

Personal, Social, Health and Economic Education Policy (including Relationships, Sex and Health Education)

Hyde Park Infant School



Members of the Horizon Multi Academy Trust

Reviewed annually by staff and governors in the summer term

Contents

1. Aims	3
2. Statutory requirements	4
3. Policy development	4
4. Definition	4
5. Curriculum	4
6. Delivery of RSE.....	4
7. Roles and responsibilities	5
8. Parents' right to withdraw.....	5
9. Training.....	5
10. Monitoring arrangements	6
Appendix 1: Curriculum map	7

School Vision

We are inclusive, confident and enterprising learners who are brave, curious, optimistic and kind.
We are ready to embrace the future.

Inclusive - Valuing and respecting everyone for themselves and their contribution to the team by:

- Ensuring the curriculum and resources reflect and embrace diversity
- Planning and promoting opportunities for pupils to experience the diversity of modern Britain

Confident - Encouraging all to be brave and embrace challenges through a range of opportunities by:

- Building a secure environment to explore and experience uncertainty Developing self-awareness and learning how to manage feelings
- Promoting positive relationships by learning how to collaborate to manage conflict
- Valuing effort and perseverance in all learning
- Celebrating personal achievements.

Enterprising - Promote, support and encourage enthusiasm and determination in our approach to learning by

- Creating opportunities for experimentation, investigation, and thoughtful enquiry
- Encourage an open-minded, creative approach to solving problems
- Having flexible, adaptable thinking to make connections in learning and seeing unlimited opportunities for the future

1. Aims

Personal, Social, Health and Economic (PSHE) education and Relationship education at Hyde Park Infant School is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE & RSE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. *(Adapted from the PSHE Society)*

Through the core themes of Health and Wellbeing, Relationships and Living in the Wider World, children learn about their own and other people's feelings and become aware of the views, needs and rights of other children and adults. They learn the basic skills of how to form positive relationships and keep themselves healthy and safe (mentally and physically). As members of the school community children learn to take some responsibility for themselves and their environment and they learn valuable social skills such as how to share, take turns, play, resolve simple arguments and resist bullying. A crucial part of PSHE & RSE education is providing opportunities for the

children to discuss and reflect on their own values and ideas and those of others, in a nurturing and supportive environment (SMSC, British Values, Prevent etc.)

2. Statutory requirement

Relationships and Health education is compulsory for all children in primary school. Relationships and Health education at Hyde Park Infant School is taught through the Science curriculum and the PSHE curriculum.

This teaching has regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Hyde Park Infant School, we teach PSHE and RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to contribute to the policy development
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual information inappropriate to the age group, but about preparing the children for the wider world.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary.

We have developed the curriculum in consultation with Local Authority advisors and staff, taking into account the needs and feelings of pupils and parents. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed as appropriate to their age

For more information about our curriculum, see our curriculum programme of study in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

In Key Stage 1, pupils will be supported with developing the following skills:

Communication, including how to manage changing relationships and emotions

Recognising and assessing potential risks

Resilience

Seeking help and support when required

Informed decision-making

Self-respect and empathy for others

Recognising and maximising a healthy lifestyle

Managing conflict

Discussion and group work

These skills are taught within the context of family life.

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

7.3 Staff

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils (including those with SEND)

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

At Hyde Park Infant School, our curriculum only relates to the Relationships and Health Education element of the wider RSE and H Education curriculum, therefore there is no parental right to withdraw children from Relationships Education or Health Education

9. Training

Staff are trained on the delivery of RSE as part of their induction and informed of changes to the curriculum as they occur as part of CPD training.

10. Monitoring arrangements

The delivery of RSE is monitored by Miss C Brown (PSHE and RSE curriculum lead) through:

Monitoring arrangements, will include monitoring and supporting planning, book scrutinies, learning walks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Miss C Brown, annually, supported by the SMT. At every review, the governing board will be informed of any curriculum changes.

Appendix 1: PSHE and RSE Curriculum

Implementation

In EYFS, through PSED, children will learn to make **Positive Relationships** through playing cooperatively, taking into account each other's ideas and showing sensitivity to other's needs and feelings. They will exhibit **Self-confidence and Self-awareness** through trying new activities, expressing themselves in a familiar group and saying when they do or do not need help. The children will **Manage Feelings and Behaviour** by talking about how they and others show feelings. They know about acceptable behaviours and consequences and they can follow group and class rules.

In KS1 through the theme of **Health and Wellbeing**, children will understand what constitutes a healthy lifestyle and personal hygiene, describe and manage feelings, learn about changes and keeping themselves safe. They will learn about **Relationships** and how their behaviour affects others. They will recognise what is fair and unfair and kind and unkind, and about similarities and difference. In **Living in the Wider World**, they will understand about Citizenship, their responsibilities in their classroom, school, environment and that people and living things have rights.

Assessment

Both the Primary and Secondary National Strategies emphasise the need to allow enough time at the end of lessons to recap on the original learning objectives and to consolidate learning, otherwise learners could go away having enjoyed the activities but not knowing what the point of the lesson was.

Summary of the key types of assessment as practised in PSHE

(Assessment in PSHE Putting it into Practice)

Type	Purpose	Possible Activities
Baseline assessment (or needs assessment)	To determine need through gaining an understanding of prior learning, existing knowledge and abilities. Provides a starting point for planning to ensure sessions and learning objectives are relevant and appropriate to meet the needs of the group.	Thought-shower/ word/brainstorms; structured discussions; quizzes; draw and write activities; value continuums; 'everything we know about...' sheets.
Formative assessment (Assessment FOR Learning)	To provide reflection and evidence for use by both learners and providers, to decide where they are in their progress against agreed learning objectives, in order to determine where they need to go next and how to get there.	Role-play; self-reflection diaries; group observations; one-to-one discussions; presentations; course work.
Summative Assessment (Assessment OF Learning)	To summarise progress and achievement at the end of a piece/unit of work or period of time, against a set of criteria.	Displays; quizzes; presentations; written assignments; observed group activities; self- or peer assessment reviews; closing rounds; before and after statements.

The following programme of study is covered across Key Stage 1, as appropriate to the age group and curriculum topics.

Core themes -

Health and Wellbeing

Relationships

Living in the Wider World

CORE THEME 1: HEALTH AND WELLBEING

KS1

Healthy lifestyles (physical wellbeing)

- H1.** about what keeping healthy means; different ways to keep healthy
- H2.** about foods that support good health and the risks of eating too much sugar
- H3.** about how physical activity helps us to stay healthy; and ways to be physically active everyday
- H4.** about why sleep is important and different ways to rest and relax
- H5.** simple hygiene routines that can stop germs from spreading
- H6.** that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7.** about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H8.** how to keep safe in the sun and protect skin from sun damage
- H9.** about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- H10.** about the people who help us to stay physically healthy

Mental health

- H11.** about different feelings that humans can experience
- H12.** how to recognise and name different feelings
- H13.** how feelings can affect people's bodies and how they behave
- H14.** how to recognise what others might be feeling
- H15.** to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16.** about ways of sharing feelings; a range of words to describe feelings
- H17.** about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18.** different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- H19.** to recognise when they need help with feelings; that it is important to ask different situations for help with feelings; and how to ask for it
- H20.** about change and loss (including death); to identify feelings associated with seek support for themselves and others this; to recognise what helps people to feel better

Ourselves, growing and changing

- H21.** to recognise what makes them special
- H22.** to recognise the ways in which we are all unique
- H23.** to identify what they are good at, what they like and dislike
- H24.** how to manage when finding things difficult
- H25.** Teach pupils the correct vocabulary to describe themselves and their bodies, as appropriate to the age of our pupils
- H26.** about growing and changing from young to old and how people's needs change
- H27.** about preparing to move to a new class/year group

H28. about rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33. about the people whose job it is to help keep us safe

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

Drugs, alcohol and tobacco

H37. about things that people can put into their body or on their skin; how these can affect how people feel

CORE THEME 2: RELATIONSHIPS

KS1

Families and close positive relationships

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

R2. to identify the people who love and care for them and what they do to help them feel cared for

R3. about different types of families including those that may be different to their own

R4. to identify common features of family life

R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

R6. about how people make friends and what makes a good friendship

R7. about how to recognise when they or someone else feels lonely and what to do

R8. simple strategies to resolve arguments between friends positively support with problems and difficulties); that the same principles apply to online

R9. how to ask for help if a friendship is making them feel unhappy friendships as to face-to-face relationships

Managing hurtful behaviour and bullying

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R11. about how people may feel if they experience hurtful behaviour or bullying

R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

R15. how to respond safely to adults they don't know

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R17. about knowing there are situations when they should ask for permission and also when their permission should

be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Respecting self and others

R21. about what is kind and unkind behaviour, and how this can affect others

R22. about how to treat themselves and others with respect; how to be polite and courteous

R23. to recognise the ways in which they are the same and different to others

R24. how to listen to other people and play and work cooperatively

R25. how to talk about and share their opinions on things that matter to them someone else's personal safety (including online)

HEME 3: LIVING IN THE WIDER WORLD

KS1

L1. about what rules are, why they are needed, and why different rules are needed for different situations

L2. how people and other living things have different needs; about the responsibilities of caring for them

L3. about things they can do to help look after their environment

Communities

L4. about the different groups they belong to

L5. about the different roles and responsibilities people have in their community

L6. to recognise the ways they are the same as, and different to, other people

Media literacy and digital resilience

L7. about how the internet and digital devices can be used safely to find out and to communicate with others

L8. about the role of the internet in everyday life

L9. that not all information seen online is true

Economic wellbeing: Money

L10. what money is; forms that money comes in; that money comes from different sources

L11. that people make different choices about how to save and spend money

L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want

L13. that money needs to be looked after; different ways of doing this

Economic wellbeing: Aspirations, work and career

L14. that everyone has different strengths

L15. that jobs help people to earn money to pay for things

L16. Different jobs that people they know or people who work in the community do

L17. about some of the strengths and interests someone might need to do different job

Key Vocabulary – For KS1 with highlighted words being more suitable for Y2

Health and Wellbeing - body, mind, healthy, food, physical activity, sleep, **hygiene**, germs, medicine, dentist, **dental care**, **sun damage**, **mental health**, feelings, happy, sad, proud, jealous, angry, embarrassed, hurt, feeling good, managing feelings, calm down, relax, change, loss, special, **unique**, like, dislike, growing, changing, rules, safe, risk, internet safety, personal information, trust, **private**

Relationships – families, friends, **acquaintances**, love, care, different, friendships, lonely, **arguments**, **resolve**, happy, unhappy, feelings, **hurtful behaviour**, kind, unkind, bullying, unsafe, worried, secrets, respect, polite, **courteous**, same, different, opinions

Living in the wider world –

Rules, responsibilities, environment, community, same as, different to/from, computers, online, internet, money, work, jobs