



HYPHE BAY
Church of England
Primary School

Personal Social Health and Economic Education (PSHE) Policy

Signed	Designation	Date
	Headteacher	
	Chair of Governors	

Last reviewed - September 2022

including

Statutory Health Education (HE) and Relationships Education (RE)

Sex Education Policy is presented in a separate but linked policy.

Anchored by God, we strive to teach children to be confident, connected, and creative through outstanding teaching and care. We show our love, tolerance, forgiveness, and compassion, not just by talking about them but living them each day of our lives.

"We should love people not only with words and talk but by actions and true caring."

1 John 3: 18

Hythe Bay Church of England Primary School strives to switch children on to learning through outstanding teaching and care. Children who are switched on to learning become confident, connected and creative. Every single child matters to us and the Christian values of love, compassion, tolerance and forgiveness underpin all that we do. We want to see everyone at Hythe Bay not just talking about our values but living them every day of their lives

RATIONALE

All schools are expected to provide PSHE education in the curriculum and this expectation includes the now compulsory Health Education and Relationships Education (2020) aspects of PSHE. The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to other school aspects such as personal development, behaviour, welfare and safeguarding.

INTENT

As a Church of England Primary school we are supported in the implementation of the PSHE curriculum including Statutory HE and RE by the Canterbury Diocesan Board of Education, who state that

Children and young people need to be taught about the world in which they live, to ensure they are able to articulate their own feelings and choices, whilst being considerate and understanding of the views, beliefs and life choices of others. Children and young people are entitled to learn about relationships and sex education in a positive and safe environment, where they can develop the vocabulary, knowledge and skills to help understand themselves and others. Children and young people need to be equipped with language and tools to develop healthy resilient relationships, in age-appropriate ways. This is especially vital in an internet age where they have far greater exposure to information than before, much of which reaches them from outside the safety of the classroom or family context. The CDBE recognises that issues relating to relationships, human identity, sexual orientation and sex are sensitive and important. Therefore, these issues should be addressed in an age appropriate way within school to ensure pupils are given accurate information as a basis for understanding difference and removing prejudice.

Nov 2019 A statement on behalf of Canterbury Diocesan Board of Education about Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2020)

SEX EDUCATION

In addition to the Statutory Relationships Education, we have as a school chosen to include additional elements of Sex Education as part of our PSHE curriculum. We feel these additional elements are essential to ensure that pupils are prepared for puberty, confident and respectful of the differences between people, are able to name parts of the body and describe how their bodies work, know how they can protect themselves and where to ask for help and support;

See Sex Education policy statement at the end of this policy

RELEVENCE TO EVERY DAY LIFE

The PSHE Curriculum aims to ensure that all pupils develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society.

PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

A growing body of research shows that pupils who are emotionally healthy do better at school.

PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships.

PSHE education also helps pupils to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers.

OBJECTIVES:

Our PSHE Curriculum includes all aspects of the statutory guidance for Health Education and Relationships Education and aims to ensure that children understand the following concepts at a level appropriate to their age and development

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010).
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts).
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance).
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes).
- Career (including enterprise, employability and economic understanding)

It aims to encourage key skills in personal effectiveness including

- Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting).
- Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping).
- Resilience (including self-motivation, perseverance and adaptability).
- Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses).
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms.

- Self-organisation (including time management).
- Strategies for identifying and accessing appropriate help and support.
- Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence.
- Recalling and applying knowledge creatively and in new situation.
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

It aims to encourage key skills in interpersonal and social effectiveness including

- Empathy and compassion (including impact on decision-making and behaviour).
- Respect for others' right to their own beliefs, values and opinions.
- Discernment in evaluating the arguments and opinions of others (including challenging 'group think').
- Skills for employability, including Active listening and communication (including assertiveness skills) Team working, Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries), Leadership skills, Presentation skills.
- Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks).
- Recognising, evaluating and utilising strategies for managing influence
- Valuing and respecting diversity
- Using these skills and attributes to build and maintain healthy relationships of all kinds.

It develops keys skills in managing risks and making decisions including

- Identification, assessment (including prediction) and management of positive and negative risk to self and others.
- Formulating questions (as part of an enquiring approach to learning and to assess the value of information).
- Analysis (including separating fact and reasoned argument from rumour, speculation and opinion).
- Assessing the validity and reliability of information.
- Identify links between values and beliefs, decisions and actions.
- Making decisions.

IMPLEMENTATION

Using the guidelines from the PSHE Association, our curriculum is divided into 3 core themes, each containing 3 topics

Core Theme 1: Relationships	Core Theme 2: Living in the Wider World	Core Theme 3: Health and well Being
<ul style="list-style-type: none"> • Families and friendships • Safe relationships • Respecting ourselves and others 	<ul style="list-style-type: none"> • Belonging to a community • Media literacy and digital resilience • Money and work 	<ul style="list-style-type: none"> • Physical health and Mental Wellbeing • Growing and Changing • Keeping safe

These themes and topics form our whole school Long term plan. The PSHE association medium term plans linked to these elements are used to ensure that appropriate learning outcomes are targeted and essential skills and concepts addressed at a developmentally appropriate year group level.

PRINCIPLES OF TEACHING AND LEARNING:

At Hythe Bay Church of England Primary School, we follow the advice of the PSHE Association who state that:

'Best practice in PSHE education curriculum planning is to take a spiral approach, which gradually revisits and reintroduces topics at a deeper and more complex level at each key stage or year group, whilst rehearsing, emphasising and embedding the essential skills and attributes young people need to manage their lives, both now and in the future.'

Taking advice from the PSHE Association, we believe that RE should always be taught within a broader PSHE education programme. RE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

Class teachers plan and deliver PSHE (including HE and RE) sessions using the whole school Long Term plan and medium Term plans. Planned sessions include a range of teaching strategies such as discussion, debate, role play, group work, presentation as appropriate to the age and development of the class.

DIFFERENTIATION AND SPECIAL EDUCATIONAL NEEDS:

Differentiation in PSHE aims to explore the different ways pupils can be helped to understand new concepts and develop and improve their skills and awareness. Our aim is that wherever possible, pupils will move through the programme of study at broadly the same pace. Pupils who grasp concepts quickly will be challenged to deepen their understanding and there will always be the opportunity for individual support and intervention. Catering for the different needs all of the children in each class means a variety of strategies will be used. This could include changes to the presentation or content of tasks or activities, direct adult support, use of visual or real life resources, sensitive peer pairing, changes to questioning and differentiation in the challenge of thinking and explaining tasks.

The use of concrete and visual resources for all children is encouraged at Hythe Bay so that children will be encouraged to talk more, build resilience and work longer on problems. Software programmes such as "Communicate-In-Print" are used to create resources for younger children, or those pupils who benefit from having visual resources.

BREADTH AND BALANCE:

Our PSHE curriculum offers children a broad and balanced curriculum that is relevant to our children living within our local community.

Looking at Government health and social data from 2019, Hythe and the surrounding area has higher than national average rates of homelessness and child poverty, smoking and mental health issues. Road safety scores highly as a concern within the area as are obesity rates. Learning about money, road safety, healthy

eating and smoking as well as mental health and well-being are all priorities for teaching and learning at Hythe Bay CE Primary

CROSS-CURRICULAR SKILLS AND LINKS:

English: skills in enquiry and communication; stories that illustrate aspects of personal and social development;

Maths: counting, sharing and economics

Science: Drugs, including medicine, sex, health, safety and the environment;

Design and Technology: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology;

ICT: communicating with others via e-mail; finding information on the internet and checking its relevance; e-safety

History: reasons for and results of historical events, situations and changes, events, ideas and experiences of people from the past;

Geography: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries;

Art and Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;

Music: making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;

P.E: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports; importance of keeping healthy through physical activity

R.E: religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.

In the Foundation Stage PSHE/Citizenship is a key part of the curriculum and is integral in all seven areas of learning and across the EYFS. It is also taught specifically in the Personal, Social and Emotional area of learning

PLANNING

The materials from the PSHE Association Scheme of work are used to help staff plan learning intentions for their classes.

Staff will plan for approximately 10 sessions across Autumn terms 1 and 2, 10 lessons across Spring Terms 3 and 4 and 10 lessons across Summer terms 5 and 6.

CONTINUITY AND PROGRESSION:

Progression of skills - Relationships			
	Families and friendships	Safe relationships	Respecting ourselves and others
Y1/2 Cycle A	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful
Y1/2 Cycle B	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions
Y3/4 Cycle A	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite
Y3/4 Cycle B	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively
Year 5/6 Cycle A	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination
Y5/6 Cycle B	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues

Progression of Skills: Living in the wider world			
	Belonging to a community	Media literacy and digital resilience	Money and work
Year 1 / 2 Cycle A	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community
Year 1 / 2 Cycle B	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money
Year 3 / 4 Cycle A	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals
Year 3 / 4 Cycle B	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe
Year 5/6 Cycle A	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes

Year 5/6 Cycle B	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks
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Progression of Skills: Health and Wellbeing			
	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1 /2 Cycle A	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 1 /2 Cycle B	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3 /4 Cycle A	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 3 /4 Cycle B	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5 /6	Healthy sleep	Personal identity;	Keeping safe in

Cycle A	habits; sun safety; medicines, vaccinations, immunisations and allergies	recognising individuality and different qualities; mental wellbeing	different situations, including responding in emergencies, first aid and FGM
Year 5/6 Cycle B	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

GOLD CURRICULUM THREADS:

At Hythe Bay we believe it is important that our children get along with others, be confident in themselves, be amazed by the wondrous things that happen in the world, be challenged by difficult questions, are able to communicate well with others and most importantly feel valued. Our PSHE curriculum contributes to helping children to

- Understand our school Christian Values – Love Compassion Forgiveness and Tolerance
- Develop management and cooperative learning
- Experience the wider world to raise their aspirations
- Develop their communication skills
- Be creative thinkers

ASSESSMENT, RECORDING AND REPORTING:

The nature of PSHE education is such that we cannot make any assumptions, based on a pupil's age or year group, about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, we carry out a simple baseline assessment before we teach anything new as well as at the end of learning activities. These informal assessments include quizzes, discussions, questions, role plays, presentations or mind maps which can then be revisited at the end of a lesson or series of lessons to aid future planning.

HOME LEARNING:

As with other Foundation Curriculum subjects, cross curricular elements of PSHE are included in the termly homework grids that are sent home.

EQUAL OPPORTUNITIES:

The school's equal opportunities policy and race policies apply to all teaching and learning including the planning and delivery of PSHE. Teaching materials are chosen to reflect the cultural and ethnic diversity of our society. We try to avoid stereotyping in all its forms. Pupils' performance is monitored to ensure that no group of pupils is disadvantaged. In lessons, the full participation of all children is

encouraged and care is taken to ensure that the emphasis on whole class teaching does not disadvantage any group.

There is no statutory right to withdraw children from Relationships education or from the science curriculum that includes content on human development, puberty and reproduction.

We are aware that Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education and Science Curriculum. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. With this in mind, teachers will address individual children's questions and concerns with honest, simple factual answers. When it is felt appropriate individual children's questions can be addressed privately.

HEALTH AND SAFETY:

Health, safety and welfare are an integral part of all activities in school and staff will take all reasonable steps to provide safe and healthy conditions for all those taking part in curriculum activities, to ensure compliance with all relevant health and safety legislation and the school Health and Safety policy.

ROLE OF PSHE SUBJECT LEADER:

The PSHE Subject leader is responsible for updating the PSHE (including RE and HE) policy where necessary and to compile an action plan at the beginning of each school year.

In conjunction with the SLT, they will be responsible for monitoring the planning, teaching and assessment of PSHE lessons and also for the implication and monitoring of any interventions. It will be their responsibility to attend any CPD provided and to keep all members of staff updated about any new initiatives and publications as well as training opportunities as they become available. Support for planning, teaching and assessment of PSHE will be provided to members of staff as appropriate.

PSHE Coordinator: Janette Harcus

Updated: 13.09.21, 23.09.22

Approved by the Learning and Achievement Committee on Monday 3rd October 2022.

Sex Education Content within the PSHE Curriculum at Hythe Bay CE Primary School

Year 6 Key Stage 2 Core Theme 3: Health and Wellbeing:

Topic: Growing and Changing (2-3 sessions)

Aim of these sessions: To learn about human reproduction (H19) –

Essential skills and attributes developed: Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Identify links between values and beliefs, decisions and actions

Learning objectives: –To learn:

about human reproduction in the context of the human lifecycle

what sexual intercourse is and how it is part of an intimate relationship between consenting adults

how a baby is made and how it grows

about roles and responsibilities of parents and carers

that pregnancy can be prevented

Learning outcomes: The learner will be able to:

- identify the links between love, committed relationships/marriage and conception
- correctly name male and female body parts associated with conception
- identify how the sex parts relate to how a baby is made
- explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female)
- identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults
- explain in simple terms what is meant by 'consenting'/'consent'
- explain what pregnancy means, how long it lasts and where it occurs
- recognise the different responsibilities of parents and carers and how having a baby changes their life
- recognise that pregnancy can be prevented with 'contraception'
- explain that a condom can prevent sperm from meeting an egg and therefore can prevent fertilisation as well as protecting against infections
- recognise that women can take a pill to stop an egg from being released and that this is another form of contraception

Key questions: Why or when might a couple decide to have a baby? What roles and responsibilities do parents have?