

PSHE Crossflatts Primary School Parent Consultation



Aims

- ▶ Discuss changes to Relationship Education inline with Government Guidance.
- ▶ Share with parents/guardians what PSHE will look like at Crossflatts Primary School.
- ▶ Introduce New Whole School PSHE Schemes of Work.
- ▶ Voice parents opinions about PSHE and government changes. Through an online questionnaire.
- ▶ Welcome any questions and feedback.

Working together

- ▶ We are here to talk about relationships education, which is compulsory across the country from September 2020 (delayed until 2021 due to Covid.)
- ▶ We welcome parents' involvement in school life and we are committed to working with you for the benefit of your children.

What is new?

From September 2020 (delayed until September 2021 due to Covid) all primary children will be taught about relationships and health. This is the law and it applies to all schools.

The statutory content will form part of **Personal, Social and Health Education**, alongside the other elements of **P.S.H.E.**

What will stay the same?

We have always taught children about dealing with the world around them as part of P.S.H.E. and we will continue to do so

The lessons will still be called P.S.H.E. on the timetable and will include many topics and skills that we have always taught.

Why has the government made this change?

The Government believe relationships education will :

1. Prevent bullying based on perceived differences and
2. Help children to be happy, healthy, safe and prepare them for life in a diverse modern society

Making the subject compulsory demonstrates their commitment to those aims

Will relationships education be suitable for my child?

Teaching will be age appropriate and respectful of faith and diversity.

Relationships education does not teach children about sex.

Will relationships education be compatible with my religion?

Schools must take into account the religious background of all pupils and handle sensitive topics appropriately.

The Equality Act (2010), states that religion or belief are protected characteristics, along with: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; sex; sexual orientation.

Schools must deliver the statutory curriculum to all pupils.

What about children with Special Educational Needs & Disabilities?

Relationships education, like other aspects of the curriculum, should be differentiated and personalised for pupils with S.E.N.D.

Schools have a duty to prepare children for adulthood from early childhood, as set out in the S.E.N.D. code of practice

Can I withdraw my child from relationships education?

There is no right to withdraw children from relationships education and we have to deliver the full curriculum to all children. Nothing will be covered in each year group that isn't currently on the Science Curriculum in terms of physical and emotional development.

Will my child have to learn about Gay Relationships/LGBT?

We will teach children to be respectful and fair to people from all types of families, including those with a mum and dad, single parent families, adoptive and foster families, and those with same sex parents. This will be an integral part of the curriculum. There is no such thing as an LGBT lesson

The DfE has included this in order to promote respect for diversity, and to prevent bullying of all children

What else will my child have to learn about?

- ▶ Healthy relationships with family and friends
- ▶ Getting along with others in society
- ▶ Bullying
- ▶ Keeping themselves safe in person and online
- ▶ How to get help if they feel unsafe

**Is sex education part of
these lessons?**

No it isn't. The
requirement for primary
schools is to teach
relationships education.

Teaching about puberty

In Key Stage 2 children have to learn about the emotional and physical changes that happen during puberty.

We will teach this in year 5/6 and it will be delivered to single sex groups by the class teacher/ the school nurse.

It is in children's best interest to understand what is happening to them as they grow and it is part of the statutory health education curriculum. A letter outlining what will be covered and when will be sent to parents prior to the lesson.

Parent/Guardian Involvement

It is important that there is an open conversation between parents and school to ensure that the children are given the best PSHE provision. We would like to gain views on the schools new PSHE Curriculum and the topics that are covered. Over the next few slides it will talk you through the Whole School PSHE curriculum Overview. There is also a short online survey for you to complete so we can gain your opinions on teaching PSHE. We encourage any feedback as well as any questions that you, as parents, may have about the new guidance or coverage. The link for the survey is found in the covering letter.



| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|---|---|--|
| Physical health and wellbeing Fun times | Physical health and wellbeing What keeps me healthy? | Drug, alcohol and tobacco education Medicine Safety | Identity, society and equality Democracy | Physical health and wellbeing In the media | Relationships and health education Healthy relationships |
| Keeping safe and managing risk Feeling safe | Mental health and emotional wellbeing Friendship | Keeping safe and managing risk Bullying - see it, say it, stop it | Drug, alcohol and tobacco education Tobacco is a drug | Identity, society and equality Stereotypes, discrimination and prejudice | Relationships and health education Healthy relationships |
| Identity, society and equality Me and others | Relationships and health education Boys and girls, families | Mental health and emotional wellbeing Strengths and challenges | Physical health and wellbeing What is important to me? | Keeping safe and managing risk Making safer choices | Drug, alcohol and tobacco education Different influences and weighing up risk |
| Drug, alcohol and tobacco education What do we put into and on to bodies? | Relationships and health education Boys and girls, families | Identity, society and equality Celebrating difference | Keeping safe and managing risk Playing safe | Mental health and emotional wellbeing Dealing with feelings | Identity, society and equality Human rights |
| Mental health and emotional wellbeing Feelings | Keeping safe and managing risk Indoors and outdoors | Careers, financial capability and economic wellbeing Saving, spending and budgeting | Relationships and health education Growing up and changing | Drug, alcohol and tobacco education Different risks | Mental health and emotional wellbeing Healthy minds |
| Careers, financial capability and economic wellbeing | Drug, alcohol and tobacco education Medicines and me | Physical health and wellbeing What helps | Relationships and health education Growing up and | Careers, financial capability and economic wellbeing | Keeping safe and managing risk Keeping safe - out and about |

Year 1 - PSHE

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| <p>Physical health and wellbeing: Fun times</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about food that is associated with special times, in different cultures • about active playground games from around the world • about sun-safety | <p>Identity, society and equality: Me and others</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about what makes themselves and others special • about roles and responsibilities at home and school • about being co-operative with others | <p>Mental health and emotional wellbeing: Feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about different types of feelings • about managing different feelings • about change or loss and how this can feel |
| <p>Keeping safe and managing risk: Feeling safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • safety in familiar situations • about personal safety • about people who help keep them safe outside the home | <p>Drug, alcohol and tobacco education: What do we put into and on to bodies?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about what can go into bodies and how it can make people feel • about what can go on to bodies and how it can make people feel | <p>Careers, financial capability and economic wellbeing: My money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about where money comes from and making choices when spending money • about saving money and how to keep it safe • about the different jobs people do |

Year 2 - PSHE

Physical health and wellbeing: What keeps me healthy?

Pupils learn:

- about eating well
- about the importance of physical activity, sleep and rest
- about how germs are spread, how we can prevent them spreading and people who help us to stay healthy and well

Mental health and emotional wellbeing: Friendship

Pupils learn:

- about the importance of special people in their lives
- about making friends and who can help with friendships (on and offline)
- about solving problems that might arise with friendships (on and offline)

Relationships and health education: Boys and girls, families

Pupils learn:

- to understand and respect the differences and similarities between people
- about growing from young to old and that they are growing and changing
- that everybody needs to be cared for and ways in which they care for others
- about different types of family and how their home-life is special

Keeping safe and managing risk: Indoors and outdoors

Pupils learn:

- about keeping safe in the home, including fire safety
- about keeping safe online, including the benefits of going online
- about keeping safe outside
- about road safety

Drug, alcohol and tobacco education: Medicines and me

Pupils learn:

- why medicines are taken
- where medicines come from
- about keeping themselves safe around medicines

Asthma lesson for Year 2, 3 or 4

- that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use

Year 3 - PSHE

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| <p>Drug, alcohol and tobacco education: Medicine Safety</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> the definition of a drug and that drugs (including medicines) can be harmful to people <p>Asthma lesson for Year 2, 3 or 4</p> <ul style="list-style-type: none"> that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use | <p>Mental health and emotional wellbeing: Strengths and challenges</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about celebrating achievements and setting personal goals about dealing with put-downs about positive ways to deal with setbacks | <p>Careers, financial capability and economic wellbeing: Saving, spending and budgeting</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about what influences people's choices about spending and saving money how people can keep track of their money about the world of work |
| <p>Keeping safe and managing risk: Bullying – see it, say it, stop it</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> to recognise bullying (including online) and how it can make people feel about different types of bullying and how to respond to incidents of bullying about what to do if they witness bullying | <p>Identity, society and equality: Celebrating difference</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> Pupils learn about valuing the similarities and differences between themselves and others Pupils learn about what is meant by community Pupils learn about belonging to groups | <p>Physical health and wellbeing: What helps me choose?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about making healthy choices about food and drinks about how branding can affect what foods people choose to buy about keeping active and some of the challenges of this |

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| <p>Society and equality:</p> <p>... as a democratic society</p> <p>... laws are made</p> <p>... the local council</p> | <p>Physical health and wellbeing: What is important to me?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • why people may eat or avoid certain foods (religious, moral, cultural or health reasons) • about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) • about the importance of getting enough sleep | <p>Relationships and health education: Growing up and changing</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the way we grow and change the human lifecycle • about the physical changes associated with puberty • About the biological differences between male and female animals and their role in the life cycle. • The biological differences between male and female children. |
| <p>Alcohol and tobacco education: Drugs</p> <p>... on of a drug and that drugs (including medicines) can be harmful to people</p> <p>... effects and risks of smoking tobacco</p> <p>... hand smoke</p> <p>... help available for people to remain healthy or stop smoking</p> <p>Lesson for Year 2, 3 or 4</p> <p>... nes can be used to manage and treat conditions such as asthma, and that it is important to follow instructions for their use</p> | <p>Keeping safe and managing risk: Playing safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • how to be safe in their computer gaming habits • about keeping safe near roads, rail, water, building sites and around fireworks • about what to do in an emergency and basic emergency first-aid procedures | |

| <p>Physical health and wellbeing: In the media</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • that messages given on food adverts can be misleading • about role models • about how the media can manipulate images and that these images may not reflect reality | <p>Keeping safe and managing risk: Making safer choices</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about keeping safe online • how to keep safe when communicating with other people online • that violence within relationships is not acceptable • about problems that can occur when someone goes missing from home | <p>Drug, alcohol and tobacco education: Different risks</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the risks associated with smoking |
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| <p>Identity, society and equality: Stereotypes, discrimination and prejudice</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about stereotyping, including gender stereotyping • workshop from Diversity Role Models or Equal teach • about prejudice and discrimination and how this can make people feel | <p>Mental health and emotional wellbeing: Dealing with feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about a wide range of emotions and feelings and how these are experienced in the body • about times of change and how this can make people feel • about the feelings associated with loss, grief and bereavement | <p>Careers, financial capability and economic wellbeing: Borrowing and earning money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • that money can be borrowed but there are risks associated with this • about enterprise • what influences people's decisions about careers |

Relationships and health education: Healthy relationships

Pupils learn:

- about the changes that occur during puberty
- to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact
- what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships
- about human reproduction in the context of the human lifecycle
- about roles and responsibilities of parents and carers
- about menstruation and wet dreams
- about the impact of puberty in physical hygiene and strategies for managing this
- how puberty affects emotions and behaviour and strategies for dealing with this
- to answer each other's questions about puberty with confidence, to seek support and advice when they need it

Drug, alcohol and tobacco education: Weighing up risk

Pupils learn:

- that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them
- about the effects and risks of drinking alcohol
- about different patterns of behaviour that are related to drug use
- about different influences on drug use- alcohol tobacco and nicotine products
- strategies to resist pressure from others about whether to use drugs- smoking drugs and alcohol

Identity, society and equality: Human rights

Pupils learn:

- about people who have moved to Islington from other places, (including the experience of refugees)
- about human rights and the UN Convention on the Rights of the Child
- about homelessness

Mental health and emotional wellbeing: Healthy minds

Pupils learn:

- what mental health is
- about what can affect mental health and some ways of dealing with this
- about some everyday ways to look after mental health
- about the stigma and discrimination that can surround mental health

Keeping safe and managing risk: Keeping safe - out and about

Pupils learn:

- about feelings of being out and about in the local area with increasing independence
- about recognising and responding to peer pressure
- about the consequences of anti-social behaviour (including gangs and gang related behaviour)

Next steps

- ▶ Parent Questionnaire to be reviewed and any concerns/questions to be addressed.
- ▶ Staff Training on the New Scheme of PSHE
- ▶ Relationships education consistent with our new policy will be taught from Summer 2021

Additional Information

If you require any further information please send an email to one of the following

- ▶ Mrs Rickaby (PSHE Curriculum leader)

joanne.rickaby@crossflatts.Bradford.sch.uk

- ▶ Miss Moran (PSHE Curriculum leader)

Kelly.moran@corssflatts.bradford.sch.uk