

Hutton Rudby Primary School

Personal, Social, Health and Economic Education Policy



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1. Aims & Intent

Hutton Rudby Primary School's PSHE curriculum aims to equip children with essential lifelong skills. It aims to develop our pupils through our unique, bespoke curriculum linking to the school vision of Culture and Community, Healthy Body and Mind, Individual Excellence, Lifelong Learners and Determination (CHILD). At Hutton Rudby Primary School, we want our children to leave school as well-rounded, caring, compassionate citizens who understand their rights, bodies and mental health and are confident speaking about these aspects.

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

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing 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. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them 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. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives (PSHE Association 2017).



2. Statutory Requirement

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

In EYFS, PSHE is taught within Communication & Language, Personal, Social and Emotional Development, Physical Development and Understanding of the World.

3. Creating a Safe and Supportive Learning Environment

Because PSHE education works within pupils' real-life experiences it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all (adults and children) are important elements of creating this.

We will create a safe and supportive learning environment by ensuring that each class sets ground rules for PSHE lessons at the beginning of the year so that children and adults understand what they can expect. This involves reminding children that we cannot keep secrets and that sometimes there may be things that we need to share with someone who can help.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by following our schools child protection policy.

This policy is informed by the schools child protection policy.

4. Entitlement and Equal Opportunity

Full PSHE education provision should be accessible to every pupil, although parents have a right to withdraw their children from some parts of the RSE curriculum (See RSE Policy)

At Hutton Rudby Primary School we promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will take into account the age, ability, readiness and cultural backgrounds of children to ensure that all can fully access PSHE education provision.

We promote diversity and inclusion will consider all pupils' needs by adjusting our classroom practice and curriculum to meet the needs of our children. We will ensure that pupils with SEND received access to PSHE through the differentiation of resources and individual support in lessons. As far as is appropriate, pupils with SEND will follow the same PSHE education programme as all other students. Careful consideration will be given concerning the level of differentiation needs, and in some cases the content or delivery will need to be adapted.

We will not withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects as we believe that these aspects of personal and social development are as important to all pupils as their academic achievement.

5. Curriculum Implementation

Principles and Methodology

PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge. We will determine pupils' starting points by using a range of assessment for learning techniques, such as; discussion, questioning, self/peer assessment.

Research shows that attempts to scare or shock young people into making a healthy choice rarely work and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important. It is important they are reassured that the majority of young people actually make positive, healthy lifestyle choices. We will ensure that sessions, including those on risky behaviours, remain positive in tone and allow children to engage with these subjects in a constructive way.

It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real-life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education. We will help pupils make connections between their learning by giving them opportunities to reflect on what they have learnt and talked about each session. We will make links to other areas of the curriculum where practically possible and will always seek to make each lesson relevant and applicable to their life.

Planning

At Hutton Rudby Primary School we follow the PSHE Association's Programme of Study, which identifies the key concepts and skills to be taught through PSHE. This is widely used by schools in England and is recommended and referred to by the DfE in all key documents relating to PSHE provision in schools. We have carefully selected the non-statutory PSHE statements from the PSHE Association's Programme of Study, ensuring they are applicable to our school context and cater for the needs of our pupils in line with the vision of CHILD.

We use a range of teaching strategies for example discussions, role play and drawings. Class teachers can choose such teaching strategies to tailor to the needs of their children. We have weekly Picture News sessions, keeping the children up-to-date with current topics of conversation, covering our British Values and the UN Rights of the Child. All delivered PSHE and RSE lessons will be evidenced in our whole-class 'Life Book', including every child's input, which follows each class throughout their school journey.

For a detailed overview of the statements covered please see Appendix 1 – PSHE and RSE Curriculum Map.

Timetabling

Our PSHE education lessons take place weekly, with 30-45-minute sessions in KS1 and 1-hour sessions in KS2.

Our provision is enriched by planned enrichment days/weeks such as Children's Mental Health Week, Safer Internet Day and Human Rights Day etc. We work with various charities and organisations to provide children with an engaging and relevant experiences to link to their learning.

Assessment

Assessment for learning opportunities are built into each lesson. They enable self-evaluation and reflective learning and allow teachers to evaluate and assess progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning.

Teachers use the school's summative assessment spreadsheets to track and record progress term to term.

Teaching Responsibility and Staff Training

The programme will be overseen by the PSHE subject leader and delivered by the class teacher. Teachers responsible for the teaching of PSHE will receive training through the subject leader who has access CPD specifically on PSHE education.

6. Confidentiality and Handling Disclosures

We will set out ground rules at the start of every lesson to ensure children are reminded what confidentiality means and that Teacher's cannot always offer complete confidentiality as well as the process of how we handle disclosures. If a pupil makes a disclosure as a result of them seeking advice or support on a specific personal issue we will follow the schools child protection policy.

It is important that pupils feel able to ask any questions and share any concerns that they wish and that their questions/concerns are valued. Pupils questions/concerns will be dealt sensitively, honestly and with consideration of prior learning and readiness. It is essential that teachers feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if it raises potential safe guarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer'). We will allow pupils to raise anonymous questions in various situations by providing a question box for children to write their questions/concerns. If a safeguarding issue is raised by an anonymous question we will investigate the issue and respond appropriately in line with the school child protection policy.

7. Links to Other School Policies and Areas of the Curriculum

This policy supports/compliments the following policies;

- Anti-Bullying Policy
- Behaviour Policy
- Child Protection Policy
- Cyber Bullying & Internet Grooming Policy
- Promoting British Values & Anti-Radicalisation Policy
- Relationships and Sex Education Policy

Learning in PSHE lessons will link to and compliment learning in the following curriculum areas;

- Computing/Online Safety
- Fundamental British Values
- SMSC
- Religious Education
- Science

8. Involving Parents and Carers

PSHE is strongest when there is communication and collaboration between school and home and we are committed to working with parents and carers.

Our PSHE policy is available on the website and during the review process parents will be given the opportunity to share their comments on the updates.

We will offer support by providing materials for parents and carers to explore with their children at home if requested and will encourage this where appropriate. On various awareness days we will send home materials to support parents in conversations with their children about what they have learnt as well as communicating external information and guidance materials from relevant organisations that they can use with their children.

All our policies are available freely on our website and these outline the parent/carer's right to withdraw their child from aspects of RSE that do not form part of the statutory requirements. If a parent wishes to withdraw their child we will provide their child with alternative activities for them to engage with.

Parents are invited to discuss any issues first with their child's class teacher.

9. Monitoring arrangements

The delivery of PSHE is monitored by the PSHE lead through; Lesson observations, support with planning, learning walks etc. Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE subject leader every two years. At every review, the policy will be approved by the Head Teacher.

PSHE and RSE Curriculum map

	Y1	Y2	Y3	Y4	Y5	Y6
Culture and Community	<p>-To begin to identify people who look after them in the community, e.g. their family who can give love, security and stability and who to go to if they are worried about family relationships.</p> <p>-To begin to recognise that they belong to different social groups and communities such as family and school.</p> <p>-To identify ways in which we are the same or different as other people in our community, what we have in common with everyone else e.g. pets or hobbies.</p> <p>- To begin to learn how important friendships are in making us feel happy and secure.</p> <p>-To begin to learn courtesy and manners.</p>	<p>-To identify their special people in the community (family, friends, carers), what makes them special, feel loved, secure and stable and how special people should care for one another</p> <p>-To identify the 'special people' e.g. NHS workers who work in their community and how to contact if they need their help e.g. 999 in an emergency.</p> <p>-To identify that they belong to different groups and communities such as family and school, for example how our families may look different to other families</p> <p>-To begin to understand what harms their local environment and develop strategies to improve these areas within the community.</p> <p>- To begin to identify and respect the differences and similarities between people in the community, e.g. hair colour.</p> <p>- To begin to understand the characteristics of friendships e.g. loyalty, respect and trust.</p>	<p>-To respect differences and similarities between people in the community arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, personality, appearance and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>- To begin to understand the range of national, regional, religious and ethnic identities within our community and in the United Kingdom.</p> <p>-To begin to consider the lives of people living in other communities, and people with different values and cultures.</p> <p>-To learn how important friendships are in making us feel happy and secure.</p> <p>-To have strong courtesy and manners.</p>	<p>-To recognise basic human rights shared by all people and societies and children have their own special rights set out in the UN Rights of the Child.</p> <p>-To begin to recognise the role of voluntary and community groups especially in relation to health and wellbeing e.g. youth club, the Hub etc.</p> <p>-To recognise different types of relationships in your community: friends, acquaintances, family, relatives</p> <p>-To begin to identify stereotypes and how to challenge them in the community.</p> <p>- To identify the characteristics of friendships e.g. loyalty, respect, sharing problems and trust.</p>	<p>-To define what being a part of a community means, varied institutions that support communities e.g. our school fundraisers, charities, summer fayre etc.</p> <p>- To begin to recognise the role of voluntary and community groups especially in relation to health and wellbeing e.g. youth club, the Hub etc.</p> <p>- To understand and recognise the range of national, regional, religious and ethnic identities within our community and in the UK.</p> <p>- To identify the lives of people living in other communities compared to their own, and people with different values and cultures.</p>	<p>-To respect and discuss differences and similarities between people in the community arise from: family, cultural, ethnic, racial, religious diversity, age, sex, gender identity, sexual orientation and personality, appearance and disability (see 'protected characteristics' in Equality Act 2010.)</p> <p>-To verbalise basic human rights shared by all people and societies and children have their own special rights set out in the UN Rights of the Child.</p> <p>-To know some cultural practices against the law and human rights e.g. female genital mutilation (FGM)</p> <p>-To discuss, identify and challenge a range of stereotypes in the community.</p>

	<p>-To begin to recognise what they like and dislike and how to make sensible choices to improve their body e.g. eating fruit and vegetables.</p> <p>- To begin to discuss change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>-To identify where and how to seek support including who to speak to in home and school if they are worried about someone's mental health.</p> <p>-To begin to understand the difference between secrets and surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>-To begin to understand what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them using vocabulary).</p>	<p>- To understand what they like and dislike, how to make sensible choices that improve their mind and body.</p> <p>-To recognise that choices can have good and not so good consequences on your mind and body e.g. eating too many fats or benefits of exercise.</p> <p>-To recall the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</p> <p>- To understand the difference between secrets and surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid in a range of contexts.</p> <p>-To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them using vocabulary)</p> <p>-To begin to identify rules for and ways of keeping your mind and body safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p>	<p>- To recognise the emotions associated with change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p> <p>- To begin to recognise when they need help and to develop the skills to ask for help until they are heard; to use basic techniques for resisting pressure to do something dangerous, unhealthy to their mind and body, that makes them uncomfortable or anxious.</p> <p>- To understand that a healthy friendship is positive and they do not make others feel lonely or excluded.</p> <p>-To begin to understand the concept of 'keeping something confidential or secret', to keep a healthy mind when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>-To begin to identify forms of self-care e.g. spending time with friends and family, hobbies and rest.</p>	<p>-To begin to understand what positively and negatively affects their mind and body.</p> <p>-To understand how to take care of their body, understanding they have a right to protect their body from inappropriate and unwanted contact.</p> <p>-To identify which, why and how commonly available substances and drugs including alcohol, tobacco and energy drinks can damage their immediate and future health and safety, that some are restricted and some are illegal to own, use and give to others.</p> <p>- To recognise and manage dares.</p> <p>- To identify forms of self-care e.g. spending time with friends and family, hobbies and rest.</p> <p>-To identify where and how to seek support including who to speak to in home and school if they are worried about someone's mental health.</p>	<p>- To recognise what constitutes a positive, healthy relationship and develop skills to maintain healthy relationships with a positive mindset.</p> <p>- To discuss healthy friendships, in a range of contexts, and that these friendships can be repaired and should never result in violence.</p> <p>- To discuss good and not good feelings, extend their vocabulary to enable them to explain their feelings to others.</p> <p>-To verbalise the emotions surrounding change, including transitions between key stages, loss, separation, divorce and bereavement.</p> <p>- To describe how their body will and emotions may change as they approach and move through puberty.</p> <p>- To understand and discuss keeping secrets when they should or shouldn't agree to this, to keep a healthy mind, the right to break a confidence or share a secret.</p> <p>-To discuss and understand human reproduction including key facts about the menstrual cycle.</p>	<p>- To identify what positively and negatively affects their physical, mental and emotional health.</p> <p>-To deepen their understanding of good and not good feelings in a range of contexts, extend their vocabulary to enable them to explain their feelings to others.</p> <p>-To recognise and discuss when they need help and develop the skills to ask for help until they are heard, use techniques for resisting pressure to do something dangerous, unhealthy or anxious to their body and mind.</p> <p>-To highlight the importance of taking care of their body, understanding they have a right to protect their body from inappropriate and unwanted contact in a range of contexts, understanding actions such as female genital mutilation (FGM) constitute abuse and are a crime, develop skills to get support if they have fears about themselves or others.</p> <p>- To identify several ways how their body will and emotions may change as they approach and move through puberty.</p> <p>-To highlight which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are</p>
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						<p>restricted and some are illegal to own, use and give to others.</p> <p>-To have a deep understanding of human reproduction and how their bodies may change over time including the menstrual cycle.</p> <p>-To recognise, discuss and manage dares in a range of environments.</p>
Individual Excellence	<p>-To understand the responsibilities that increasing independence may bring e.g. monitors.</p> <p>-To understand that people have rights and that everyone has an individual responsibility to protect others' bodies and feelings; being able to take turns and share.</p> <p>-To begin to understand ways in which they are all individually excellent and understand there has never been and never will be another 'them'.</p>	<p>- To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring e.g. school council, buddies</p> <p>-To discuss that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns)</p> <p>-To identify various ways in which they are all individually excellent and understand that there has never been and will never be another 'them'</p>	<p>- To understand the importance of self-respect and how this links to individual happiness.</p>	<p>-To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>-To begin to understand an individual's personal boundaries, identify what they are willing to share with their most special people, friends and others, we all have a right to privacy including online contexts.</p>	<p>-To understand the importance of self-respect in a range of contexts and how this links to individual happiness.</p>	<p>-To understand and discuss personal boundaries, identify what they are willing to share with their most special people, friends and others, we all have a right to privacy including online contexts.</p>

	<p>- To begin recognise different types of teasing and bullying, to understand that these are wrong and unacceptable in your life.</p> <p>-To begin to learn about teasing, if they experience or witness it in their life, whom to go to and how to get help.</p> <p>-To treat others with respect including those in authority.</p>	<p>-To recognise that they share a responsibility for giving permission, including keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>-To realise what is meant by 'privacy'; their right to have a 'private' life; the importance of respecting others' privacy.</p> <p>-To identify strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>-To understand that money comes from different sources and can be used for different purposes, including concepts of spending and saving.</p> <p>-To consistently treat others with respect including those in authority.</p>	<p>-To begin to understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>- To begin to define the term 'habit' and why habits can be hard to change.</p> <p>- To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>-To recognise risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>- To begin understand that marriage represents a formal and legally recognised commitment of two people which is intended to be lifelong.</p> <p>-To begin to understand how to follow your same personal values in person and online including how your personal information is shared.</p>	<p>- To learn about school rules about health and safety, basic emergency aid procedures e.g. head injuries and where and how to get help.</p> <p>- To begin to learn about keeping safe online, importance of protecting personal information, including passwords, addresses, the distribution of images of themselves or others and people pretending to be someone they are not.</p> <p>- To introduce the use of mobile phones, keeping safe, user habits.</p> <p>- To learn about managing requests for images of themselves or others, what is not appropriate to ask for or share, who to talk to if they feel uncomfortable.</p> <p>-To begin to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours including cyber bullying and trolling.</p> <p>- To begin to learn about bullying and abuse in all its forms (online and through social media)</p> <p>-To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and develop strategies to support others at risk.</p> <p>-To begin to determine what is presented to them on social media, misrepresenting or misleading involving harmful content and how to report</p> <p>- To begin to differentiate between the term's 'risk', 'danger' and 'hazard'.</p> <p>-To recognise, predict and assess different situations and decide how to manage them responsibly including sensible</p>	<p>-To understand the pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources including people or on social media.</p> <p>-To understand and discuss what is meant by habit and why habits can be hard to change, whether we have any life habits.</p> <p>-To begin to understand the difference between the terms sex, gender, identity and sexual orientation.</p> <p>-To realise consequences of anti-social, aggressive and harmful behaviours such as bullying and develop strategies to support others at risk.</p> <p>-To understand what is meant by enterprise and begin to develop these enterprise skills.</p> <p>- To understand that marriage represents a formal and legally recognised commitment of two people which is intended to be life-long.</p> <p>- To identify the responsibilities of bystanders when there is bullying present.</p> <p>-To understand how to follow your same personal values in person and online including how your personal information is shared.</p>	<p>- To understand and discuss strategies for keeping safe online, importance of protecting personal information, including passwords/images of themselves or others and people pretending to be someone they are not.</p> <p>- To learn and discuss the responsible use of mobile phones, safe user habits.</p> <p>- To discuss how to manage requests for images of themselves or others as they grow older, what is not appropriate to ask for or share, who to talk to if they feel uncomfortable.</p> <p>-To highlight and discuss the nature and consequences of discrimination, teasing, bullying and aggressive behaviours including cyber bullying and trolling.</p> <p>-To highlight the difference between the terms sex, gender, identity and sexual orientation.</p> <p>-To discuss and recognise bullying and abuse in all its forms in a range of contexts (online and through social media)</p> <p>-To realise the serious consequences of anti-social, aggressive and harmful behaviours such as bullying and develop strategies to support others at risk in a range of contexts.</p> <p>-To recognise and discuss images in the media and how they do not always reflect reality and can affect how others feel.</p>
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				road use and risks in their local environment and to use this as an opportunity to build resilience.		- To discuss and differentiate between the term's 'risk', 'danger' and 'hazard'.
Determination	-To think about themselves, to learn from their experiences, to recognise and celebrate their determination and set simple goals.	- To think about in a range of contexts, in school or at home, to learn from their experiences, to recognise and celebrate their determination and set simple but challenging goals.	-To reflect on and celebrate their achievements due to their determination, identify their strengths and areas for improvement, set high aspirations and goals			

***bold statements outline RSE statutory curriculum**

****non-statutory sexual education statements to be taught in Summer 1**

