

The Roche School

RSE TALK



Aims of the session:

- ▶ To discuss the PSHE curriculum, focusing on RSE
- ▶ To explain why RSE is important
- ▶ To discuss the new statutory requirements for primary schools
- ▶ To create a parent partnership – RSE policy

PSHE - Why?

PSHE is the **school subject** through which children and young people acquire the **knowledge, understanding and skills** they need to **manage their lives**, now and in the future. It develops the qualities and attributes pupils need to **thrive as individuals, family members and members of society**.

PSHE Association

PSHE stands for 'Personal, Social, Health and Economic Education'

RSE stands for 'Relationships and Sex Education'

RSHE stands for 'Relationship, Sex and Health Education'

PSHE at the Roche

Key Principles in our School PSHE Provision

- * Timetabled weekly
- * Clear objectives
- * Emphasis on interactive learning (drama, group work, discussion, P4C)
- * Learning takes a positive approach which does not attempt to induce shock or guilt - it is a safe space for discussion and questions
- * No child is 'put on the spot' or expected to share personal stories
- * Resources are carefully chosen so that we can explore situations through the lens of a fictional person
- * Visitors to the classroom enrich the programme

Growth Mindset

At the Roche School we aim to foster a 'Growth Mindset'. A growth mindset series of lessons is taught within PSHE from Reception to Year 6, with at least two lessons taught each term.

Whole-school PSHE overview

three core strands

PSHE CURRICULUM FRAMEWORK – The Roche School whole-school overview									
Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing			
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Growth Mindset whole-school overview

Six lessons per year group over the year

	Autumn	Spring	Summer
Year 1	Understanding what growth and fixed mindsets are; to think about how 'failing' feels	What 'learning' means; what happens to our brain when we learn	Characteristics of growth mindset; challenging themselves in their learning
Year 2	To work collaboratively in a group in a specific role; to think about what it feels like to make mistakes	Challenging stereotypes; responding to mistakes; understanding the characteristics of effort	Setting a learning challenge and identify their progress; to identify the different stages of effort
Year 3	Identifying the feeling of failure and supporting others with this; what happens in our brain when we are learning	Characteristics of growth/fixed mindsets; are we born to be good at something; the importance of mistakes	Identifying areas of learning that are challenging and how to overcome <u>them</u> ; overcoming failure
Year 4	Valuing failing as an essential part of learning; how to persevere and learn from mistakes	Words that can restrict us from learning; characteristic of an effective learner	Characteristics of growth/fixed mindsets; are we born to be good at things; how to be an effective learner
Year 5	Looking at the strengths of different mindsets; how to help others learn and <u>stereotypes</u>	Identifying the characteristic of a successful teacher; understanding how the brain works	How growth/fixed mindsets affect being successful or a failure; to explain what happens when you are learning and create images to illustrate this
Year 6	The impact of words and phrases on mindsets; identifying what is important to them as an individual learner	Identifying barriers to learning and how to overcome them; to debate – justify their opinions and reflect on the opinions of others	To identify how mistakes can help us to learn; what do we mean by 'learning'?

Example resources



Childnet – online safety



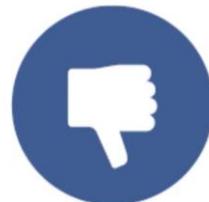
Talk Pants - NSPCC

Online friendships and being kind online



Think U Know

Take a selfie in his bedroom, in front of a wall with family photos on it, as well as a certificate with his name and school on.



This is unsafe. If Alfie takes a photo or video, he should make sure that in the background there are no personal belongings like family photos, hints about where he lives or personal information like his school or address.

PSHE Association

Leaving primary school

Nusrat is in Year 6 and is currently learning from home because schools are closed. She might not be able to go back to school for a while, and when she does, it might be time to start secondary school!

Nusrat is thinking about all the things she loved about her primary school. What do you think she might be missing?

Fill the thought bubble in **Resource 1** with all of your ideas.



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3

Tricky decisions



Some choices are easy and others are more difficult.

Can you help Martin and Tasneem to make their decisions?

What are they each trying to decide between? What might they be thinking?

Draw or write your ideas on a piece of paper.

Martin's Mum has told him he needs to eat some fruit for his snack because it is good for him. Mum will be on a Zoom call at break time, so Martin will have to get his own snack. But Martin really wants to eat the sweets which are left over from Christmas.

Tasneem has been given £10 for her birthday. She has to decide whether to spend it on buying another squishy soft toy (she has lots already!) or saving it for the future. She is not sure which would be best.

Relationships strand

This is taught in the Autumn and looks at '**Families and Friendships**', '**Safe Relationships**' and '**Respecting Ourselves and Others**'.

Safe Relationships sample objectives

Year 1:

- About situations when someone's body or feelings might be hurt and who to go to for help about what it means to keep something private, including parts of the body that are private

Year 2:

- how to recognise hurtful behaviour, including online
- about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help

Year 3:

- What is appropriate to share with friends, classmates, family and wider social groups including online
- about what privacy and personal boundaries are, including online

Year 4:

- to differentiate between playful teasing, hurtful behaviour and bullying, including online
- recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable

Year 5:

- to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
- how to respond to unwanted or unacceptable physical contact

Year 6:

- strategies to respond to pressure from friends including online
- what consent means and how to seek and give/not give permission in different situations

Living in the Wider World strand

This is taught in the Spring and looks at '**Belonging to a Community**', '**Media Literacy and Digital Resilience**' and '**Money and Work**'.

Media Literacy and Digital Resilience sample objectives

Year 1:

- How and why people use the internet
- How people find things out and communicate safely with others online

Year 2:

- The ways in which people can access the internet e.g. phones, tablets computers
- To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos

Year 3:

- How the internet can be used positively for leisure, school or work
- How to report something seen or experienced online that concerns them e.g. images, unkind or inappropriate comments

Year 4:

- That everything shared online has a digital footprint
- That organisations can use personal information to encourage people to buy things

Year 5:

- To identify different types of media and their different purposes e.g. to entertain, to inform, persuade or advertise
- To recognise unsafe or suspicious content online

Year 6:

- About sharing things online, including laws and rules related to this
- How to recognise what is appropriate to share online

Health and Wellbeing strand

This is taught in the Summer and looks at '**Physical Health and Mental Wellbeing**', '**Growing and Changing**' and '**Keeping Safe**'.

Growing and Changing sample objectives

Year 1:

- how to manage and whom to tell when finding things difficult, or when things go wrong
- how they are the same and different to others

Year 2:

- about the human life cycle and how people grow from young to old
- to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

Year 3:

- to recognise how strengths and interests form part of a person's identity
- to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues

Year 4:

- key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
- About the physical and emotional changes during puberty

Year 5:

- about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
- Ways to boost their mood and improve emotional wellbeing

Year 6:

- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- about the transition to secondary school and how this may affect their feelings

What are the new statutory requirements?

The **Health Education** and **Relationships Education** aspects of PSHE education were made compulsory from **September 2020**.

- These new statutory requirements do not extend to **sex education** at KS1 and KS2.
- However, the Department for Education '*continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.*'

Why is RSE important?

The essential aim of relationship education should be to provide pupils with the knowledge and skills to enable them to make informed and responsible choices in later life, emphasising the benefits of a healthy lifestyle.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

Safeguarding children is at the heart of Relationships and Sex education.

At The Roche we believe that RSE should be taught within a climate of trust, respect and appropriate confidentiality in which pupils and adults feel able to talk openly or honestly.

Why does high quality Sex and Relationship education look like?

It is a partnership between home and school

It ensures young people's views are sought to influence planning

It starts early and is relevant and appropriate to pupils at each stage in their development and maturity

Is inclusive of difference: ethnicity, religion, culture, disability

Promotes equality in relationships

Has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibility to others, communication skills

Ground Rules

Before doing any activity with RSE outcomes, it is vital that pupils and staff set and agree ground rules.

- **To be able to learn**
- **To feel and be safe**
- **To feel and be respected**
- Before the lessons take place, time must be given for the pupils to think of what rules they must follow
- to ensure these rights are met.
- Time will need be needed to agree these rules, check that everyone (including the teacher) is happy with these rules.
- The agreed rules need to be easily accessible for pupils to see (e.g. on display in the classroom) and should be reviewed and reasserted in **every session** where the learning is to take place.



Ground
rules

- We listen to each other.
- We respect each other's opinions.
- We never put anyone down.
- We share our thoughts and opinions if we want to.
- We are open minded.

What is covered next term?

The Summer Term is our '**Health and Wellbeing**' strand:

Physical Health and Wellbeing:

Year 1: Keeping Healthy, food and exercise, hygiene routines

Year 2: Why sleep is important, keeping healthy, looking after teeth, managing feelings

Year 3: Healthy choices and habits, what affects feelings and asking for help

Year 4: Maintaining a balanced lifestyle, oral hygiene and dental care

Year 5: Healthy sleep habits, sun safety, medicines, vaccinations, immunisations and allergies

Year 6: What affects mental health and ways to take care of it, managing change, loss and bereavement

What is covered next term?

The Summer Term is our '**Health and Wellbeing**' strand:

Keeping Safe:

Year 1: How rules can help to keep us safe, basic rules for keeping safe online

Year 2: How to recognise risk in everyday situations (road safety, hazards in the home)

Year 3: Risks and hazards; safety in the local environment and unfamiliar places, first aid

Year 4: Medicines and household products, drugs common to everyday life

Year 5: Keeping safe in different situations, including responding to emergencies (first aid)

Year 6: Keeping personal information safe, drug use and the law, drug use and the media

What is covered next term?

The Summer Term is our '**Health and Wellbeing**' strand:

Growing and Changing:

Year 1: Recognising what makes them unique and special, feelings, managing when things go wrong

Year 2: Growing older, naming body parts, moving class or year

Year 3: Personal strengths and achievements, managing and reframing setbacks

Year 4: Physical and emotional changes in puberty, external genitalia, personal hygiene routines, support with puberty

Year 5: Personal identity (this includes how for some people their gender identity does not correspond with their biological sex), recognising individuality and different qualities, mental wellbeing

Year 6: Human reproduction and birth, increasing independence, managing transition

Questions?

Do I have the right to withdraw my child?

Where schools provide sex education in primary school, parents will have **the right to withdraw** their child from sex education but not from statutory Relationships Education or Health Education.

Has the government listened to the views of my community in introducing these subjects?

There was a thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as public consultation on the draft regulations and guidance. The consultation received over 11,000 responses from teachers, experts, young people and parents.

Will my child be taught about Lesbian, Gay, Bisexual and Transgender (LGBT) relationships?

The DfE states that Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families. Relationships education is designed to foster respect for others and for difference.

Does the new RSE curriculum take account of my faith?

In developing the curriculum the government have worked with a number of representative bodies and faith organisations, representing all of the major faith groups in the UK.



Any questions or opinions you would like to share?

If you would like to ask any questions or discuss the curriculum further, please do get in touch with me:

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