

PSHE and RSHE

It's a statutory requirement for all primary schools to have an RSE policy (see page 11 of DfE statutory guidance for Relationships, Sex and Health Education).

The policy can be a stand-alone or part of a PSHE policy. A PSHE policy is not statutory, but is recommended and many schools prefer to combine this with their statutory RSE policy because of the inter-related content of RSHE and PSHE.



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Community Primary School

Mighty oaks from small acorns grow

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PSHE (Personal, Social, Health and Economic) and RSHE (Relationships, Sex and Health Education) Policy

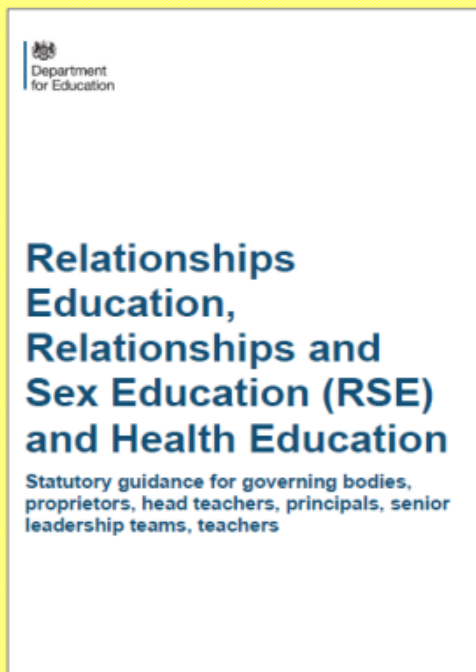
This policy:

- has been developed through a process of consultation with the relevant professionals
- has been developed with consultation of the Executive Interim Board and parents
- will be reviewed summer term 2022.

Designated Leads Mrs Henshall/ Mrs Woollam

Contents

Compulsory status of RSE and Health Education



In 2017 the government passed an amendment to the Children and Social Work Bill to make RSE and Health Education statutory from **September 2020**.

Supported by over 100 organisations, including Public Health England, Teaching Unions, NCB, etc)

Ratified by House of Lords 24 April 2019

What have schools got to teach?



Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers

PRIMARY

RELATIONSHIPS EDUCATION IS COMPULSORY

HEALTH EDUCATION IS COMPULSORY

Sex Education is at school's discretion

SECONDARY

RELATIONSHIPS EDUCATION IS COMPULSORY

SEX EDUCATION IS COMPULSORY

HEALTH EDUCATION IS COMPULSORY

What should children know about relationships and why?

1. What a positive, healthy, caring, safe relationship looks and feels like.
2. How to speak up and get help when a relationship does NOT feel healthy/positive/safe.
3. How to make and maintain positive relationships.

(Online and offline relationships)

Relationships
Education

WHAT DOES THE GOVERNMENT (ENGLAND) SAY IS THE AIM OF RELATIONSHIPS EDUCATION?

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline....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'

DfE Guidance on Relationships Education, Sex Education and Health Education 2019

What are the expectations for Primary Relationships Education?



Relationships Education, Relationships and Sex Education (RSE) and Health Education

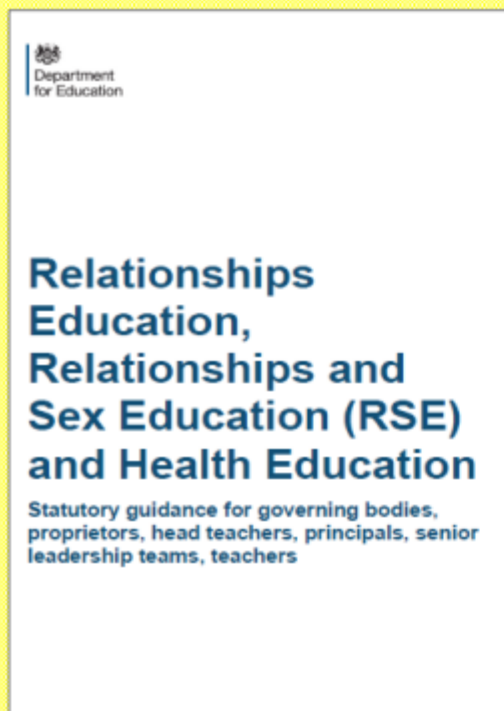
Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

'Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools advice. Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).' - Para 27 page 13

'Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.' - Para 31 page 13

What are the expectations for Primary Health Education?



- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body (Puberty)

SEX EDUCATION IS DISCRETIONARY AT PRIMARY.

WHAT EXACTLY DOES THE GUIDANCE SAY?

The Department continues to *recommend* that *all* primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils... drawing on knowledge of the human life cycle set out in National Curriculum Science - how a baby is conceived and born'.

SEX EDUCATION

Sex Education is not really about sex.

Government emphasis is on **Relationships** and **Health Education**.

'Sex Education' at primary school only includes:

1. Puberty
2. Human reproduction and not all of this covers all year groups.

WHAT ARE THE EXPECTATIONS FOR SCIENCE RELATED TO SEX EDUCATION?



Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Year 2	Notice that animals, including humans, have offspring which grow into adults.
Year 5	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life processes of reproduction in some plants and animals. Describe the changes as humans develop to old age.
KS3	Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones) gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.
KS4	Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs). Hormones in human reproduction, hormonal and non hormonal methods of contraception.

Developed by teachers and centred on a values-based and 'Growth Mindset' approach, CLE have created SCARF online resources, based on five principles - Safety, Caring, Achievement, Resilience and Friendship. They support primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement – giving schools everything they need to meet the new Relationships Education and Health Education statutory requirements. More than just a PSHE scheme of work, SCARF supports great learning every day and has over 29,000 school-based subscribers.

CLE programmes and online SCARF reach 420,000 children every year in over 2,000 schools – 10% of English and Scottish primary schools.

SCARF provides a whole-school approach to building the essential foundations for children to achieve their best, academically and socially. Our work includes specialist educator delivery and comprehensive online SCARF lesson plans, planning and assessment tools for Nursery to Year 6, and is aligned to the National Curriculum and Curriculum for Excellence (Scotland).

A whole-school approach to behaviour, safety and learning - improving mental and physical wellbeing

Children's **emotional health and wellbeing** has a huge impact on their ability to learn.

The evidence for this link between **wellbeing and attainment** can be viewed [here](#).

A whole-school approach is vital to improving children's emotional health and wellbeing, helping to keep them safe, improve behaviour and raise achievement.

SCARF supports your school in developing and implementing a whole-school approach.

Eight key principles underpin an effective whole-school approach have been identified in Public Health England's **Promoting children and young people's emotional health and wellbeing: A whole school approach** (PHE, 2015).

Click on each of the 8 principles from the Public Health England guidance for checklists, Ofsted* requirements and practical ways that SCARF can support your school in implementing a whole-school approach.



What is in a SCARF lesson plan?

Every SCARF lesson plan is set out in an easy-to-use way and provides all the resources you'll need to cover its learning outcomes including:

- Comprehensive lesson notes, some with additional guidance for dealing with sensitive or complex issues.*
 - All additional resources needed e.g. activity sheets, films, songs, online games. (All you need to provide is some basic equipment such as writing equipment or art materials).
 - Clear learning outcomes.
 - Fully covers the **DfE statutory requirements** for Relationships and Health Education through its spiral curriculum.
 - Links to the **PSHE Association** Programmes of Study learning opportunities, covering the requirements recommended in their Programme Builders.
 - Links to different **National curriculum subjects** addressed in the lesson, helping you to see how you can cover many requirements of the curriculum – from Science and English through to Computing and even History – through SCARF lessons.
-

Choose Year Group

Nursery

Reception

Y1

Y2

Y3

Y4

Y5

Y6

NA

Me and My Relationships

All about me

What makes me special

Me and my special people

Who can help me?

My feelings

My feelings (2)

Valuing Difference

I'm special, you're special

Same and different

Same and different families

Same and different homes

I am caring (formerly Kind and caring
-1)

I am a friend (formerly Kind and caring,
2)

Keeping Myself Safe

What's safe to go onto my body

Keeping Myself Safe - What's safe to go
into my body (including medicines)

Safe indoors and outdoors

Listening to my feelings

Keeping safe online

People who help to keep me safe

Rights and Responsibilities

Looking after my special people

Looking after my friends

Being helpful at home and caring for
our classroom

Caring for our world

Looking after money (1): recognising,
spending, using

Looking after money (2): saving money
and keeping it safe

Being my Best

Bouncing back when things go wrong

Yes, I can!

Healthy eating

My healthy mind

Move your body

A good night's sleep

Growing and Changing

Seasons

Life stages - plants, animals, humans

Life Stages: Human life stage - who will I
be?

Where do babies come from?

Getting bigger

Me and my body - girls and boys

Choose Year Group

Nursery

Reception

Y1

Y2

Y3

Y4

Y5

Y6

NA

Me and My Relationships

Why we have classroom rules

Thinking about feelings

Our feelings

Feelings and bodies

Our special people balloons

Good friends

How are you listening?

Valuing Difference

Same or different?

Unkind, tease or bully?

Harold's school rules

Who are our special people?

It's not fair!

Keeping Myself Safe

Healthy me

Super sleep

Who can help? (1)

Harold loses Geoffrey

What could Harold do?

Good or bad touches?

Sharing pictures

Rights and Responsibilities

Harold's wash and brush up

Around and about the school

Taking care of something

Harold's money

How should we look after our money?

Basic first aid

Being my Best

I can eat a rainbow

Eat well

Catch it! Bin it! Kill it!

Harold learns to ride his bike

Pass on the praise!

Harold has a bad day

Growing and Changing

Inside my wonderful body!

Taking care of a baby

Then and now

Who can help? (2)

Surprises and secrets

Keeping privates private

Choose Year Group

Nursery

Reception

Y1

Y2

Y3

Y4

Y5

Y6

NA

Me and My Relationships

Our ideal classroom (1)

Our ideal classroom (2)

How are you feeling today?

Bullying or teasing?

Don't do that!

Types of bullying

Being a good friend

Let's all be happy!

Valuing Difference

What makes us who we are?

How do we make others feel?

My special people

When someone is feeling left out

An act of kindness

Solve the problem

Keeping Myself Safe

Harold's picnic

How safe would you feel?

What should Harold say?

I don't like that!

Fun or not?

Should I tell?

Some secrets should never be kept

Rights and Responsibilities

Getting on with others

When I feel like erupting

Feeling safe

How can we look after our environment?

Harold saves for something special

Harold goes camping

Playing games

Being my Best

You can do it!

My day

Harold's postcard - helping us to keep clean and healthy

Harold's bathroom

My body needs...

What does my body do?

Growing and Changing

A helping hand

Sam moves away

Haven't you grown!

My body, your body

Respecting privacy

Basic first aid

Choose Year Group

Nursery

Reception

Y1

Y2

Y3

Y4

Y5

Y6

NA

Me and My Relationships

As a rule

My special pet

Tangram team challenge

Looking after our special people

How can we solve this problem?

Dan's dare

Thunks

Friends are special

Valuing Difference

Family and friends

My community

Respect and challenge

Our friends and neighbours

Let's celebrate our differences

Zeb

Keeping Myself Safe

Safe or unsafe?

Danger or risk?

The Risk Robot

Alcohol and cigarettes: the facts

Super Searcher

None of your business!

Raisin challenge (1)

Help or harm?

Rights and Responsibilities

Our helpful volunteers

Helping each other to stay safe

Recount task

Harold's environment project

Can Harold afford it?

Earning money

Being my Best

Derek cooks dinner! (healthy eating)

Poorly Harold

For or against?

I am fantastic!

Getting on with your nerves!

Body team work

Top talents

Growing and Changing

Relationship Tree

Body space

Secret or surprise?

My changing body

Basic first aid

Choose Year Group

Nursery

Reception

Y1

Y2

Y3

Y4

Y5

Y6

NA

Me and My Relationships

An email from Harold!

Ok or not ok? (part 1)

Ok or not ok? (part 2)

Human machines

Different feelings

When feelings change

Under pressure

Valuing Difference

Can you sort it?

Islands

Friend or acquaintance?

What would I do?

The people we share our world with

That is such a stereotype!

Keeping Myself Safe

Danger, risk or hazard?

Picture Wise

How dare you!

Medicines: check the label

Know the norms

Keeping ourselves safe

Raisin challenge (2)

Rights and Responsibilities

Who helps us stay healthy and safe?

It's your right

How do we make a difference?

In the news!

Safety in numbers

Logo quiz

Harold's expenses

Why pay taxes?

Being my Best

What makes me ME!

Making choices

SCARF Hotel

Harold's Seven Rs

My school community (1)

Basic first aid

Growing and Changing

Moving house

My feelings are all over the place!

All change!

Preparing for changes at puberty
(formerly Period positive/preparing for periods)

Secret or surprise?

Together

Choose Year Group

Nursery

Reception

Y1

Y2

Y3

Y4

Y5

Y6

NA

Me and My Relationships

Collaboration Challenge!

Give and take

How good a friend are you?

Relationship cake recipe

Being assertive

Our emotional needs

Communication

Valuing Difference

Qualities of friendship

Kind conversations

Happy being me

The land of the Red People

Is it true?

It could happen to anyone

Keeping Myself Safe

Tell us what you

'Thinking' about habits

Jay's dilemma

Spot bullying

Ella's diary dilemma

Decision dilemmas

Play, like, share

Drugs: true or false?

Smoking: what is normal?

Would you risk it?

Rights and Responsibilities

What's the story?

Fact or opinion?

Rights, responsibilities and duties

Mo makes a difference

Spending wisely

Lend us a fiver!

Local councils

Being my Best

Getting fit

It all adds up!

Different skills

My school community (2)

Independence and responsibility

Star qualities?

Basic first aid, including Sepsis Awareness

Growing and Changing

How are they feeling?

Taking notice of our feelings

Dear Hetty

Changing bodies and feelings

Growing up and changing bodies

Help! I'm a teenager - get me out of here!

Dear Ash

Stop, start, stereotypes

Nursery
Reception
Y1
Y2
Y3
Y4
Y5
Y6
NA

Working together
Let's negotiate
Solve the friendship problem
Assertiveness skills (formerly Behave yourself - 2)
Behave yourself
Dan's day
Don't force me
Acting appropriately
It's a puzzle

OK to be different
We have more in common than not
Respecting differences
Tolerance and respect for others
Advertising friendships!
Boys will be boys? - challenging gender stereotypes

Think before you click!
Traffic lights
To share or not to share?
Rat Park
What sort of drug is...?
Drugs: it's the law!
Alcohol: what is normal?
Joe's story (part 1)
Joe's story (part 2)

Rights and Responsibilities
Two sides to every story
Fakebook friends
What's it worth?
Jobs and taxes
Action stations!
Project Pitch (parts 1 & 2)
Happy shoppers
Democracy in Britain 1 - Elections
Democracy in Britain 2 - How (most) laws are made

Being my Best
Five Ways to Wellbeing project
This will be your life!
Our recommendations
What's the risk? (1)
What's the risk? (2)
Basic first aid, including Sepsis Awareness

Growing and Changing
Helpful or unhelpful? Managing change
I look great!
Media manipulation
Pressure online
Is this normal?
Dear Ash
Making babies
What is HIV?

All about me

Year: R

Introduction - whole class

Read the book *All About Me* (find this in the Resources needed area - either download and print this, or show the PDF on the IWB. You can also print to make a book which the children can look at during the week).

Focus for questions:

- Things that make us the same
- Things that make us different
- What's good about each of these things?
- It's nice to spend time with family and friends
- It's also ok to be alone sometimes and enjoy playing and doing things alone
- Special interests and skills

Finish this whole-class activity with a circle. Set up the circle in your usual way and use a starter such as: 'My favourite toy is...' 'The thing I like doing best is...' (compare differences at the end of each circle).

Adult-guided activities (individual or small groups)

Activity - This is me!

This activity focuses on things that make each individual child special.

Start by talking with the child/group about things they like doing or are good at.

Each child then draws a picture of themselves and also a picture of them doing a favourite thing they like to do or that they are good at.

Label the drawing.



Learning Outcomes

Overarching learning intentions across this unit

Children will be able to:

- Talk about similarities and differences.
- Name special people in their lives.
- Describe different feelings.
- Identify who can help if they are sad, worried or scared.
- Identify ways to help others or themselves if they are sad or worried.

Learning outcomes specific to this plan

Children will be able to:

- Talk about their own interests.
- Talk about their families.
- Talk about how they are the same or different to others.

Resources needed

Materials for drawing and writing



Outdoor challenges

Provide challenge cards in your outdoor area, with things to help children show their skills and also to show how they can become better at things, with practice. This focus on effort, rather than just achievement, helps to put the Growth Mindset principles into practice (see SCARF time for more information on this). Here are some examples of challenges that you can set:

- I can hop three paces
- I can balance on one leg for 10/20/30 seconds (or whilst saying the whole alphabet, or similar)
- I can do 10/20/30 star jumps (timed or untimed)

Library/book corner

Have a copy of the *All About Me* book available for children to look at.

Talking points

To display somewhere in the class (e.g. snack table/reading area/quiet area) to stimulate children's discussion of the week's theme:

- What makes us the same?
- What makes us different?

Have pictures of different people for children to compare and notice same/different features.

SCARF Time

SCARF time this week can focus on the values of Achievement and Resilience by inviting the children to share their special pictures of themselves and the things that they like doing or are good at. This can promote a discussion about how we become good at something - by practising, not giving up, trying and trying etc. It's important to make the link between effort leading to achievement, rather than focusing on natural talent. Use the outdoor challenges under *Enhancements for Continuous Provision* for children to

DfE Relationships Education and Health Education statutory requirements

- **Relationships Education**
Families and people who care for me
1. That families are important for children growing up because they can give love, security and stability.
- **Relationships Education**
Families and people who care for me
3. That 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.
- **Relationships Education** **Caring friendships**
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
- **Relationships Education** **Respectful relationships**
1. 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
- **Relationships Education** **Respectful relationships**
4. The importance of self-respect and how



Feelings and bodies

Year: Y1

Subjects and Issues

Emotional needs Feelings Support networks Relationships Education (formerly SRE or RSE)

Introduction

Ask the children:

When was the last time you hurt yourself?

What happened?

How did you feel?

Is it just our bodies that get hurt? [feelings can be hurt]

Think of a time when your feelings were hurt. How did this make you feel?

State that if you cut yourself you can put a plaster on it and it heals.

Next, ask:

Can you put a plaster on a hurt feeling?

What can you do to heal that hurt feeling? [talk to someone neutral about it, talk to the person who hurt your feeling].

Ask

Who can you talk to if you hurt your body? [nearby adult, friend, parent/carer]

Who can you talk to if your feelings are hurt?

Emphasise that it is important to keep telling/ talking until someone takes notice and acts. Sometimes adults are very busy. Sometimes they don't hear and sometimes they don't seem to want to listen. If this happens, tell someone else.

Learning Outcomes

Children will be able to:

- Recognise that people's bodies and feelings can be hurt;
- Suggest ways of dealing with different kinds of hurt.



Hurt feelings and bodies - Activity cards -
1 copy, cut into 12 separate cards

DfE Relationships Education and Health Education statutory requirements

- **Physical Health and Mental Wellbeing (Health Education)**
Mental wellbeing
2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of

Activity

Take the pack of 12 cards with 12 different situations on them. Ask a child to take a card from the pack. Teacher or child reads it out loud and child tells the rest how they would deal with that situation/ who they would involve/ how they would begin to feel better about it. If the child isn't sure, they can ask for ideas from the other children.

Repeat with all the other cards, asking a different child to choose a card each time.

Plenary

Teacher calls out "body" or "feelings" and children suggest ways in which to make themselves and others feel better or comfortable e.g. "body" - go to the First Aid spot in the playground. "feelings" - tell the person who called you a name how it made you feel.

Review the difference between the two different types of feelings. Make it clear that hurt feelings aren't always so easy to see, but that it's important we deal with them to make them better, just as we do with hurt bodies.

surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

- **Physical Health and Mental Wellbeing (Health Education)**
Mental wellbeing
3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- **Physical Health and Mental Wellbeing (Health Education)**
Mental wellbeing
6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- **Physical Health and Mental Wellbeing (Health Education)**
Mental wellbeing
7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.



When I feel like erupting

Year: Y2

Subjects and Issues

♥Caring ♥Feelings

Introduction

Read 'My mouth is a Volcano' by Julia Cook (versions of this can be viewed online by searching the title and author).

Discuss:

1. What did Louis do?
2. How did it make others feel?
3. Could he help it?
4. What could he have done instead?
5. Do you ever feel like Louis?
6. What could you do?

Conclude that sometimes it does feel as though words or thoughts are trying to 'erupt' from our mouths but that we do have a choice about this. We can take control.

Activity - When I feel like erupting

Use the writing frame, 'When I feel like erupting, I can...' on the Activity sheet provided.

Ask children to write the strategies that they will use when they feel like erupting, at school and at home.

Plenary

Ask children to share their strategies and acknowledge that different things will work for different people.

Display the strategies, so that they can be referred to when needed. Either display the writing frames or create a volcano display with the strategies erupting out and the title, 'My mouth is not a volcano.'

Learning Outcomes

Children will be able to:

- Explain, and be able to use, strategies for dealing with impulsive behaviour.

Resources needed

Book 'My mouth is a volcano' by Julia Cook - versions of this are available online if you don't have a copy of the book



When I feel like erupting - Activity sheet
Copies of this writing frame - enough for 1 per child

Alcohol and cigarettes: the facts

Year: Y3

Subjects and Issues

Alcohol Body parts Drugs Science Smoking

NB: the input on cigarettes and alcohol should be very 'light touch' at this age so this is a very short introduction to some basic facts. You may like to use this lesson in conjunction with another such as *Help or Harm*.

Introduction

Start the lesson with some key questions:

- How many parts of the body can the class name in 30 seconds?
- What does the body need to give it energy? [Food, water & oxygen]
- What do we need to do in order to help keep the body fit and healthy [regular exercise, healthy balanced diet, enough sleep etc]
- Exercise and food can be healthy for the body. Are there any times when they may be harmful to the body [exercising without warming up; exercising unsafely, overdoing it and putting a strain on the body; too much of a certain type of food etc.]
- What sort of things can harm the body? [At this stage just acknowledge children's responses without too much discussion]

Alcohol and cigarettes

Review the concept that medicines are drugs which can be helpful (if used correctly) or harmful (if used incorrectly) to the body. Medicines are drugs which are designed to be helpful to the body when used properly and safely.

- What is a drug? NB: although there are several definitions it can basically be summed up as 'a substance that people take to change the way they think, feel or behave' which is the World Health Organisation definition
- Can anybody think of the name of the drug inside drinks like beer, wine and spirits? [Alcohol]
- Can anybody think of the name of the drugs inside cigarettes? [Nicotine]
- What have the class heard about how cigarettes and alcohol affect the body?

NB: consider how you manage the discussion here – avoid direct disclosures from children but use depersonalised language to talk about the effects on people in general NOT on specific people who the children know.

Children will be able to:

- Identify some key risks from and effects of cigarettes and alcohol;
- Know that most people choose not to smoke cigarettes; (Social Norms message)
- Define the word 'drug' and understand that nicotine and alcohol are both drugs.

Resources needed

Scissors, paper and pens



Alcohol and cigarettes the facts - Activity sheet - enough for working in pairs or threes

DfE Relationships Education and Health Education statutory requirements

- Physical Health and Mental Wellbeing (Health Education)

Healthy eating

3. The characteristics of a poor diet and risks

In pairs or threes ask the children to look at the statements on the *Alcohol and cigarettes: the facts* Activity cards, after cutting them out of the sheet. They must decide whether the statements are referring to cigarettes, alcohol or both and put them in columns accordingly. If there are any statements the children are unsure of they can put to them one side.

Answers:

Cigarettes:

- This contains a drug called nicotine
- The smoke from this contains tar which can stick to the lungs and affect a person's breathing
- The chemicals in this can stain a person's fingers and teeth
- Most people in this country choose not to use this [NB In 2012 only 20% of the adult population were smokers. This figure was 26% in 2002 so smoking is on the decline. Data from 'Opinions and lifestyle, smoking habits amongst adults survey, 2012' Office for National Statistics]

Alcohol:

- This is found in drinks like beer, wine, and spirits like gin and vodka
- This can affect a person's brain so that they are not in normal control of their body
- The liver has to clean this out of the blood
- This is often used at celebrations like weddings

Both:

- It is against the law to sell this to people under 18
- Too much of this can affect a person's heart in a harmful way [Smoking can put a strain on the heart and increase the risk of heart disease. Drinking too much alcohol can also damage the heart by raising someone's blood pressure, weakening the heart muscle, enlarging the heart or making the heart beat irregularly]
- Sometimes people find it hard to stop using this
- This can increase the risk of diseases like cancer [Both smoking cigarettes and drinking alcohol can increase the risk of a range of cancers]

Are there any additional facts that the children think they know which they could add to their columns?

Plenary

Bring the class together (or as a group if working in small groups) and go through each statement in turn, checking that the children were in agreement with which columns they put the statements in. Discuss any statements where there wasn't unanimous agreement. What other statements did the children come up with? Correct any misconceptions (e.g. children will sometimes say that every cigarette takes 10 minutes off a person's life; the reality is that smoking increases the risk of a shorter life but the risk is not the same for everyone).

3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

• Physical Health and Mental Wellbeing (Health Education)

Drugs, alcohol and tobacco

1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

PSHE Association Learning Opportunities

- H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.
- H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.

National Curriculum Links

- Science **Y3** **Animals including humans** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.



Learning Outcomes

Children will be able to:

- Understand and identify stereotypes, including those promoted in the media.

Resources needed

Selection of newspapers (e.g. free papers such as the Metro) - children could be asked to bring these in from home.

Sheets of blank A4 paper, scissors and glue for the Headlines activity

That is such a stereotype!

Year: Y4

Subjects and Issues

Being Yourself Building self-esteem Media influence Stereotypes Relationships Education (formerly SRE or RSE) Keeping Safe Gender Expectations

Introduction

Ask children to close their eyes and picture:

1. A child climbing a tree. What is their gender? (Or ask 'Are they a boy or a girl?')
2. Someone modelling clothes. What is their gender?
3. A doctor. What is their gender?
4. A newborn baby boy. What colour clothes is he wearing?

Invite the children to share their initial assumptions about each of these questions. If many of them responded in a way that reinforces stereotypes (e.g. that a boy would be climbing the tree; the model would be female; the doctor would be male; the baby boy would be wearing blue) ask the following:

- Why did we think these things?
- Where do we see or hear them? (Family, friends, the media: TV, radio, adverts, social media, magazines, films etc.)

These are called **stereotypes**. A stereotype is when we think one way of being fits all situations. E.g boys always wear blue, not other colours and certainly not pink! Why not pink? – because it is a girl's colour (another stereotype). In the 18th Century (Georgian times) it was normal for boys to wear pink.]

At this point you could show the class **this short clip from the BBC** which shows adults assuming which toys the children would like to play with, based on the way they are dressed; e.g. wearing a shirt or a dress. Ask the children why the adults assumed they were talking to a boy or girl (because they were wearing shorts or a dress) Does wearing a dress mean we are not interested in robots? (no) Does wearing a shirt and shorts mean we are not interested in playing with cat toys? (no) Why do the adults think it would? (Because of stereotypes- ideas that some people have about what boys and girls should be interested in and behave like. Also the shops sell toys and suggest they are better suited to boys or girls when in fact everyone can enjoy playing with them.)

Think of the story of Snow White and name the stereotypes in that story.

Now think of the Disney film Frozen. How does it change the stereotypes? – 2 female lead characters, strong, clever, the love in the film is about sisters, a weak male character who doesn't save everyone.



Headlines - Activity sheet - enough for working in pairs

Activity 1 – Headlines

In pairs, using the Headlines worksheet, cut a piece of A4 paper in half. One child of the pair will draw the stereotype suggested by the headline. The other child in the pair will draw the opposite of the stereotype. Put the two halves back together again. Stick the headline across the top.

Activity 2 – Headlines cont.

Having collected some free newspapers, (e.g. Metro) or asked the children to bring some papers in from home, look through them for evidence of stereotypes. Some children could also spend time using the class laptop or tablet and look at online versions of the newspapers for evidence of stereotypes (most families now access their news online rather than via newspapers).

Plenary

Cut out some found examples of stereotypes and make a display in the classroom. Add words or phrases to show the opposite stereotype e.g University educated person from a migrant background, Size 18 supermodel.

Extension (optional)

Research the colour pink through history. [As mentioned previously, it was a popular colour for boy's as it was matched to the soldier's red uniforms in the 18th and 19th century. As uniforms changed to blue in the 20th century, blue was more associated with boys.]

7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.

- **Relationships Education** **Online relationships**
5. How information and data is shared and used online.
- **Physical Health and Mental Wellbeing (Health Education)**
Internet safety and harms
2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

PSHE Association Learning Opportunities

- L9. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.
- L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.

What opinion do they think the writer of the piece had about the plans? Which words or phrases did she use to express her opinion?

The opposing view

Ask the children to look at the list of facts. Set the task of writing a new report which uses the same facts but which gives the opposite point of view. They need to think about what the benefits would be of having a new bridge in this area and what words or phrases they could use to put their opinions across.

Plenary

Ask two or three children to read their news articles. Did they use the same facts? What persuasive words and phrases did they use to put across their opinions? Was one article more persuasive than the others? If so, why?

Ask the children if they have ever heard of the word '*bias*'. What does this word mean?

A *biased* report would be one which expressed a certain opinion or point of view and ignored or criticised the opposing view. An *unbiased* report would give opposing points of view equal 'weight' without expressing a clear opinion way or another. What would an unbiased report about the bridge contain? (Writing an unbiased report could be set as an extension task for more able children).

Look again at the quote given earlier: 'There are no facts, only interpretations' (Friedrich Nietzsche). Think about this now.

Does the lesson make the meaning of this quote any clearer?

Extension (optional)

As a homework task ask children to look out for news reports that have a clear bias. Ask children to bring the articles in and to explain which facts the articles contain and which words and phrases show the opinion of the writer. Is it possible to find any *unbiased* articles?

If possible find two articles on the same topic which have opposing points of view. Compare them to see if they share the same facts and how they use language differently to put across their point of view.

DfE Relationships Education and Health Education statutory requirements

- **Relationships Education** **Online relationships**
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- **Physical Health and Mental Wellbeing (Health Education)** **Internet safety and harms**
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

PSHE Association Learning Opportunities

- L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.

Activity - Sophie's story

Read the story with the pupils then ask:

1. How do you think Sophie feels when she overhears them talking.
2. Why does she wait out in the hall?
3. Why do you think the grown-ups hadn't shared the conversation with her?
4. What positives may come of a move to Carl's house for Sophie? [e.g. new friends, a bigger house, a good school, a step-dad and a family home...]
5. What anxieties do you think she may have about a move to Carl's house? [Leaving friends, losing what she is familiar with is, possible disruption to her studies at school.]

Next, working in pairs, children read and discuss the *Helpful or unhelpful?* Activity sheet. Give them a few minutes to decide their responses to this - helpful or unhelpful. As well as a tick in the appropriate columns they could also write down their ideas here.

As a class, go through the possible response to the move and ask them whether they think these would help or not help Sophie.

Take each response one at a time and allow explanation/discussion.

Praise thoughtful contributions and explore the range of different ways people might deal with their feelings.

Next, in groups of three, children role-play a conversation between Sophie, her mum and Carl.

Choose one of the conversations to show to the class. Invite the class to suggest ideas for improvement. Another child could take a role as the conversation is replayed, with improvements added. Further suggestions could be invited and another child could take a role.

What can help someone to make a change more easily?

Plenary

Changes happen all through our lives. Many changes we don't notice as they can be quite small and happen slowly. Bigger changes or changes that happen suddenly can be easier to manage if we have people who support us.

Who can help support us with changes?

How can we support others?



Sophie's story - Story sheet - 1 copy for teacher to read out, or enough copies for children to read along with teacher (whichever is preferred).

DfE Relationships Education and Health Education statutory requirements

- **Relationships Education**
Families and people who care for me
2. 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.
- **Relationships Education**
Families and people who care for me
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- **Physical Health and Mental Wellbeing (Health Education)**
Mental wellbeing
2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- **Physical Health and Mental Wellbeing (Health Education)**
Mental wellbeing

I teach Reception...

- We had a letter from Sam (our puppet) whose dad changed his job and he changed school – he felt sad and we helped him to feel better
- Sam moved school and some of the children wouldn't let him play – we helped him with ideas
- Sam found it hard to share sometimes so we helped him
- We drew pictures, we wrote lists, we talked and shared ideas, we used role play to explore Sam's feelings and our own
- Finally we had a kindness party where we celebrated our learning and the help we had given Sam – we discussed everything we had achieved and then had party food and party games with Sam and we all shared our celebrations!

Staff training 16th November 2021

Our SCARF link will visit school and meet our staff and deliver training on the delivery and assessment of our RSHE/PSHE programme

Scarf visits our school to meet our children - 17th November 2021

Our SCARF link will visit school and meet our children and deliver workshops to support and complement the delivery of our RSHE/PSHE programme

Scarf visits our school to meet our with our children - 17th November 2021

9-10 Year 2 Healthy Eating

Assembly – KS2 meet Harold

11-12 Year 3 Meet the brain- Qualities of friends

1245 – 130pm Reception Meet Healthy Harold

130pm – 230pm Year 1 Healthy Eating

3pm Parents workshop with food tasting provided by
our kitchen staff and a free care club for your children

Assembly Overview September 2021 Autumn Term Developed through Hearts and Minds and our PSHE/RSHE curriculum



	Monday (RW)	Tuesday (staff)	Wednesday (LH)	Thursday (MD)	Friday (RW)
02.09.21					Welcome assembly
06.09.21	No Bystander Pledge			singing	Celebration assembly
13.09.21	Democracy	Fairness and Honesty (SM)	Pete Howard Community Church Kindness	singing	Celebration assembly
20.09.21	Children's Rights UN Convention	NSPCC Pants (GW)	Community kindness	singing	Celebration assembly
27.09.21		Teamwork (LK)	Roles and responsibilities - SG/SC/Playground Friends	singing	Celebration assembly
04.10.21	Respect	Harvest celebration Pete Howard (JH)	Religion Jonny Wesley Place	singing	Celebration assembly
11.10.21	Gender stereotypes/equality	New Beginnings (JW)	photographs - in class reflection - Helping hands	singing	Celebration assembly
18.10.21	Discrimination	Resilience (SM)	Safeguard Council - being safe online	singing	Celebration assembly
HALF TERM					
01.11.21	Guy Fawkes	Divali (GW)	The right to be me!	singing	Celebration assembly
08.11.21	Resilience	Remembrance (LK)	Anti bullying week (next week)	singing	Celebration assembly
15.11.21	to understand what a bystander is	Stranger Danger (JH)	Pete Howard Community church	singing	Celebration assembly
22.11.21	Getting on and falling out	Being respectful (JW)	Daran Ward Christchurch	singing	Celebration assembly
29.11.21	Pants are private	Being Healthy - Healthy Eating (GW)	Road Safety Safeguarding Council	singing	Celebration assembly
06.12.21	Its ok to like different things	Pants are Private (SM)	Jonny Wesley Place True meaning of Christmas	singing	Celebration assembly
13.12.21	Being a good friend	Good to be me - gender stereotypes (LK)	SCARF PSHE	singing	Celebration assembly

DO PARENTS HAVE THE RIGHT TO EXCUSE THEIR CHILDREN FROM SEX EDUCATION?

Parents **do not** have a right to withdraw their child from **relationships education** and **health education**.

Parents **do have** a right to request that their child be excused from **additional sex education**
(except mandatory national curriculum science).

GUIDANCE ON TRICKY QUESTIONS:

1. Decide whether or not it is appropriate to answer the question in the Classroom i.e. is it age-appropriate? (Keep within the remit of your year group's learning intentions as this is what has been agreed with parents/Carers)
2. Think about what might be behind the child's question i.e. why have they asked it? This may affect how you answer it.
3. Keep the answer very simple - Children only need to know the answer to their question not the contents of a biology textbook!
4. Keep it factual
5. If questions cause you concern, think about how you deal with it e.g. refer to safeguarding lead/refer to parent/Carer

And the new Ofsted framework (May 2019)



Judgements:

Overall effectiveness and key judgements ...

1. Quality of education
2. Behaviour and attitude
3. **Personal development**
4. Leadership and management

Safeguarding



KEEPING CHILDREN SAFE

Ignorance does not protect innocence and may make children vulnerable.

PSHE (Personal, Social, Health Education) including Relationships Education, Health Education and Sex Education aims to keep children safe.

QUESTIONS

