

# **PSHE & RSE**

Guidance for Parents and Carers at Pearl Hyde



**‘EDUCATION THAT DOES  
NOT MOULD CHARACTER IS  
ABSOLUTELY WORTHLESS’**

Mahatma Gandhi



# INTENT – WHAT DO WE DO?

At Pearl Hyde, **PSHE is an essential part of our broad and balanced curriculum**; it is a subject that is woven through everything that we do in school.

Through our PSHE curriculum, children will acquire the knowledge, understanding and skills they need to keep themselves **healthy** and **safe**. As part of our whole school approach, our PSHE curriculum covers key areas which will support children to make **informed choices** now and in the future around their **health, safety, wellbeing, relationships,** and **financial matters** and will support them in becoming confident individuals and active members of society.

Our PSHE curriculum covers the content and statutory requirements for **Relationships** and **Health** education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE. **Sex education** has been included in line with the DfE recommendations and is covered in Year 6 of our chosen scheme.

Our curriculum also endeavours to promote the four fundamental **British Values** which reflect life in modern Britain: **democracy; rule of law; respect and tolerance and individual liberty.**

Finally, our PSHE curriculum ensures that children are taught about **safeguarding**, including online safety. Our broad and balanced curriculum introduces and revisits ideas of **personal boundaries, consent and communicating our boundaries with others.** This prepares pupils for the challenges and responsibilities they will face in the future



**PSED IN  
RECEPTION...**

# PSED

In Reception, PSED (**Personal, Social and Emotional Development**) is a prime area of learning, therefore an integral part of teaching and learning. Planning for these areas reflect the interests of the children and the unique needs of the school but is supplemented by Kapow PSHE Schemes of Learning. Children take part in circle time and discuss topics and themes that are at their level. **PSED is a fundamental building block in a child's development and underpins the whole of the Reception curriculum.**

The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of reception year:

## ELG: Self regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

## ELG: Managing self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

## ELG: Building relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.



# **PSHE & RSE IN KS1 & KS2**

# KS1 & 2

A range of teaching and learning activities are used to ensure that all children can access learning and make progress. Our curriculum content has been organised into a two-year cycle, due to mixed-age teaching at Pearl Hyde.

In some areas, we feel that it is important that pupils have the opportunity to develop their understanding each year, rather than once in a two-year period. Where this is the case there is clear guidance, activities, differentiation and assessment information for each year group. In these instances, teachers teach the same lesson each year, but pupils will have a different experience in the lesson depending on whether they are the younger or older cohort. This means that even with a two-year cycle, we know that our pupils are progressing year-on-year as they develop in emotional maturity.

The structured curriculum provides the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.



# KS1 & 2 CONT...

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As stated previously, sex education has been included in line with the DFE recommendations and is covered in year 6 of our scheme. There are 2 lessons within this unit where parents have the opportunity to withdraw their children from all/part of the lessons: safety and the changing body: lesson 5: conception and lesson 6: pregnancy and birth. How to do this will be discussed later.

There are meaningful opportunities for cross-curricular learning, in particular with computing for online safety and science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages across all year groups, including how and where to access help and support if needed.

# KEY AREAS OF LEARNING

Our curriculum is structured within five key areas, which we return to in each year group, making pupil's prior and future learning clear. Year 6 also have a further key area: identity.

## Family and relationships

Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.

## Health and wellbeing

Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

## Safety and the changing body

Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,

## Citizenship

Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.

## Economic wellbeing

Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

Year 6 only:

## Identity

Considering what makes us who we are whilst learning about body image.



# WHICH RSE STATUTORY REQUIREMENTS ARE WE WORKING TOWARDS IN YEAR 1&2?

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## Families & People who care about me:

- Families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them
- Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

# WHICH RSE STATUTORY REQUIREMENTS ARE WE WORKING TOWARDS IN YEAR 1&2?

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## Caring Friendships:

- How important friendships are in making us feel happy and secure, and how people choose to make friends
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

# WHICH RSE STATUTORY REQUIREMENTS ARE WE WORKING TOWARDS IN YEAR 1&2?

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## Respectful Relationships:

- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The importance of self-respect and how this links to their own happiness
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The conventions of courtesy and manners

## Online Relationships:

- People sometimes behave differently online, including by pretending to be someone they are not
- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

# WHICH RSE STATUTORY REQUIREMENTS ARE WE WORKING TOWARDS IN YEAR 1&2?

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## Being Safe:

- Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- How to report concerns or abuse, and the vocabulary and confidence to do so
- Where to get advice from eg. Family, school and/or other sources



# HOW IS RSE COVERED IN KS1 LESSONS?

## Families & Relationships

- Exploring how families can be different
- Learning that families are composed of different people who offer each other care and support
- Characteristics and impact of positive friendships
- Learning that issues can be overcome
- People show feelings differently
- Issues around stereotyping
- How other people show their feelings and how to respond
- Looking at conventions of manners and developing an understanding of self-respect

## Safety & the Changing Body

- Learning how to respond to adults in different situations
- Distinguishing appropriate and inappropriate physical contact
- Introduction to online safety
- Distinguishing secrets from surprises
- Naming body parts and looking at the concept of privacy

## Health & Wellbeing

- Exploring personal qualities
- Strategies to manage feelings

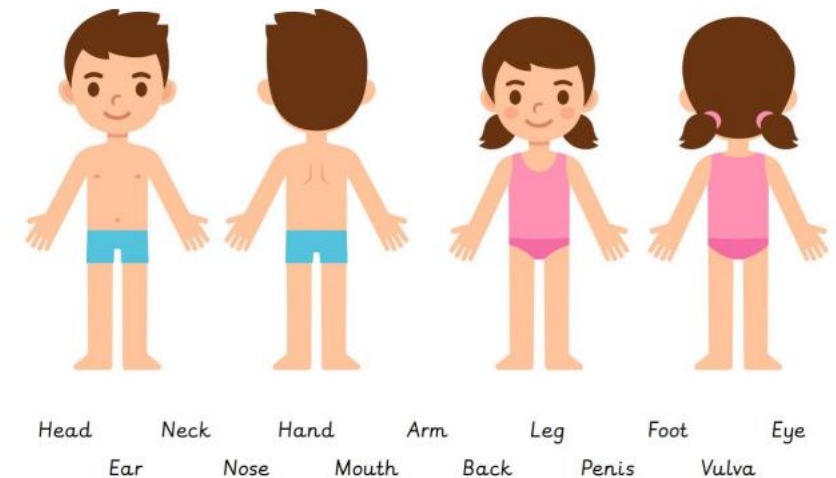
# HOW IS MY CHILD TAUGHT ABOUT PUBERTY AND HUMAN REPRODUCTION?

Each year group will be taught at an appropriate level for their age and stage of development, building on the previous years learning.

In Years 1 & 2, children are taught:

- Acceptable and unacceptable physical contact
- The difference between boys' and girls' bodies
- Scientific names for body parts: testicles, penis, vulva and vagina

All lessons are taught using the correct, scientific terminology, child-friendly language and diagrams.





# WHICH RSE STATUTORY REQUIREMENTS ARE WE WORKING TOWARDS IN YEAR 3&4?

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## Families & People who care about me:

- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them
- Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them

# WHICH RSE STATUTORY REQUIREMENTS ARE WE WORKING TOWARDS IN YEAR 3&4?

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## Caring Friendships:

- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

# WHICH RSE STATUTORY REQUIREMENTS ARE WE WORKING TOWARDS IN YEAR 3&4?

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## Respectful Relationships:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

# WHICH RSE STATUTORY REQUIREMENTS ARE WE WORKING TOWARDS IN YEAR 3&4?

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## Online Relationships:

- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How information and data is shared and used online.

## Being Safe:

- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- How to recognise and report feelings of being unsafe or feeling bad about any adult

# HOW IS RSE COVERED IN YEAR 3&4 LESSONS?

## Families & Relationships

- How to resolve relationship problems
- Effective listening skills and about non-verbal communication
- Looking at the impact of bullying and what action can be taken
- Exploring trust and who to trust and that stereotyping can exist
- Learning that families are varied and differences must be respected
- Understanding physical and emotional boundaries in friendships
- The roles of bully, victim and bystander
- How behaviour affects others
- Appropriate manners and bereavement

## Safety & the Changing Body

- Be a responsible digital citizen
- Cyberbullying, identifying unsafe digital content
- Influences and making independent choices
- Building awareness of online safety and benefits and risks of sharing information online
- Difference between private and public
- Age restrictions
- YEAR 4 ONLY - Physical and emotional changes in puberty

## Health & Wellbeing

- Developing emotional maturity
- Learning that we experience a range of emotions and are responsible for these
- Appreciating the emotions of others

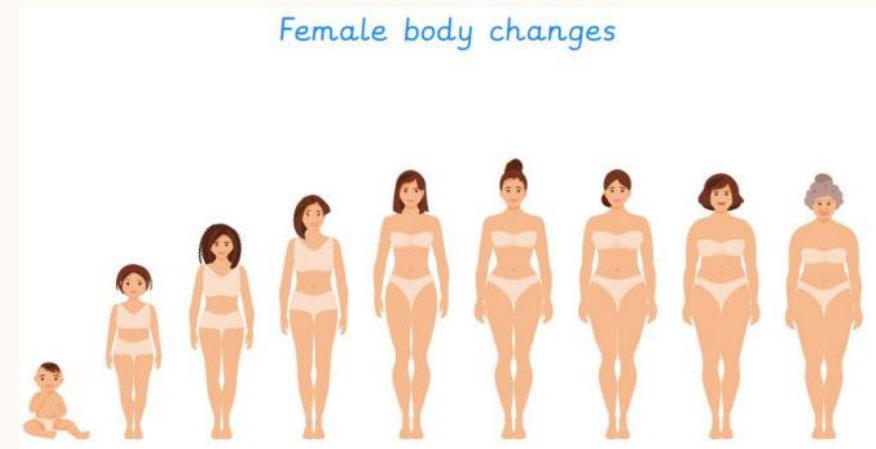
# HOW IS MY CHILD TAUGHT ABOUT PUBERTY AND HUMAN REPRODUCTION?

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Each year group will be taught at an appropriate level for their age and stage of development, building on the previous years learning.

In **Year 4** children will:

- Learn about some of the physical changes pupils will experience as they go through puberty
- Understand that physical change is part of growing up
- Identify the changes that males and females go through as they grow and develop from being a child to an adult.



# WHICH RSE STATUTORY REQUIREMENTS ARE WE WORKING TOWARDS IN YEAR 5&6?

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## Families & People who care about me:

- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

# WHICH RSE STATUTORY REQUIREMENTS ARE WE WORKING TOWARDS IN YEAR 5&6?

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## Caring Friendships:

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right



# WHICH RSE STATUTORY REQUIREMENTS ARE WE WORKING TOWARDS IN YEAR 5&6?

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## Respectful Relationships:

- The importance of self-respect and how this links to their own happiness
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- In school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- The importance of permission-seeking and giving in relationships with friends, peers and adults

# WHICH RSE STATUTORY REQUIREMENTS ARE WE WORKING TOWARDS IN YEAR 5&6?

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## Online Relationships:

- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- People sometimes behave differently online, including by pretending to be someone they are not
- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

## Being Safe:

- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse

# HOW IS RSE COVERED IN YEAR 5&6 LESSONS?

## Families & Relationships

- Developing an understanding of families, including marriage, of what to do if someone feels unsafe in their family.
- Issues can strengthen a friendship
- Exploring the impact of bullying and what influences a bully's behaviour
- Learning to appreciate our attributes
- To resolve conflict, through negotiation and compromise
- Respect
- Understanding that everyone deserves to be respected
- Grief

## Safety & the Changing Body

- Exploring the emotional and physical changes of puberty, including menstruation
- Learning about online safety, influence
- Strategies to overcome potential dangers
- The reliability of online information
- The changes experienced during puberty
- YEAR 6 ONLY - How a baby is conceived and develops

# HOW IS MY CHILD TAUGHT ABOUT PUBERTY AND HUMAN REPRODUCTION?

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Each year group will be taught at an appropriate level for their age and stage of development, building on the previous years learning.

In **Year 5 & 6** children will learn about:

- The menstrual cycle and other changes that happen through puberty
- Emotional changes that occur during puberty

In addition **Year 6 children** will also:

- Further develop their understanding of the physical and emotional changes that happen during puberty.
- Learn about the biology of conception. (Parents have the right to withdraw their child from the '*Main event*' part of this lesson.)
- Learn how a baby develops in the womb and is born. (Parents have the right to withdraw their child from *the lesson*.)

# RIGHT TO WITHDRAW

Parents **do not** have the right to withdraw their children from relationships education.

Parents **have** the right to withdraw their children from the [**non-statutory/non-science**] components of sex education within RSE – 2 lessons for Year 6 Pupils only.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of our PSHE & RSE policy. It should be addressed to the headteacher. A meeting will then be arranged with PSHE & RSE Lead, Kelly Briggs and Headteacher, Claire Denton.

Alternative school work will be given to pupils who are withdrawn from sex education.



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Head Teacher: Mrs Claire Denton

## Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken</p> <p>Eg. Joe Bloggs will be taking part in all <u>relationships</u> lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>		

# RSE UPDATES

In our response to addressing sexual harassment in school we build on the statutory requirements of the RSE curriculum and the outcomes from the DFE's statutory 'Keeping Children Safe in Education 2023' document.

Our curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and Sex Education and Health Education guidance.

# YEAR 1 & 2

In KS1 the appropriate areas are covered in the following lessons:

- To begin to understand that being friendly to others makes them feel welcome and included
- To begin to understand what is meant by a stereotype
- To begin to understand the difference between acceptable and unacceptable physical contact
- To begin to understand that some friendships might make us feel unhappy and how to deal with this
- To develop an understanding of stereotypes and how these might affect job/career choices
- To begin to understand the difference between secrets and surprises
- To begin to understand the concept of privacy and the correct vocabulary for body parts
- To understand safe and unsafe touches

# YEAR 3 & 4

In LKS2 the appropriate areas are covered in the following lessons:

- To begin to understand the impact of bullying
- To recognise that stereotypes are present in everyday life
- To begin to understand the physical and emotional boundaries in friendships
- To explore stereotypes in fictional characters and think about how these might influence us



# YEAR 5 & 6

In UKS2 the appropriate areas are covered in the following lessons:

- To begin to understand some issues related to online friendships including the impact of their actions
- To recognise how attitudes to gender have changed over time
- To understand that respect is two-way and how we treat others is how we can expect to be treated
- To explore other people's attitudes and ideas and to begin to challenge these
- To understand stereotypes and be able to share information on them
- YEAR 6 ONLY - To understand the biology of conception

# KS1 - HOW TO HELP AT HOME

Listen to your child's joys, concerns and worries without judgement and spend time with them talking about life in and outside of school.

Model the appropriate language for body parts, reinforcing the terminology taught within school.

Remind children that appropriate contact should make a person feel cared for and important. Explain that it might also include touch that hurts or is uncomfortable, but these instances should only be to keep the person safe and healthy (e.g. getting an injection, or pulling someone back from a passing car).

Encourage children to communicate any unwanted touches. For example, respect their wishes if they say they do not want to be kissed, cuddled or tickled, or ask someone to stop. Showing children that their boundaries are respected is an important part of them understanding how to respect others.

Take time to play the online games your children like to play so that you can understand the features. You can find out if there is anything concerning you need to be aware of, such as safety features or parental controls which should be enabled.

Remind your child that their body is their own and they don't have to let anyone touch it in a way that is unsafe and/or unwanted. Everyone else also has that right. This is the beginning of giving a child control over their body and teaching them about consent.

# LKS2 - HOW TO HELP AT HOME

Find time to talk, just the two of you – ‘check in’ with them while you’re doing things together, so they get used to talking about their feelings.

Play together – play helps children to be curious, learn new things, solve problems and express feelings without words.

Start talking with your child about relationships, body changes, and growing up from a young age. This helps to normalise conversations and build healthy habits.

Uncertainty about day-to-day schedules can lead to a lot of stress or anxiety in a child’s life. Creating a general routine at home can provide some relief and peace for your child, whether it’s a schedule for daily meals or a weekly movie night. Having clear boundaries is also important for your child to know what is expected of them at home and can minimise feelings of frustration from both parent and child.

You can help your children learn how to deal with their emotions in a healthy way by modelling coping skills at home. You can engage in these skills with your child or talk them through doing them on their own. Activities such as deep breathing, using stress balls, art (painting, colouring, doodling) or going for walks can be great strategies for coping with feelings.

Parental controls and privacy settings can help you manage how your child spends time online and help to keep them safe. Talk to your child before implementing any new settings and explain to them how different strategies can help to keep them safe.

Children love to receive positive feedback and praise. Knowing they’ve done something well increases feelings of pride and confidence, which can stick with a child long-term. Providing positive reinforcement for behaviours will often encourage children to repeat that behaviour.

# UKS2 - HOW TO HELP AT HOME

Make time and space to be able to give your child your full attention to share stories, have discussions and work through challenges.

Check any age restrictions on applications and social media as many should not be used by children under 13 years old. Discuss social media with your child and the risks of inappropriate content that they might see online. Encourage children to report anything that makes them feel uncomfortable to you, or via platforms, and take time to talk through why this content is offensive or inappropriate together.

Explain that everyone is human and makes mistakes. Model effective ways to deal with difficult situations (e.g. calming down, saying you are sorry, explaining that you recognise you made a mistake and what you'll do to make sure it doesn't happen again). They will learn from you that it's okay to make mistakes, build resilience and identify healthy ways to cope with emotions.

Model safe and healthy internet use by using digital media and the internet in the way you want your child to use it now and in the future. For example, you might keep internet-connected devices out of bedrooms, and use technology for positive purposes.

Find ways to include your child in decision-making processes. This can help children feel that they are heard and valued. Something as simple as asking them whether they think you should prepare rice or pasta for dinner can show them they have a voice and give them the confidence to use it

You might find that your child is more up to date with changing privacy and safety settings than you are! Ask your child to share what they know about online safety and the risks associated with using online platforms or the internet. Work together to adjust settings on devices and apps, emphasising the importance of keeping your child safe.

# FREQUENTLY ASKED QUESTIONS...

Do you cover gender identity in RSE lessons?

We do not specifically cover gender identity as a topic, although lessons do cover identity more generally, helping children to understand themselves and others. Gender identity does not form part of the National Curriculum, and we would advise parents to speak to a member of their school staff team with any questions or queries.

What do I do if I feel uncomfortable talking about certain topics with my child?

Creating a safe, open, supportive environment is important for children to be able to share their worries, concerns and thoughts. If you feel uncomfortable discussing topics with your child, be honest with them that you find it difficult and explain that you would like to give yourself some thinking time before you get back to them on any topics or questions. Ask us at school for support, we may have suggestions which may help you in broaching sensitive topics.

# THANK YOU FOR JOINING US THIS EVENING...

Are there any further questions?

