

Hamilton Primary School



**Personal, Social, Health and Economic (PSHE) Policy
including Sex and Relationship Education (SRE) &
Spiritual, Moral, Social and Cultural Education (SMSC)**

**Agreed
Review**

Hamilton is a health promoting school and is part of the Essex Healthy Schools improvement strategy initiative; we are committed to the health and safety of everyone here and we will work together with parents and the local community to enable pupils to make healthy, informed choices.

Definition

PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Sex and Relationship Education is an umbrella term for all the teaching and learning we offer pupils to understand their own and others' sexuality, to develop skills for relationships and informed decision making.

SMSC helps to develop children's understanding and appreciation of the world we live in including the acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and tolerance of other faiths and beliefs.

Aims

Our aim at Hamilton Primary School is that when children leave our school, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors that will affect their world and that they learn how to deal with these so that they have good physical health, mental health and well-being.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

Objectives

To provide children with:

- self esteem
- skills for successful relationships
- emotional literacy
- the ability to make informed choices and minimise risk
- the ability to keep themselves and other people safe
- the opportunity to explore their own attitudes, values and beliefs and develop an individual moral code that will guide their actions.
- a discerning eye for the messages they receive from the media
- the ability to access help and support
- a positive attitude towards their body and sexuality
- the opportunity to reflect on their experiences
- An understanding of the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance.

Moral and Values framework

Our school believes that PSHE should be delivered within the following moral framework. Our programme promotes:

- self respect and respect for others
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- taking account of other people's feelings.
- mutual support and co-operation.
- accepting the responsibility for the consequences of our own actions.
- the right of people to hold their own views within a framework of respect for others.
- not imposing our views on other people.
- the right not to be abused by other people or taken advantage of.
- the right to accurate information about sex and relationship issues

Teaching and Learning (see appendix)

We teach PSHE through different aspects of the curriculum. Within our PSHE curriculum, we carry out the main SRE teaching using the FPA's primary school interactive resource - Yasmine and Tom. We also teach some sex education through other subject areas (e.g. science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. PSHE is promoted through our core values (Respect, Honesty, Fairness, Friendship, Courage and Effort.)

In PSHE we teach children about relationships, health and wellbeing and living in the wider world and we encourage children to discuss issues within these topics. PSHE education offers both explicit and implicit learning opportunities which reflect pupils' increasing independence and physical and social awareness as they move through KS1 and KS2.

In SRE we teach about the parts of the body and how these work, and we explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it.

In Foundation and Key Stage 1 we teach children that animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are conceived, born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

As a school we have a duty under the Equality Act 2010 to ensure that issues are taught in a way that does not subject pupils to discrimination. Our inclusive education will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect. Teachers will consider the needs of SEND children on an individual basis to ensure access to these lessons is adapted accordingly.

Assessment

Within PSHE lessons, pupils will be provided with opportunities to reflect on their learning. Assessing learning will be a combination of teacher assessment and pupil self and peer assessment. Revisiting a baseline assessment task or Big Question may be used to demonstrate progress.

The role of parents

The school is well aware that the primary role in children's PSHE and SRE education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

The role of other members of the community

We encourage other valued members of the community, in particular, the school nurse, to work with us to provide advice and support to the children with regard to health education. Visitors who have been invited in to support any teaching in SRE will be required to share the content prior to the visit to ensure it complies with the school policy. External visitors will not be used as a substitute for the teacher in SRE lessons.

Monitoring

Teachers use the FPA's resource and PSHE Association Programme Of Study to monitor what they are covering. The PSHE subject leader will monitor and evaluate to ensure the implementation of the National Curriculum and development of quality learning.

Child Protection Procedures

The Headteacher is the appointed member of staff who is responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform this person and record any evidence that supports their concerns.

As part of PSHE/SRE ground rules, teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

Appendix

Sequence of Learning for SRE

- Red elements relate to sex education covered within the Science curriculum and agreed as part of SRE education at Hamilton Primary.
- Blue elements are NOT covered within the Science curriculum. Parents have the right to withdraw their child from these lessons (Year 6 lessons 11 and 12 Yasmine and Tom).

Year Group	Growing Up with Yasmine and Tom	Science Curriculum Links
1	<ul style="list-style-type: none"> • Friendship and feelings: Managing feelings. • Relationships: Different families. • Hygiene routines and keeping healthy 	<ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.
2	<ul style="list-style-type: none"> • Setting up a working agreement • Keeping clean and taking care of myself • Naming body parts • Online technology safety: Keeping safe Including out and about, people who can help me and taking care online. 	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food, air) • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.
3	<ul style="list-style-type: none"> • Setting up a working agreement • Life cycles: Me, myself and I • Relationships: What makes a good friend? Expressing our feelings. • Relationships: Families and getting on with our families • Keeping safe: Is it risky? 	<ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some animals have skeletons and muscles for support, protection and movement

4	<ul style="list-style-type: none"> · Setting up working agreement · My body: Body care · Gender stereotypes/ Celebrating difference: Gender stereotypes and aspirations. · Online technology safety: Taking care online: People who can help us on and offline. · respecting differences · My body: Sexual body parts- male/female: My personal and private body parts and keeping safe. · physical and emotional changes in puberty 	<ul style="list-style-type: none"> · Describe simple functions of the basic parts of the digestive system in humans · Identify the different types of teeth in humans and their simple functions · Construct and interpret a variety of food chains, identifying producers, predators and prey.
5	<ul style="list-style-type: none"> · Setting up a working agreement · My body: Changes at Puberty · My body: Periods (menstruation) · Keeping safe: Safe and unsafe touch · Keeping safe: Getting help · Online technology: On and offline friendships. · Relationships: Friendships, secrets and peer pressure · Mental wellbeing 	<ul style="list-style-type: none"> · Describe the differences in the life cycles of mammal, an amphibian, an insect and a bird · Describe the life process of reproduction in some plants and animals · Describe the changes humans develop to old age-<i>researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows</i>
6	<ul style="list-style-type: none"> · Setting up a working agreement · Life cycles: Making babies - sexual intercourse. · Life cycles: Making babies - assisted fertility and multiple births. · Life cycles: Making babies - Pregnancy and birth. · My body: Wet dreams and masturbation · Online technology safety: Keeping safe online images. · Gender stereotypes: Identity and prejudice. · Gender stereotypes: Equality and the law. · Positive and healthy relationships 	<ul style="list-style-type: none"> · Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. · Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function · Describe the ways in which nutrients and water are transported within animals, including humans · Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Personal, Social and Emotional Development (PSED)
Understanding the World (UW)

EYFS

Personal, Social and Emotional Development	
Relationships	See themselves as a valuable individual Build constructive and effective relationships Express their feelings and consider the feelings of others
Emotional development	Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Think about the perspectives of others
Manage their own needs	Personal hygiene Know and talk about different factors which support their overall health and wellbeing (physical activity, healthy eating, oral care, screen time, sleep, road safety)

Understanding the World	
Family and community	Talk about members of their immediate family and community Name and describe people who are familiar to them Special places in the community Recognise that people have different beliefs and celebrate special times in different ways

Taken from 2020 UK Gov 'Development Matters' document

Personal, Social, Health and Economic Education (PSHE)
Relationship and Sex Education (RSe)

Year 1

Relationships (Autumn Term)	
Possible Big Questions	Autumn 1 - What is the same and different about us? Autumn 2 - Who is special to us?
Families and Friendships	Rules of different people Families Special people in our lives and how we care for them Feeling cared for
Safe relationships	Recognising privacy Staying safe Seeking permission
Respect	How our behaviour affects others Being polite and respectful

Living in the Wider World (Spring Term)	
Possible Big Questions	Spring 1-How can we look after each other and the World? Spring 2 -What can we do with money?
Community	What rules are Caring for others' needs Looking after the environment
Media Literacy	Using the internet and digital devices Communicating online
Money and work	Strengths and interests Jobs in the community

Health and Wellbeing (Summer Term)	
Possible Big Questions	Summer 1 -What helps us stay healthy? Summer 2 -Who helps us to keep safe?
Physical Health and Mental wellbeing	Keeping healthy Food and exercise Hygiene routines Sun safety
Growing and changing	Recognising what makes us unique and special Feelings Managing when things go wrong
Keeping safe	How rules and age restrictions help us Keeping safe online

Personal, Social, Health and Economic Education (PSHE)
Relationship and Sex Education (RSe)

Year 2

Relationships (Autumn Term)	
Possible Big Questions	Autumn 1 - What makes a good friend? Autumn 2 - What is bullying?
Families and Friendships	Making friends Feeling lonely and asking for help.
Safe relationships	Recognising hurtful behaviour and bullying Managing secrets How to ask for help if feeling unsafe or worried
Respect	Recognising similarities and differences between us Challenging simple stereotypes between boys and girls Working and playing cooperatively Sharing ideas and listening to others

Living in the Wider World (Spring Term)	
Possible Big Questions	What is a community? How can we keep our money safe? How do we stay safe online?
Community	Belonging to part of a group (or community) Roles and responsibilities in a community Being the same and different within a community.
Media Literacy	The internet in everyday life Online content and information
Money and work	Money and our needs and wants Looking after money

Health and Wellbeing (Summer Term)	
Possible Big Questions	Summer 1 - What helps us grow and stay healthy? Summer 2 - How can we stay safe?
Physical Health and Mental wellbeing	Why sleep is important Medicines and keeping healthy Keeping teeth healthy Managing feelings and asking for help Privacy and the importance of keeping things private
Growing and changing	Growing older, changing and the human life cycle Naming body parts
Keeping safe	Keeping safe in different environments Risk and safety in the home Emergencies

Personal, Social, Health and Economic Education (PSHE)
Relationship and Sex Education (RSe)

Year 3

Relationships (Autumn Term)	
Possible Big Questions	Autumn 1 - What are families like? Autumn 2 - How can we be a good friend?
Families and Friendships	What makes a family Features of family life Recognise what makes a good friend Recognise what makes a positive and healthy relationship Develop strategies to resolve disputes and conflict
Safe relationships	Personal boundaries Safely responding to others The impact of hurtful behaviour
Respect	Recognising respectful behaviour The importance of self-respect Courtesy and being polite

Living in the Wider World (Spring Term)	
Possible Big Questions	Spring 1 - What makes a community? Spring 2 - What jobs can we do when we grow up?
Community	The value of rules and laws Rights, freedoms and responsibilities
Media Literacy	How the internet is used Assessing information online
Money and work	Different jobs and skills Job stereotypes Setting personal goals

Health and Wellbeing (Summer Term)	
Possible Big Questions	Summer 1 - Why should we eat well and look after our teeth? Summer 2 - Why should we keep active and sleep well?
Physical Health and Mental wellbeing	Health choices and habits What affects feelings Expressing feelings
Growing and changing	Personal strengths and achievements Managing and reframing setbacks
Keeping safe	Risks and hazards Safety in the local environment and unfamiliar places

Personal, Social, Health and Economic Education (PSHE)
Relationship and Sex Education (RSe)

Year 4

Relationships (Autumn Term)	
Possible Big Questions	Autumn 1 - How can we create positive friendships? Autumn 2 - How do we treat each other with respect?
Families and Friendships	Positive friendships Online and offline friendships
Safe relationships	Responding to hurtful behaviour Managing confidentiality Recognising risks online
Respect	Respecting differences and similarities (including family, culture, ethnicity, race, religion, age, sex, gender identity, sexual orientation and disability) Discussing differences sensitively

Living in the Wider World (Spring Term)	
Possible Big Questions	Spring 1 - How can our choices make a difference to others and the environment? Spring 2 - How do we keep our money safe?
Community	What make a community Shared responsibilities
Media Literacy	How data is shared and used
Money and work	Making decisions about money Using and keeping money safe

Health and Wellbeing (Summer Term)	
Possible Big Questions	Summer 1 - How will we grow and change? Summer 2 - How can we manage risk in different places?
Physical Health and Mental wellbeing	Maintaining a balanced lifestyle Oral hygiene and dental care
Growing and changing	Physical and emotional changes in puberty External genitalia Personal hygiene routines
Keeping safe	Medicines and household products Drugs common in everyday life

Personal, Social, Health and Economic Education (PSHE)
Relationship and Sex Education (RSe)

Year 5

Relationships (Autumn Term)	
Possible Big Questions	Autumn 1 - What makes up a person's identity? Autumn 2 - How can friends communicate safely?
Families and Friendships	Managing friendship Peer influence
Safe relationships	Physical contact Feeling safe (acceptable and unacceptable physical contact, managing secrets and who to tell etc)
Respect	Responding respectfully to a wide range of people Recognising prejudice and discrimination

Living in the Wider World (Spring Term)	
Possible Big Questions	Spring 1 - What small changes can we make to protect the environment? Spring 2 - What are our aspirations?
Community	Protecting the environment Compassion towards others
Media Literacy	How information is targeted Different media types and their role and impact Discuss topical issues
Money and work	Identify job interests and aspirations What influences career choices Workplace stereotypes

Health and Wellbeing (Summer Term)	
Possible Big Questions	Summer 1 - How can medication common to everyday life affect our health? Summer 2 - How can we help in an accident or emergency?
Physical Health and Mental wellbeing	Healthy sleep habits Sun safety Medicines, vaccinations, immunisations and allergies
Growing and changing	Personal identity Recognising individuality and different qualities Mental wellbeing Puberty, menstruation
Keeping safe	Keeping safe in different situations Responding in emergencies First Aid

Personal, Social, Health and Economic Education (PSHE)
Relationship and Sex Education (RSe)

Year 6

Relationships (Autumn Term)	
Possible Big Questions	Autumn 1 - What will change as we become more independent? Autumn 2 - How do friendships change as we grow?
Families and Friendships	Attraction to others Romantic relationships Civil partnerships and marriage
Safe relationships	Recognising and managing pressure Consent in different situations
Respect	Expressing opinions and respecting other points of view Discussing topical issues

Living in the Wider World (Spring Term)	
Possible Big Questions	Autumn 1 - How can the media influence people? Autumn 2 - How can our money be at risk?
Community	Valuing diversity Challenging discrimination and stereotypes
Media Literacy	Evaluating media sources Sharing things online
Money and work	Influences and attitudes to money Money and financial risks (debt, fraud and gambling)

Health and Wellbeing (Summer Term)	
Possible Big Questions	Summer 1 - How can we keep healthy as we grow? Summer 2 - How can we keep our personal information safe?
Physical Health and Mental wellbeing	What affects mental health and ways to take care of it Managing change Loss and bereavement Managing time online
Growing and changing	Human reproduction and birth Puberty (recap and review including ejaculation and wet dreams) Increasing independence Positive and healthy relationships Managing transition
Keeping safe	Keeping personal information safe Regulations and choices Drug use and the law Drug use and the media

PSHE Education Curriculum taken from The PSHE Association. RSe information taken from Medway. (All documents are in the PSHE,SMSC,SRe,BV shared file under PSHE and SRe)

This policy will complement and link to the following school policies:

- E-Safety
- Anti-Bullying
- Safeguarding and Child Protection
- Sun Safe
- Equality scheme
- Special Educational Needs