

PSHCE

Personal, Social, Health and
Citizenship Education

A curriculum to help all children
stay safe and thrive

RSE curriculum – The facts

Almost **NO CHANGE** for St Matthews'

- Introduces two statutory subjects in primary schools:
 - Relationships education and health education
- Applies to all schools including Academies, maintained, special and independent schools
- Part of the basic school curriculum
- Commenced from September 2020

The right to excuse your child?

- Parents **do not** have a right to withdraw their child from relationships education and health education
- Parents **do have** the right to request that their child be excused from **sex education** within RSE. However not from sex elements of the science national curriculum

Why do we need it?

- The world is changing and young people are exposed to many sexualised images, games , music and much more.

Children hear

Add photo



- *We've been busy doing all Fifty Shades'*
- *'Get me to the bedroom, do your duty'*
- *'If you got a big ass grab it, grab it, grab it'*
- *(little Mix lyrics – primary age audience)*

Children see

Add photo



- *Through the media, on line, advertisements, children are exposed to sexualised images.*

Children can
be vulnerable
on line,
including,



- *Grooming*
 - *Cyber bullying*
 - *Sexting*
 - *Pornography*
-
- *We need to give them the skills to navigate through this, see the dangers and give them the skills to stay safe*

Children can be vulnerable off line too, including:



- *Grooming*
- *Bullying*
- *Peer pressure*
- *Gangs and knife crime*
- *Drugs*
- *Body image*
- *Eating disorders*

- *Again it's about giving them the skills to navigate a safe pathway*

This curriculum is a response to
protect and support children and
young people



It will help your child to:

- Gain the knowledge , skills and confidence to make their own positive, healthy and safe choices
- Develop their own values, attitudes and opinions
- Care for themselves and know when and how to ask for help
- Develop resilience and bounce back
- Respect themselves and others

Parents and carers are our partners



Department for Educations states:

*Parents are the first teachers of their children. They have the **most significant influence** in enabling their children to grow and mature and to form healthy relationships.*

We want to work with you!

Teaching in context of the children's environment

- Children need to recognise themselves and their own circumstances in our teaching and classrooms
- At all times our teaching is underpinned by the law and presents a diverse society
- The context of our lessons will reflect different views and beliefs, present the law and all times challenge extremist views, discrimination and hate crime

When do children need to know?

- From the age of eight, hormones begin to influence emotions and feelings
- By the age of eight some girls will have begun menstruation
- By the age of nine some boys have begun to have wet dreams
- By the age of eleven 40% of transgender young people already think they are transgender

DfE recommends primary schools should continue to deliver sex education because.....

The benefits are :

- Delays first experience of sex
- Children learn in a safe environment and avoid learning from peers what has been said in class
- Avoids learning from the internet

Children are interested and asking questions.
Here are some genuine and honest questions
teachers are asked....

- Can your eggs break?
- How do the sperms move?
- Are there other ways to have a baby other than having sex?
- Will periods hurt?
- Do you have to have sex?

How you can help at home?

Talk to your child about what they are learning at school

Normalise 'tricky' topics by discussing in the car, over washing up etc it's often more comfortable eliminating direct eye contact

Don't have '*the chat*' but discuss at regular intervals

So what will the curriculum look like across the school?

- PSHE Association's thematic programme, alongside the Christopher Winter programme for the distinct sex education lessons for each year group
- This is a spiral curriculum for years 1 – 6 which means that children build on what they have learnt in previous years.
- There are 3 key themes for each full term across all year groups
- Below this, sits a set of sub themes that also run across all year groups.
- The following slide shows you the annual long term plan for each year group.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	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

CWP Curriculum Overview

reception

year 1

year 4

year 2

year 5

year 3

year 6

Reception Our Lives

Lesson 1: Our Day

Lesson 2: Keeping Ourselves Clean

Lesson 3: Families

Year 1 Growing and Caring For Ourselves

Lesson 1: Keeping Clean

Lesson 2: Growing and Changing

Lesson 3: Families and Care

Year 2 Differences

Lesson 1: Differences: Boys and Girls

Lesson 2: Differences: Male and Female

Lesson 3: Naming the Body Parts

Year 3 Valuing Difference and Keeping Safe

Lesson 1: Differences: Male and Female

Lesson 2: Personal Space

Lesson 3: Family Differences

Year 4 Growing Up

Lesson 1: Growing and Changing

Lesson 2: What is Puberty?

Lesson 3: Puberty Changes and Reproduction

Year 5 Puberty

Lesson 1: Talking about Puberty

Lesson 2: Male and Female Changes

Lesson 3: Puberty and Hygiene

Year 6 Puberty, Relationships and Reproduction

Lesson 1: Puberty and Reproduction

Lesson 2: Understanding Relationships

Lesson 3: Conception and Pregnancy

Lesson 4: Communicating in Relationships

Christopher
Winters RSE

The following slides are a
summary of what primary pupils
should know at the end of year 6

Families and people who care for me

- That 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
- That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterized by love and care
- That 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
- That marriage represents a formal and legally recognized 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

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, honesty, trustworthiness, loyalty, kindness, generosity, 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
- That 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
- 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 managing these situations and how to seek help or advice from others if needed

Respectful relationships

- › The importance of respecting others, even when they're 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
- › The conventions of courtesy and manners
- › The importance of self-respect and how this links to their own happiness
- › That in school and in the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority
- › 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 importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're anonymous)
- 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've never met
- How information and data is shared and used online

Being safe

- 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's not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school, other sources)

Any questions?