



HINGUAR PRIMARY SCHOOL AND NURSERY



PSHE, RSE & HE POLICY

Responsible members of Staff

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Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Hinguar Primary School, preparing them for the opportunities, responsibilities and experiences of later life. We follow the PSHE Association's question-based program of study, which covers KS1 and KS2 and is progressive with regards to relationships education, health and wellbeing, and living in the wider world. Each teacher has a copy of the detailed progression map, and this is also used as a record of coverage and as a tool for assessment. **(Appendix 3)** In addition, we also follow the RSE programme from Southend Borough Council- called 'Yasmin & Tom'. Our programme of Study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils. **(Appendix 4 shows Y+T suggested topics for each year group which have then been adapted to fit into the whole school scheme of work)**

As an Academy run primary school, from April 2021, we follow Government statutory requirements to provide relationships education: RSE and health education to all pupils every week.

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their PSHE education, pupils in Years 5 and 6 will receive stand-alone sex education lessons.

1. Right to withdraw

Parents do not have the right to withdraw their child from relationship education as this is now compulsory. However, they do have the right to withdraw their children from the non-statutory /non-science components of sex education aspect of RSE.

2. Intent

Our school's overarching intent for our pupils is to provide a Personal, social, health and economic (PSHE) education programme of study which ensures all pupils are provided 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.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

3. Implementation

The scheme of work has three core themes, the same for each key stage. Each core theme is divided up into three topic areas:

Core Theme 1: Health and Wellbeing

Topic areas:

- Healthy lifestyles
- Keeping safe
- Growing and changing

Core Theme 2: Relationships

Topic areas:

- Healthy Relationships
- Feelings and emotions
- Valuing difference

Core Theme 3: Living in the Wider World

Topic areas:

- Rights and responsibilities
- Taking care of the environment
- Money matters

Whilst PSHE is split into three separate core themes, in reality there will always be extensive overlap. PSHE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school. Please refer to **(Appendix 2 for the End of Primary School coverage)**

In addition, we take into consideration the updated government guidance which places a stronger focus on online safety and wellbeing, the use of accurate terminology for body parts (including genitalia), and the introduction of personal safety around water, roads, and railways. There's also greater emphasis on helping children understand change and loss, including bereavement, and on developing communication skills, assertiveness, and the confidence to express personal needs and boundaries.

To implement this, we regularly consider and develop our RSHE curriculum to encourage and extend wellbeing and positive relationships. This means linking RSHE to wider school policies - including behaviour and safeguarding — so that everything works together to create a supportive environment. A key part of this process is consultation and collaboration. We encourage engagement with the community and ensure the content is shaped by stakeholder voice and delivered by individuals who feel confident and empowered.

- For pupils ... it's about meaningful involvement — making sure the curriculum feels inclusive, relevant, and engaging.
- For parents ... it means open communication and transparency around the content being taught and the materials being used.
- For the wider community ... it can involve working with local partners and organisations to understand and respond to specific local issues.
- For staff and delivery leads ... it's about having the knowledge, skills, and confidence to create a safe, supportive classroom environment.
- For school leaders ... it includes explaining to the governing board how stakeholder feedback has shaped the new RSHE provision.

4. Organisation/provision

We teach PSHE, RSE & HE in a variety of ways. We have dedicated curriculum time/lessons, where the lessons are delivered by class teachers, and PSHE is also covered through other areas of the school's curriculum, e.g. Religious Education and physical education.

We follow the PSHE Association question-based program of study, which covers all the criteria children are expected to cover by the end of primary school and has a direct link to resources (e.g. Yasemin and Tom, NSPCC etc).

In addition, PSHE is developed through whole-school activities and events:

- Our school council: the class representatives from each class meet regularly to discuss school matters.
- We offer two residential visits in Key Stage 2: where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Themed weeks: our children take part in themed weeks and whole school events.
- Visiting speakers.
- A variety of clubs.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

5. EYFS

In the EYFS, PSHE is taught as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the EYFS guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy. Children in the EYFS are placed in pastoral groups and attached to key adults, frequent pastoral group activities always have many PSHE elements incorporated into them. **(Appendix 1)**

6. Teaching PSHE to children with special needs

All pupils, regardless of their needs must be part of PSHE, RSE & HE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are gifted and talented or have learning difficulties. When teaching PSHE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE targets.

For gifted and talented pupils, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

7. Equality and Diversity

At Hinguar Primary School, PSHE education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010.

8. Healthy Schools Award

Hinguar Primary School has achieved the 'Enhanced Healthy Schools Award'; this supports and compliments our PSHE Curriculum well. The areas included are Sex Education, Drugs Education, Physical Activity and Emotional Health and Welfare.

9. PSHE and ICT

Learning in PSHE will compliment learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an e-safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

10. Assessment and recording

We will assess the pupils; learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Pupils' recorded work is put in their green learning journal with other foundation subjects. Non recorded work is documented on class pages on Tapestry. This can be videos, photos, discussion notes etc. This is monitored by the PSHE leader and SLT to ensure regular lessons are taking place and the scheme is being followed consistently.

11. Resources

Resources for PSHE are kept in the resource room and each classroom has its own selection of PSHE resources. Along with access to video clips and activities for the pupils on the PSHE Association website. The school is a member of the PSHE Association, which is endorsed by the DfE and includes curriculum guidance, lesson plans, resources, and CPD training.

Each class has 4 soft toy versions of the Zones of Regulation mascots and a designated ZOR area with various resources (each class has adapted this for specific needs of own children) for children to use when and where necessary to return their mindset to the green 'learning' zone. Regular ZOR lessons are taught in class to help children identify which zone they are in and possible strategies to return to the learning zone.

12. Monitoring and review

The PSHE Co-ordinator and SLT are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of PSHE, by giving them information about current developments in the subject.

Appendix 1 – EYFS Ages and Stages

PSHE			
30-50 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	• To select and use activities and resources with help. • To welcome and value praise for what they have done. • To enjoy the responsibility of carrying out small tasks. • To be more outgoing towards unfamiliar people and more confident in new social situations. • To be confident talking to other children when playing and communicate freely about own home and community. • To show confidence in asking adults for help.

30-50 Months Continued	Physical Development	Health and Self-Care	• To tell adults when hungry or tired, or when they want to rest or play. • To gain more bowel and bladder control and can attend to toileting needs most of the time themselves. • To usually manage washing and drying hands. • To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
	Understanding the World	People and Communities	• To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences.

40-60 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	• To be confident to speak to others about own needs, wants, interests and opinions. • To describe self in positive terms and talk about abilities.
		Managing Feelings and Behaviour	• To explain own knowledge and understanding, and ask appropriate questions of others. • To take steps to resolve conflicts with other children, e.g. finding a compromise.
		Making Relationships	• To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. • To be aware of the boundaries set and of behavioural expectations in the setting.

ELG	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
		Managing Feelings and Behaviour	To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
		Making Relationships	To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings.

Appendix 2 – Physical Health and Mental Wellbeing

By the end of primary school:

Mental Wellbeing	Pupils should know • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
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	• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including who./m in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	Pupils should know • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
Physical health and fitness	Pupils should know • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

	• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene, including visits to the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • about immunisations.
Basic first aid	Pupils should know: • know how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 2 – Relationship Education

By the end of primary:

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends.

	• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful friendships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

	• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
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APPENDIX 3 – PSHE Association Question-based programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?

Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

APPENDIX 4 – Available Yasmine and Tom modules

Module 1 (5-7)	Suggested Lessons
Year 1	
Autumn	- Introducing Yasmine and Tom - Relationships: Friends - Feelings: different emotions
Spring	- Keeping safe: People who can help me - Keeping safe in the house - Online Technology Safety: Taking Care online
Summer	My body: Keeping Clean

	• My Body: External Body Parts • My Body: Internal body Parts • Gender Stereotypes: Similar and Different
Year 2	
Autumn	• Introducing Yasmine and Tom • Relationships: Different families • Feelings: What to do when we feel sad
Spring	• Keeping safe: Out and about • Online Technology Safety: Who can help us
Summer	• Gender Stereotypes: Toys • Life Cycles: Different Ages • Life Cycles: Looking after babies

Module 2 (7-9)	Suggested Lessons
Year 3	
Autumn	• Introducing Yasmine and Tom • Feelings: Expressing our feelings • Relationships: What makes a good friend?
Spring	• Keeping safe: People who can help me • Online Technology safety: Taking care online- who can help us?
Summer	• Life Cycles: Me, myself and I • Life Cycles: Growing up and getting older • My Body: Keeping clean and not spreading germs

	• Gender Stereotypes: Jobs we do
Year 4	
Autumn	• Introducing Yasmine and Tom • Feelings: Managing our feelings • Relationships: Getting on with your family
Spring	• Keeping safe: Personal Space • Keeping safe: Identifying risk • Online Technology safety: Photos of myself online
Summer	• My Body-Sexual body parts- male • My Body- Sexual body parts-female • Gender Stereotypes: Mothers and Fathers

Module 3 (9-11)	Suggested Lessons
Year 5	
Autumn	• Introducing Yasmine and Tom • Relationships: Trust • Feelings: How easy is it to talk about...
Spring	• Keeping safe: Saying no • Keeping safe: People who can help me • Online Technology safety: Cyberbullying
Summer	• My body: Puberty • My body: Periods • My body: Wet dreams • Gender Stereotypes - Discrimination and equal opportunities
Year 6	

Autumn	• Introducing Yasmine and Tom • Relationships: Peer pressure • Feelings: Talking to people about how we feel
Spring	• Keeping safe: Good touch and bad touch • Online Technology safety: Social Networking and sending pictures • Gender Stereotypes- Sexual orientation
Summer	• Life cycles: How babies are made-sexual intercourse • Life cycles: How babies are made- assisted fertility • Life cycles: How babies are born • Life cycles: Multiple births Yasmine & Tom - SRE - Curriculum Map