process of democracy in school through the School Council.

PSHE is central to our School's Catholic ethos, supporting children in their development and underpinning learning in the classroom, in school, and in the wider community. In line with Keeping Children Safe in Education (2025), staff are aware of their Prevent duty. The programme also incorporates RSE (Relationships and Sex Education) as set out in the government's statutory guidance.

PSHE and Citizenship is linked closely to other cross-curricular policies and procedures, which can be consulted for more information on the school website, including:

- Anti-Bullying
- Behaviour
- Child Protection & Safeguarding
- Online Safety
- Equal Opportunities
- Health and Safety
- Pastoral Care
- Religious Education

3 Teaching, Learning and Inclusion

At St Benedict's Junior School, we use the EALING PSHE Scheme of Work (2025). Please refer to the PSHE Scheme of Work for full details on content.

Aim of the EALING PSHE scheme of work:

- To provide children with the knowledge, understanding, attitudes, values, and skills they need in order to reach their potential as individuals and within the community.
- To encourage children to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- To learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

EALING PSHE SoW is written as a universal core curriculum provision for all children which we use and supplement as required. Inclusivity is part of its philosophy. Teachers will tailor each lesson to meet the needs of the children in their classes.

The *Equality Act 2010* covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject children to discrimination. Schools have a duty under the *Equality Act* to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual, and transgender (LGBTQ+). Inclusive RSE will foster good relations between children, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on *The Equality Act 2010 and schools (DfE 2014b)*.

3.1 Objectives/Child Learning Intentions:

The PSHE programme will support the development of the skills, attitudes, values and behaviour, which enable children to:

- Have respect for religious and moral values through developing and fostering an understanding of the Catholic faith.
- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal.
- Develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it.
- Value themselves as unique human beings, capable of spiritual, moral, intellectual, and physical growth and development.
- Take her/his place in a wide range of roles in preparation for Senior School and eventually adult life, to deal with risk and meet the challenges of life and to play an active role as a member of society.
- Develop their varied abilities and talents fully setting achievable goals, learning to work and try hard, and understanding both success and failure.

- Learn to live and enjoy a healthy lifestyle.
- Develop an active role as a member of a family and of the community.
- Respect the law and encourage others to do so.
- Have a sense of purpose.
- Value self and others.
- Form positive relationships.
- Make and act on informed decisions.
- Communicate effectively.
- Work with others.
- Respond to challenge.
- Be an active partner in their own learning.
- Be active citizens within the local community.
- Explore issues related to living in a democratic society.
- Value their role as a contributing member of a democratic British society.
- Become healthy and fulfilled individuals.

Teaching and Learning Styles / The Learning Environment

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in circle time, discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship (e.g., charity fundraising) to help other individuals or groups less fortunate than themselves, helping at Open Mornings, buddy groups and in class-based assemblies. We organise classes in such a way that children can participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

Establishing a safe, open, and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced by using the *School Charter*. (Teachers and children will discuss the St Benedict School Rules and child speak behaviour policy at the beginning of the year and revisit it as required throughout the year.)

4 Organisation of the PSHE Programme

PSHE brings together emotional literacy, social skills, and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. The programme is designed as a whole school approach, with all year groups working on the same theme at the same time. This enables each theme to start with an introductory assembly, generating a whole school focus for adults and children alike. PSHE is given a high priority on the timetable to ensure the programme is established effectively.

There are three themes that are designed to progress in sequence from September to July.

- **Michaelmas Term -** *Health and Wellbeing,* and *Relationship*s
- **Lent Term -** *Living in the Wider World*
- **Trinity Term –** *Health and Wellbeing,* and *Relationships*

These three themes link closely to the PSHE Association guidance.

Throughout the scheme of work, British Values and SMSC form an integral part of the lessons (Promoting fundamental British values is here). Examples of such lessons include: School Council meetings, circle time games, rights of a child, democracy, voting and parliament, finances and

economics, differences and diversity (including differences in families and sexual orientation) global citizenship, migration, homelessness, water crisis, charity, opportunities for volunteering, gender stereotyping, online safety, critical thinking and safeguarding.

Children will learn how to keep themselves safe. Safeguarding topics include bullying, friendship, healthy relationships, being assertive, drugs and alcohol education, relationships and sex education, safety at home, safety in school, safety around water and fire, safety walking and cycling, critical thinking and online safety.

The scheme of work is relevant to children living in today's world as it helps them understand and be equipped to cope with issues. Every lesson contributes to at least one of these aspects of children's development. This is balanced across each year group.

Challenging Misogyny and Harmful Attitudes
The PSHE curriculum explicitly addresses the importance of respectful relationships and equality, both online and offline. Children are taught to recognise and challenge misogyny, gender stereotypes, and any attitudes or behaviours that undermine the dignity of women and girls.

Lessons help children to understand the impact of harmful language and behaviour, and to develop the confidence to speak out against discrimination or injustice. The programme reinforces the school's commitment to fostering a community where everyone is valued and respected.

Mental Health and Wellbeing
Supporting the mental health and wellbeing of our children is a core element of the PSHE curriculum. Children are taught practical strategies for maintaining good mental health, recognising and managing emotions, and supporting themselves and others through challenges.

The programme includes opportunities for children to discuss mental health openly, to develop resilience, and to learn how to access help when needed. Information about sources of support, both within school and from external organisations, is shared with children and families. Staff are trained to notice and respond to emerging mental health needs, and to signpost appropriate support.

Online Safety and Digital Literacy
The PSHE programme places a strong emphasis on online safety and digital literacy, reflecting the increasing importance of these skills for all children. In line with statutory guidance, children are taught how to recognise, respond to, and report harmful online content, including misinformation, manipulated media, and AI-generated content such as deepfakes. Lessons equip children with practical strategies for staying safe online, understanding digital consent, and managing their digital footprint.

Children are encouraged to think critically about information they encounter online and to seek support from trusted adults if they are concerned about anything they see or experience. Teachers will ensure that children understand how to report concerns about online abuse, cyberbullying, or suspicious content, both within school and through appropriate external channels.

5 Sensitive Issues, Safeguarding, Confidentiality and Child Protection

Teachers must be aware that disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and

appropriate staffing for this to happen.

As a rule, a child's confidentiality is maintained by the teacher or member of staff concerned, although this is never guaranteed to the child depending on the nature of a disclosure. If a staff member believes that the child is at risk or in danger, she/he must discuss concerns with the Designated Safeguarding Lead and follow the school's safeguarding procedures. All staff members are familiar with the policy and know the identity of the Designated Safeguarding Leads. The child will be supported by the teacher throughout the process. As ever, staff will be clear with a child that any issue that is potentially a safeguarding issue will not be treated confidentially and the reasons why.

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: RSE, terminal illnesses, pandemics, family lifestyles and values, physical and medical issues, financial issues, bullying (online and face to face) and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to children's attention, they are offered a balanced presentation of opposing views. The school does not promote partisan political views and will take reasonable steps to offer children a balanced presentation of opposing views where political issues are brought to their attention. Teachers will adopt strategies that seek to avoid bias on their part and will teach children how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all children are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Safeguarding and Reporting Online Harms
All staff are trained to recognise the risks associated with online harms, including those arising from AI-generated content, online abuse, and harmful social media trends. Children are taught how to report any concerns relating to online safety, bullying, or harmful attitudes, and are reassured that they will be supported if they come forward.

The school's safeguarding procedures are regularly reviewed to ensure they reflect the latest statutory guidance and emerging risks. The Designated Safeguarding Lead is available to support children, families, and staff with any concerns relating to online safety or harmful attitudes.

6 Early Years Foundation Stage

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

"Statutory Framework for the Early Years Foundation Stage (2025)"
At St. Benedict's School, we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. However, we also believe early childhood is valid, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

We believe that within prime and specific areas of learning and development, PSHE is crucial for all aspects of life that will give the children the best opportunity for success in all other areas of

learning. Each child needs a positive sense of her/himself and respect for others.

7 Assessment

The scheme of work allows teachers to gather baseline assessment and end of topic assessments for each child, as this shows the knowledge they have gained. Teachers will ensure children are making progress with their learning throughout their PSHE experience. Each theme has a built-in assessment task, which also offers children the chance to assess their own learning and have a conversation with parents and staff about this.

8 Monitoring and Evaluation

The PSHE Leader is responsible for monitoring the standards of children's work and the quality of teaching. The PSHE Leader supports colleagues in the teaching and planning of PSHE and provides them with information about current developments in the subject.

The PSHE Leader monitors delivery of the programme through observation and discussion with teaching staff and termly conferencing with children to ensure consistent and coherent curriculum provision. This enables the PSHE leader to identify areas of strength and areas to be further developed actively seeking 'Pupil Voice'.

The PSHE leader is responsible for organising staff training (supported where necessary by the Deputy Head), managing the budget, and ensuring the subject is suitably resourced.

9 Involving Children, Parents and Carers

The School believes that it is important to have the support of parents, carers and the wider community for the PSHE programme.

Parents and Carers:
Parents and carers are given the opportunity to find out about and discuss the PSHE programme through:

- Parents' curriculum evenings
- Curriculum letters detailing the content for each year group (termly)
- Information leaflets and displays
- Attendance at Open Morning events
- Parental surveys

Child Consultation:
The PSHE leader meets with representatives from each year group regularly throughout the year to review and discuss their learning in PSHE.

10 External Contributors

Within the Junior School, external contributors from the community, e.g., health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to the PSHE programme. Their input is carefully planned and monitored to fit into and complement the programme. Members of the clergy (e.g., members of our school chaplaincy team) also contribute to the programme, as appropriate.

Teachers will always be present during these sessions and remain responsible for the delivery of sessions by external providers.

11 Relationship Education and Sex Education (RSE)

This policy constitutes the School's separate written statement on Relationships Education and Relationships and Sex Education. The School consults parents before making or revising this policy, publishes it on the school website, and provides a copy free of charge to anyone who requests one.

Relationship Education

Themes:
5 themes are covered as part of statutory Relationships Education at St. Benedict's Junior School. These are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Right to withdraw:
The above 5 themes are **statutory,** and parents do not have the right to withdraw their children from these lessons. The science curriculum is also **statutory**, which includes naming external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Parents cannot withdraw their children from Relationships Education or the Science curriculum.

Sex Education

Sex Education is not statutory in primary schools. Here at St Benedict's Junior School, as part of the PSHE programme we incorporate Relationship and Sex education (RSE) in Upper Key Stage 2 classes at a level that is appropriate to the age and development of the children and in keeping with our Catholic and Benedictine ethos. These lessons are delivered by Form Tutors.

Within the Junior School, the Ealing SoW and resources recommended by Westminster Diocese, Ten, Ten Resources "Life to the Full" are used to deliver the RSE element of the PSHE programme. This provides a fully resourced, creative, media-rich scheme of work in **Relationships Education** and RSE that meets statutory guidelines and has its foundation in a Christian vision of human sexuality.

Withdrawal from RSE in the Junior School

Parents of children in Upper Key Stage 2 are informed via a letter of what will be taught in the RSE lessons prior to those lessons being delivered. The RSE scheme of work is made available to all Junior School parents on the Firefly portal, along with resources for each lesson.

It is a statutory right of parents or carers to withdraw the children in their care from sex education lessons that make up part of PSHE and our RSE programme. If parents wish to withdraw their child, they should email or write to the Junior School Deputy Head to arrange a meeting to discuss this.

We are required to keep a record of children withdrawn from Relationship and Sex Education lessons. We would, of course, hope that all our children will be allowed to access all the RSE part of the PSHE programme.

Miss Elizabeth Flint (PSHE Leader), Mrs Tracy Scott (Deputy Head) and Mr Rob Simmons

(Headmaster) will review this policy again in March 2027.