SECAT

SOUTHEND EAST COMMUNITY ACADEMY TRUST

HINGUAR PRIMARY SCHOOL AND NURSERY

PSHE, RSE & HE POLICY

Responsible members of Staff

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Introduction

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 Model' Programme Builder, which has been designed to accompany the 2020 edition of the Programme of Study for PSHE education. The Programme of Study sets out learning opportunities for each key stage, in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World.

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. We follow/access the RSE programme from Southend Borough Council - 'Yasmin & Tom'. **(Appendix 4 shows Y+T suggested topics for each year group which have then been adapted to fit in to the whole school scheme of work)** Our programme of Study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils.

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/RSE 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)**

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.

We follow the PSHE Association question-based program of study, which links directly to a range of online resources (eg. NSPCC, 1Decision etc.) and also to Yasmine and Tom. 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, 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 at least 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. **See 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 previously had a specific PSHE folder for work, which was passed up to their next class teacher at the end of the school year. However, as planning is progressive throughout year groups, work is now in each child's learning journey, and clearly indicated by an orange sticker at the top of the page.

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 'Yasmine and Tom' website. The school is a member of the PSHE Association, an excellent website 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.

This policy was written and updated by the PSHE co-ordinator. It is up to date with current guidance from the Government and DfE. It will be reviewed in the 2024/2025 academic year.

For government expectations see Appendix 1-2.

Updated August 2023

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.
		Managing Feelings and Behaviour	• To be aware of own feelings and know that some actions and words can hurt others' feelings. • To begin to accept the needs of others and to take turns and share resources, sometimes with support from others. • To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met. • To usually adapt behaviour to different events, social situations and changes in routine.
		Making Relationships	• To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • To initiate play, offering cues to peers to join them. • To keep play going by responding to what others are saying or doing. • To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

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. • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.

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. • To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
	Physical Development	Health and Self-Care	• To eat a healthy range of foodstuffs and understand a need for variety in food. • To usually be dry and clean during the day. • To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • To show understanding of the need for safety when tackling new challenges, and consider and manage some risks. • To practice some appropriate safety measures without direct supervision.

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 and form positive relationships with adults and other children.
	Physical Development	Health and Self-Care	• To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

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. • 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.

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)	Lessons Taught
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: Inernal 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)	Lessons Taught
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)	Lessons Taught
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