

PARENT-LEARN

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

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INTRODUCTION - PSHE

- Personal, Social, Health and Economic (PSHE)
- At Hunsley Primary, our PSHE education programme aims to equip pupils with the knowledge and skills necessary to be a contributing, thoughtful citizen who can make safe and informed decisions, as age appropriate, on diversity, growing up, drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.
- We deliver our PSHE programme via
 - Talk Time curriculum
 - assemblies
 - displays
 - House Team Development Days
 - educational visits
 - broader extra-curriculum;
 - it also is modelled and exemplified in a range of ways in other subjects, such as English, Geography, PE, ICT and Computing, where relevant - in the examples we use to teach.

INTRODUCTION - SRE

- The new SRE curriculum was mandatory for schools from September 2020
- Strong focus on wellbeing, led by the Senior Leader for Mental Health and Wellbeing
- Strong focus on inclusion, led by the Inclusion Lead

OUR ETHOS AND RATIONALE

- We know that children often try to make sense of the world, which can include in how they compare to others, how their family and way of life is similar or different to that of their peers and others in wider communities and what their place is in the midst of it all.
- They also are trying to make sense of the changes that happen to them, emotionally and physically.
- In trying to find out, they might take on board information that is factually incorrect, confusing and misleading. They might be embarrassed to ask simple questions which could spare them worry or concern if given a factual answer in a supportive context
- **We always work alongside families to bring this curriculum to the children**

HIGH-QUALITY, EVIDENCE-BASED

- Help prepare pupils to develop resilience to know how and when to ask for help.
- Children who are knowledgeable and confident about relationships and health are more likely to have positive, fulfilling relationships.
- Sex and relationship education must be delivered through a system of values: respect, tolerance, empathy, justice, genuine interest in others and a sense of personal and collective responsibility.
- These are values we feel underpin the Hunsley Primary ethos and ones we feel we share with our parents and carers.
- **We are committed to working towards these aims in partnership with parents.**

BROAD AND BALANCED

- A balanced and broad curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils both at Hunsley Primary and in wider society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.
- A right to factual information, free from bias and the subjective personal beliefs of those who teach them.
- To embrace the challenges of growing up and to have a happy, healthy and safe adulthood, they need to be able to make informed decisions about their wellbeing, health and relationships.
- Children who are knowledgeable and confident about relationships and health are more likely to have positive, fulfilling relationships.

HOW WE TEACH IN EYFS AND KEY STAGE 1

- Younger children at Hunsley Primary learn about growth, relationships and diversity through the Talk Time curriculum, age-appropriate stories and through a simple, factual Understanding the World (science and humanities) curriculum, e.g. lifecycles of butterflies, chicken and egg
- Use the correct scientific terms in an age-appropriate way.

THROUGH THE EYFS PROGRAMME, THE CHILDREN WILL:

- Share their likes and dislikes and be able to state why
- With support, set themselves simple, short term goals
- Take turns to speak with one other person or a small group
- Ask and answer simple questions relating to topical issues
- Understand and say the rules for their group and classroom, and follow them, sometimes needing support or reminders
- Understand that others have individual needs and be able to say how to help others to stay safe and happy

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BUILDING ON EYFS, IN YEAR 1...

- Children independently talk about the harmful aspects of some household products and medicines
- Children can describe ways of keeping safe in familiar situations as well as some new situations (both in person and online)
- Children can explain ways of keeping their body clean and why this is needed
- Children are taught to name further main parts of the body and also know that most boys' bodies differ from a girls'.
- Children learn how to explain how people grow from young to old and how this might change what they are able to do, both positively and negatively, e.g. strength and energy in young people; frailty in old age but knowledge and wisdom
- Children can make simple choices about some aspects of their health and mental wellbeing, e.g. how to keep themselves safe on the roads, being able to be mindful
- Children know what keeps them healthy and are showing more impact of this learning, e.g. they make positive choices in their own lives – exercise, sports, mealtimes
- With support, children are asked to think about common views about boys and girls and what they are like – they are asked to question some of these which may not be inclusive

BUILDING ON FROM YEAR 1, CHILDREN IN YEAR 2...

- Can identify, name and manage a wider range of feelings and recognise and express with confidence their positive qualities – they can make links to positivity and mental health, for example coping with setbacks, loss, disappointment
- Understand bullying in a range of contexts, explain why bullying is wrong and offer simple strategies for dealing with it and how to help victims
- Are taught to recognise the effect of their behaviour on others and be able to cooperate with others to support those with difficulties or challenges
- Are able to say how we are all unique and can give some of the ways we are different from and similar to each other – children develop an understanding of empathy
- Can explain with examples how friends and relations care for each other and use what they know about loss, coping with setbacks and resilience to say how they might cope in a range of challenging family situations, e.g. a new sibling, the loss of a family pet, a change of house



HOW WE TEACH IN KEY STAGE 2

- Encouraging questioning and discussion
- Shared planning and training
- Questions are answered without bias or personal opinion and in a way which is age-appropriate.
- Staff are supported to manage more challenging questions and are encouraged to discuss, review, evaluate and share with colleagues through joint planning so that there is consistency across the school in the way questions are supported and responded to.
- Children are praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.
- Differentiation in how we respond to a question, depending on children's knowledge, experience and need for support.
- When a child asks a thoughtful question that is not suitable for the full class, staff will respond by praising the question ("Great question; hold that thought and I will come back to that one.") before returning to the child in question to respond at the desk, for example.

SENSITIVE APPROACHES

No 'silly' questions if it is an important question to them

If the member of staff doesn't have an answer or doesn't know, they will say so.

If the member of staff is not sure how best to answer a tricky question and would prefer to seek guidance from a colleague or senior member of the team, or talk to parents / carers, their response will indicate the importance of finding a detailed and satisfactory answer for the child (*"That is a brilliant question and I would like to give you the best answer I can, so let me have a think about it. Once I know the best way to explain it clearly I will come back to you"*)

Where a child asks a question which causes the member of staff concern, this will be referred in the usual way to the Designated Safeguarding Lead.

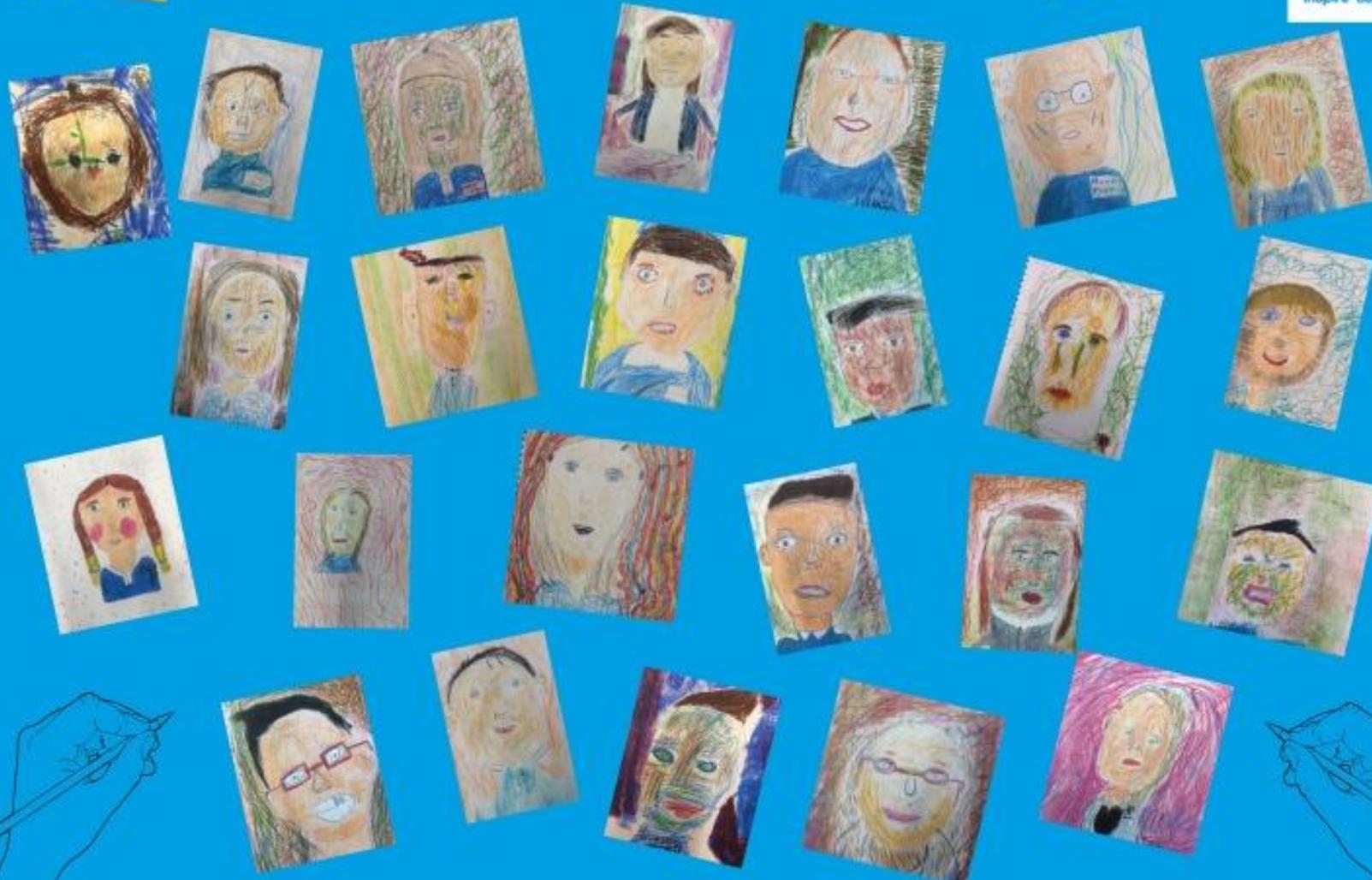
Teachers are guided to answer questions, openly, honestly and factually without referring to their own opinions – also to use correct terminology in an age-appropriate way. Teachers are not expected to answer personal questions about themselves or to ask direct personal questions of their children that could make either parties vulnerable.



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QUESTION BOX / WORRY BOX

- The children in Years 5 and 6 are also able to use resources such as a question box in which they can ask any questions they may be embarrassed or worried to ask in class.
- The teacher then can decide whether to cover this in their next lesson, talk to the pupil individually or refer the question to the parent / carer.
- All classes have a Worry Box too, which allows for other worries or questions to be shared.

BUILDING ON FROM YEAR 3, IN YEAR 4 CHILDREN CAN...

- Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities
- Demonstrate further what it means to have respect and tolerance towards others, building on their recognition of stereotyping
- Think of ways to resolve differences by looking at alternative perspectives, making decisions and explaining choices
- Learn more about 'social awareness' and identify some factors around a specific set of examples that affect how people think and feel, e.g. social exclusion, racism; children explore these experiences from others' perspectives
- Understand the principles of consent: they are taught simple ideas about agreement, commitment and how to say no to things they are not comfortable with, using an example of the bully wanting to persuade them to give money
- Learn that marriage / civil partnership is a legal commitment as well as an emotional commitment (see RS curriculum) and that it must be freely entered into by two people.
- Understand that there are different relationship partnerships and families (including same sex relationships) and that love and stability are important in all relationships and families

BUILDING ON FROM YEAR 4, IN YEAR 5 CHILDREN...

- Discuss some of the bodily and emotional changes at puberty (including periods), and demonstrate some ways of dealing with these in a positive way, building on Year 4: e.g. growth, capability, taking responsibility for yourself and how it feels to be growing up, changing your interests, games, toys, trying new things
- Develop further their ideas and understanding about the specifics of a healthy lifestyle and a healthy mind, by focusing on a key aspect; e.g. safe communication and use of a mobile phone
- Continue to make informed judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and wellbeing; e.g. focusing on times when it is harder to resist; e.g. when walking home from school
- Learn about keeping safe from external risks and dangers, beyond the family and school context; e.g. revisiting 'stranger danger', risks at the play-park, older siblings and older students, for example people who try to make you have extreme ideas and viewpoints
- Are able to distinguish positively between the images they see in magazines, on television, online and in the wider media and the real images they project themselves
- Power Programme

BUILDING ON FROM YEAR 5, IN YEAR 6 CHILDREN...

- Children are given a range of opportunities and contexts to demonstrate confidently that they recognise their own worth and personal value in relationships, support others in recognising theirs, and identify and demonstrate ways to face new challenges, e.g. starting secondary school, puberty, taking on new friendships, contributing to the local community
- Children continue to learn about different types of relationships for themselves and others, and show ways to maintain 'good' (Positive, healthy, respectful) relationships and to support others with their relationships and friendships, especially revising what consent is and how to maintain independence of choice in friendships
- Children revisit and make predictions about the nature and consequences of bullying they might encounter as they grow up and move on to new learning contexts (e.g. gangs), and express ways of responding to it and ways of helping others to respond to it, as well as helping others to make a change in their behaviours.
- The children revise what they already have learnt about online lives, relationships which are real and those which are virtual (using chat rooms, online gaming and social media examples to illustrate) and they understand the dangers associated with both transparency and also secrecy in online communications and how to manage both of these aspects to be safe
- Children will revisit what 'fair' means and how this is linked to needs and not desires or wants – so that they can have a strong sense of what 'fairness' is and how it can be maintained

OTHER AREAS IN Y6

- Learn about and discuss some of the bodily and emotional changes at puberty. Children are helped to understand how the changes they are experiencing or about to experience might affect them, and learn ways of dealing with these in a positive way
- Children are taught to make, explain and evaluate their own choices, with more confidence and independence, about how to develop healthy lifestyles, using social media as a link topic
- Children are given further opportunities to identify and explain factors that affect emotional health and wellbeing, and strategies for dealing with them especially at times of transition and personal challenge (pupils will look at loss of loved ones and bereavement), e.g. strategies which can be used independently and who to ask for support as they grow and move on if needed
- Children are taught about substances and drugs that they may encounter when they are interacting with older peers, including those which are commonly available, and how to manage this exposure with support from adults and other peers. They will learn about some of the key charities and groups which support children to make the right choices
- They learn about and are able to discuss a range of new risks, and explain how to manage the risks in new and changing situations, e.g. on residential visits or when journeying abroad
- They will learn how human babies develop and learn how babies develop in the womb and their needs when they are born
- Children will learn simple information about sexual feelings which develop during puberty and how they can manage those in a healthy way
- Children will learn simple facts about physically safe and healthy relationships in teenage years Children will learn simple facts about physically healthy relationships in teenage years (Pupils' questions, were asked, about contraception, will be answered factually at a level appropriate for the age and understanding of the child)

MENSTRUATION POLICY

- As a school, we acknowledge we have a role to play and responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period, especially for children whose family may not be able or willing to provide adequate sanitary products. In this way, we hope that all children experiencing their period will be able to attend school happily and comfortably, also with the additional support of our Medicines Policy.
- It is not uncommon for children to start menstruation in primary school and for this reason, we deliver our puberty lessons in Years 5 and 6 with age-appropriate focus on the facts. As part of these lessons, all children are told in an age-appropriate way about menstruation and there is a discussion about what periods are, an explanation of other symptoms associated with periods and how they can be managed, such as by using the sanitary bins provided in school. Schools can also access the DfE menstruation kit to support children in line with our Intimate Care Policy and our Medicines in School Policy.
- When school trips or residential visits are arranged for Years 5 & 6, provisions to deal with a child's period will be considered, discussed with parents in the preparatory meetings and added to the school risk assessment.

WHAT NEXT?

If you want to know more or would like to contribute to the way we teach PSHE / SRE at Hunsley primary or if you have any questions to ask, you can email me directly at lucy.hudson@hunsleyprimary.org.uk

We would really welcome your ideas and views so that we can work together in partnership to make sure we meet every child's needs as well as possible within the national, statutory framework.

- Useful websites:
- www.pshe-association.org.uk
- www.bbc.co.uk/teach/ks2-pshe
- <https://natwest.mymoneysense.com/teachers/resources-8-12s/>

THANK YOU ALL FOR YOUR TIME AND FOR PARTICIPATING TONIGHT.