

Relationships Education, Relationships and Sex Education and Health Education (RHSE) Policy

November 2020

To be reviewed in November 2021

This policy has been co-produced with: staff, Senior Leadership Team, Governing Body, parents and families. It should be read in conjunction with our:

- Safeguarding Policy
- Child Protection Policy
- Behaviour Policy
- Online Safety Policy

Documents that inform the school's RHSE policy include:

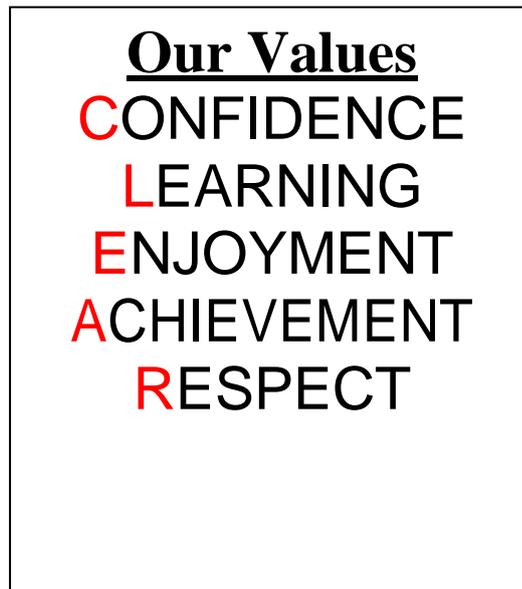
- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life...*
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

1. Definitions

- **RSHE:** Relationships education, relationships and sex education and health education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **Sex education:** There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).
- **RSE:** Relationships and sex education.
- **PHSE:** Personal, Health, Social and Economic education.

RSHE and RSE are aspects of the broader PSHE curriculum and we be taught within PHSE lessons.

2. Aims



Overarching aims

The aim of the Personal, Social, Health and Economic Education (PSHE) teaching at Holmfirth Infant and Junior School is to enable children to grow in confidence. Confidence to try new things; confidence to take risks; confidence to share feelings and findings; confidence to ask questions and seek answers for clarity; depth and insight; confidence to present a point of view and confidence to make independent choices. We believe that good quality PSHE teaching enables children to become confident in identifying their emotions, thoughts and feelings and to be able to manage them effectively. We believe this is best achieved when children learn in a safe atmosphere of trust, tolerance, understanding and respect.

Our curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society.
- Provides a deep understanding of the fundamental values such that children are empowered to become responsible, respectful and tolerant citizens. This will enable them to make informed choices about the life they choose to live. It will also help to give them the tools which allow them to pursue a fulfilling and active role at home, in school and in the wider community.

Aims of our PHSE programme of learning

These are taught in three 'Core Themes' and enable children to:

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.

- Know how to recognise and manage emotions both within oneself and in different relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying (as per the school's anti-bullying policy) and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

Aims of our RSE programme of learning

Within the PHSE programme of learning, we will aim to meet the following aspects of RSE:

- To learn the value of family life, marriage, and stable and loving relationships.
- To understand the value of respect, love and care.
- To manage emotions and relationships confidently and sensitively, including conflict management and appropriate boundaries.
- To ensure that children are equipped with knowledge and a range of strategies to help them deal with circumstances that could arise, e.g. chat rooms, peer pressure, social pressure, appropriate responses to unknown adults.
- To prepare children to cope with the physical and emotional changes which occur through adolescence.
- To understand how a baby is conceived and born and the associated responsibilities this brings.
- To offer balanced and factual information and respond honestly to questions raised at a level appropriate to the age and maturity of the children within a safe and comfortable environment.

See Appendix A (Milestones for PSHE)

3. Policy Rationale

This Policy aims to cover Holmfirth JIN School's approach to children's personal, social and health and economic (PSHE) education. This policy, along with our Programme of Study for PHSE and RSE was produced through a consideration of the: Policies and Legislation listed above; subject specific models and the careful evaluation of the specific needs of our pupils (through regular staff discussions and thorough record keeping). These elements are encompassed within our overarching school values of confidence, learning, enjoyment, achievement and respect.

4. Roles and responsibilities

The Role of Staff

The RSE and PHSE programme will be led by PSHE subject supporters; taught by class teachers and specialist visitors and supported by TAs. A working party will be made up of teaching staff, governors and parents who will develop, review and approve the policy on an annual basis. Pupils have also been consulted (see Appendix 3). Regular meeting and training time will be given to allow regular training (attended and disseminated by the PHSE subject supporters) and continuous review of the needs of identified vulnerable pupils. The Headteacher will inform parents of the final policy and support requests from parents to excuse their child from sex education.

The Role of Parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will inform parents of our intended programme and seek consultation in order to clarify and develop our policy and programmes for RSE and PHSE.

The Role of the Governing Board

To ensure the school meets its statutory requirements in relation to relationships and sex education. The Governing Board will approve the RSHE policy and hold the Headteacher to account for its effective implementation and management.

5. Organisation/Provision

The school's PSHE programme of study is taught through a whole-school, embedded approach featuring the school's 4C4life curriculum drivers. We recognise the right for all pupils to have access to PSHE and RSE learning which meets their needs and is tailored to the age, physical and emotional maturity and cultural circumstances of each cohort. This includes:

- Dedicated curriculum time
- Teaching PSHE through and in other subjects/curriculum areas
- Circle Time
- Specialised assemblies
- Pupil-run groups such as: Befrienders, Reception Buddies, Playtime Leaders
- Pastoral care and guidance
- Specialised visitors

Our school will use the PHSE Association's Thematic Model and Programme of Study which allows for sequenced, progressive teaching on PHSE and RSE. Staff will use a range of resources to deliver the curriculum (examples of which can be found in Appendix 2).

6. Safeguarding: safe and effective practice

PSHE (Including RSE) will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help. Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made. Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.

In PSHE lessons:

- Teachers and pupils will agree ground rules, so everyone is, and feels safe in lessons.
- Teachers will agree with pupils the limits of confidentiality.
- Distancing techniques will be used, so that pupils are not required, or feel pressurised into, talking about their personal circumstances.
- In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context. Teachers will respect the right of parents to withdraw their child from sex education lessons. However, children may not see the boundaries between subjects (e.g. science, relationships, and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content.

7. Equal Opportunities

All pupils will have the opportunity to participate in RSE as part of the balanced PHSE curriculum. However, parents have the right to withdraw their children from RSE content that is not part of statutory NC Science after discussion with the Headteacher and if the school is notified in writing. We would hope that the process of informing parents of our learning intentions, coupled with the opportunity for consultation, would ensure that all children receive this education. If, after these opportunities, a parent/carer continues to request that their child be removed from relationships and sex education, we will provide support for their child in an alternative class.

8. Faith and cultural perspectives on RSHE

Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law. As a school we will deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country. RSHE teaching will promote equality and challenge all forms of prejudice and discrimination. A diverse range of resources will be used so every child and family feels included, respected, and valued. Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values. Schools with a religious character will teach according to their distinctive faith perspective (in addition to exploring different faiths) and the relevant laws in relation to relationships and sex.

9. Assessment and Recording

Children are continually assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be in a variety of forms e.g. photographs as well as written work, snapshots of which will be recorded in Class Books. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

Appendices

Appendix A: Milestones for PHSE Page 1

PSHE – END POINTS WITH INTERIM MILESTONES

SUBJECT	PSHE	A. RELATIONSHIPS			
RELEVANCE	PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities.				
PUPILS ARE ENABLED TO...	Have the knowledge and skills to be able to make their own decisions about how to foster positive relationships, maintain physical and mental health and how to function effectively in the wider world.				
EYF5 MILESTONES	Y2 MILESTONES	Y4 MILESTONES	Y6 MILESTONES		
MANAGING FEELINGS AND BEHAVIOUR <ul style="list-style-type: none"> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. 	FAMILIES + FRIENDSHIPS <ul style="list-style-type: none"> Roles different people play in our lives and how they care for us. Awareness of different types of families and, despite differences, how they share similarities in everyday life. Importance of telling someone (eg teacher) if something about their family makes them unhappy or worried. Recognising and acting on when someone needs a friend about how to recognise when they or someone else feels lonely and what to do 	FAMILIES + FRIENDSHIPS <ul style="list-style-type: none"> Importance and characteristics of family life for love, security and stability and a recognition that these can be shown in a range of ways. Diversity and respect of different family types, (e.g. same-sex, step-parents, blended families). Recognise when something in a family causes upset/worry/feelings of a lack of safety and who to tell if this occurs. The importance and characteristics of friendships (respect, honesty, loyalty, kindness, trust, support). How to recognise who to trust, developing friendships and managing conflict. 	FAMILIES + FRIENDSHIPS <ul style="list-style-type: none"> Importance and characteristic of family life for love, security and stability. The importance and characteristics of friendships (respect, honesty, loyalty, kindness, trust, support, inclusion) and does not exclude others. How to recognise who to trust, developing and sustaining friendships, managing conflict, seeking advice. Understand the role of a befriender What it means to be attracted to someone and different types of loving relationships including commitment of marriage/civil partnerships and identify that sometimes relationships break down. 		
MAKING RELATIONSHIPS <ul style="list-style-type: none"> Children play cooperatively, taking turns with others. 	SAFE RELATIONSHIPS <ul style="list-style-type: none"> How people make friends and what makes a good friendship. 				

Appendix A: Milestones for PHSE Page 2

<ul style="list-style-type: none"> • They take account of one another's ideas about how to organise their activity. • They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 	<ul style="list-style-type: none"> • Simple strategies to resolve arguments between friends positively or asking for help if a friend is making them unhappy. • Steps to take if someone is experiencing hurtful/coercive behaviour from another person (including online), what this might look and feel like. • Understanding the difference between different types of touching and the need to seek/grant permission to touch or be touched. • The underwear rule • RESPECTING OURSELVES AND OTHERS • How to treat self and others with respect and act cooperatively with others regardless of commonalities or differences. 	<ul style="list-style-type: none"> • How to communicate respectfully online, know the risks of communicating with strangers and know what to do if online contact causes concern. • SAFE RELATIONSHIPS • Appropriate sharing/awareness of privacy including online • The effects and consequences of bullying and an ability to differentiate this with playful teasing. • Who to tell if they witness or experience hurtful behaviour. • How to manage pressure associated with dapexy • How people behave differently, including online, where people may pretend to be someone they are not. • Know the difference between harmless and harmful secrets • RESPECTING OURSELVES AND OTHERS • To recognise/model respectful, sensitive and polite behaviours in different situations and when considering similarities and 	<ul style="list-style-type: none"> • That people have the right to choose who/whether to marry. • SAFE RELATIONSHIPS • Understand appropriate boundaries with peers and others (including real life and digital pressure). • Concept of privacy + not always good to keep secrets (safety) • Understand ownership of body (appropriate / inappropriate contact). • How to respond safely and appropriately to unknown adults. • How it feels in someone's mind and body when they are uncomfortable. • That no one should ask them to keep secret. • RESPECTING OURSELVES AND OTHERS • The importance of respecting others, despite difference (physical, character, background, beliefs, including stereotypes). • How to respectfully listen and debate matters of contrasting
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Appendix A: Milestones for PHSE Page 3

			<ul style="list-style-type: none"> • What discrimination means and different types of discrimination.
	<p>difference of race/gender/faith.</p> <ul style="list-style-type: none"> • The importance of self-respect. • How respect and courtesy are shown in different cultures. 		
B. HEALTH AND WELLBEING			
EYFS MILESTONES	Y2 MILESTONES	Y4 MILESTONES	Y6 MILESTONES
<p>NOTE:</p> <ul style="list-style-type: none"> • Children are confident to speak to others about their own needs, wants, interests and opinions. • Children can describe self in positive terms and talk about abilities (Taken from Development) 	<p>MENTAL WELLBEING</p> <ul style="list-style-type: none"> • Learn about the range of feelings that people can have, how they can affect people's bodies and how they can be managed. • Developing breathing and restful techniques to promote relaxation  Yoga • Things that can help us feel good/calm down/change our mood. 	<p>MENTAL WELLBEING</p> <ul style="list-style-type: none"> • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings and how these might be expressed in different ways e.g. through moods and actions. • There is a normal range of emotions and how to 	<p>MENTAL WELLBEING</p> <ul style="list-style-type: none"> • There is a normal range of emotions and how to recognise these and talk about them, including loneliness. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • Simple self-care techniques, including exercise, time

Appendix A: Milestones for PHSE Page 4

<p><i>Matters 40-60 months – important to consider for its relevance to ELG)</i></p> <p>SELF CONFIDENCE AND SELF AWARENESS</p> <ul style="list-style-type: none"> • Children are confident to try new activities, and say why they like some activities more than others. • They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. • They say when they do or don't need help. <p>HEALTH AND SELF CARE</p> <ul style="list-style-type: none"> • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. • They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 	<ul style="list-style-type: none"> • Recognising big feelings to do with change and loss in self and others. • PHYSICAL HEALTH • The importance of establishing good routines and habits for maintaining good physical health. • Identify healthy and unhealthy foods and understand the effects these can have on our health (including dental health). • Understanding the benefits of physical activity and how this should be balanced with other types of play e.g. screen time. • About people who help us to stay healthy and the importance of a routine visits to places such as the dentist. • Staying safe in the sun • The importance of sleep in a healthy lifestyle • How medicines and vaccinations can be used to manage illness/allergies. • GROWING AND CHANGING • Recognising what makes them special and unique including 	<p>recognise these and talk about them.</p> <ul style="list-style-type: none"> • Simple self-care techniques, including peer massage, circle time, breathing and physical exercises, the importance of rest and the benefits of hobbies and interests. • The negative effects of bullying. • PHYSICAL HEALTH • How choices can be made which influence health e.g. about food/exercise/sleep and how these can be influenced both positively and negatively by external factors. • How habits are maintained/changed/stopped and can influence health. • How often healthy/unhealthy foods should be eaten. • How regular exercise influences both physical and mental health. • How to recognise early signs of illness and how these can be treated with medicines etc. • How oral hygiene and dental health are influenced by regular brushing/flossing, eating different food/drinks 	<p>outdoors the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <ul style="list-style-type: none"> • Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Changes that occur in life including death, which can result in grief, including an understanding of what this is an how it can be expressed. • 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. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative
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Appendix A: Milestones for PHSE Page 5

	<p>likes/dislikes and personal preferences.</p> <ul style="list-style-type: none"> • How people's needs, wants, opportunities and responsibilities change as they get older. • The human life cycle • About different kinds of feelings, how to recognise these in oneself and others and how feelings can affect behaviour. • Naming external genitalia (e.g. vulva, vagina, penis, testicles.) • KEEPING SAFE • How to recognise risk across a range of situations, how to keep themselves safe in these situations. • About things that can be put into people's body or onto their skin (e.g. medicines and creams) and how these affect how people feel. • How to respond if there is an accident and someone is hurt e.g. in an emergency. • How rules can help keep us safe • On line safety (covered in computing curriculum). 	<p>and regular visits to the dentist.</p> <ul style="list-style-type: none"> • GROWING AND CHANGING • that everyone is an individual and has unique and valuable contributions to make through different strengths and interests. • how to identify their own personal strengths and interests and what they're proud of and personal challenges to self-worth. • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again • PHSE ASSOCIATION HAS YEAR 4 OBJECTIVES ABOUT PUBBERRY-CHECK THESE WITH JULIAN/STACY • KEEPING SAFE • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen 	<p>impact on mental health. Information may not always be factually accurate.</p> <ul style="list-style-type: none"> • Where and how to report concerns and get support with issues online, including ThioKnow and CEOPS. • PHYSICAL HEALTH • The importance of building regular exercise into daily and weekly routines and how to achieve this. • The risks associated with an inactive lifestyle (including obesity) • What constitutes a healthy diet (including understanding calories and other nutritional content) and the risks associated with a poor diet. • Safe and unsafe exposure to the sun. • The importance of sufficient good quality sleep for good health. • Personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.
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Appendix A: Milestones for PHSE Page 6

<ul style="list-style-type: none"> • about fire safety at home including the need for smoke alarms • The benefits of rationing screen time. • Report to an adult any concerns arising from being online. 	<ul style="list-style-type: none"> • DRUGS, ALCOHOL AND TOBACCO • to recognise what is meant by a 'drug' and to know that some drugs are common the everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines), and that they can affect health and wellbeing. • that drugs common to everyday life can affect health and wellbeing • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice 	<ul style="list-style-type: none"> • GROWING AND CHANGING • Taking steps to prepare for increased independence and transition to high-school. • Key facts about puberty and the changing adolescent body, including physical and emotional changes. • Menstrual wellbeing including the key facts about the menstrual cycle. • Understand how a baby is conceived and born and the role this has in a loving committed relationship. • about the responsibilities of being a parent or carer and how having a baby changes someone's life • KEEPING SAFE • to identify when situations are becoming risky, unsafe or an emergency and when it necessary to take responsibility for their own safety, including fire safety. • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour How to make a clear and efficient call to emergency services with relevant details.

Appendix A: Milestones for PHSE Page 7

<ul style="list-style-type: none"> • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. • Online safety including: appropriate image sharing; encountering upsetting images, reporting content and age ratings for games and films etc. • To assess risk when leading activities (SSOC / Playleaders) 			
<ul style="list-style-type: none"> • DRUGS, ALCOHOL AND TOBACCO • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • Factors that might influence someone's decision to use drugs. 			

Appendix A: Milestones for PHSE Page 8

LIVING IN THE WIDER WORLD			
EYFS MILESTONES	Y2 MILESTONES	Y4 MILESTONES	Y6 MILESTONES
<p>PEOPLE AND COMMUNITIES</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. <p>THE WORLD</p> <ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of 	<p>BELONGING TO A COMMUNITY</p> <ul style="list-style-type: none"> Identify rules at home and school and why they are necessary. Recognise the needs of different people and our role in caring for those people and for the environment. (covered in R.E. units) MEDIA LITERACY AND DIGITAL RESILIENCE Types of technology that access the internet and who it can be used in everyday life for information and entertainment. How to communicate with others via the internet Awareness that not everything on the internet is true. (covered in computing curriculum) MONEY AND WORK How people's different strengths can be useful for different jobs. About jobs and work that different people do. 	<p>BELONGING TO A COMMUNITY</p> <ul style="list-style-type: none"> How rules and laws operate in wider society. Basic human rights and associated responsibilities e.g. the right to an education and the responsibility to learn Belonging to a different communities that are made of various groups of people who contribute by volunteering and working. how to show compassion towards others in need and the shared responsibilities of caring for them MEDIA LITERACY AND DIGITAL RESILIENCE strategies to recognise whether information or images see online are true or accurate to evaluate whether games, websites or internet searches are appropriate for their age-group and to know the factors influencing search results. how to report something seen or experienced online that 	<p>BELONGING TO A COMMUNITY</p> <ul style="list-style-type: none"> Recognise reasons for rules and laws; consequences of not adhering to rules and laws. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.

Appendix A: Milestones for PHSE Page 9

<p>animals and plants and explain why some things occur, and talk about changes.</p> <p>TECHNOLOGY</p> <ul style="list-style-type: none"> • Children recognise that a range of technology is used in places such as homes and schools. • They select and use technology for particular purposes. 	<ul style="list-style-type: none"> • What money is and where it comes from including different ways of paying for things e.g. debit cards, electronic payments. • About how money can be saved/spent and how this is driven by people's differing needs and wants. 	<p>concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> <ul style="list-style-type: none"> • understand the role of online advertising and how personal information is used to influence this. <p>MONEY AND WORK</p> <ul style="list-style-type: none"> • about different sectors of employment and the common myths and gender stereotypes related to work and to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • to recognise their interests, skills and achievements and how these might link to future jobs. 	<ul style="list-style-type: none"> • About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experience <p>MEDIA LITERACY AND DIGITAL RESILIENCE</p> <ul style="list-style-type: none"> • Recognise ways in which the internet and social media can be used both positively and negatively. e.g. to entertain, inform, persuade or advertise • How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. • About some of the different ways information and data is shared and used online, including for commercial purposes. • Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images • About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of
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Appendix A: Milestones for PHSE Page 10

sources and identify misinformation																																																																																																																																																																													

Appendix A: Milestones for PHSE Page 11

<p>through gambling-related activities and their impact on health, wellbeing and future aspirations.</p> <ul style="list-style-type: none"> • Identify the ways that money can impact on people's feelings and emotions • Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. • There is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. • About stereotypes in the workplace and that a person's career aspirations should not be limited by them. • About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) 			
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Appendix A: Milestones for PHSE Page 12

<ul style="list-style-type: none"> • Some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. • Some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. • Identify the kind of job that they might like to do when they are older. • Recognise a variety of routes into careers (e.g. college, apprenticeship, university) 			
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Appendix 2: Example Resources for Teaching PSHE

EYFS: twinkl emotion snap cards.



KS1: The Underwear Rule by NSPCC (snapshot of website)



What are the PANTS rules?



Privates are private -

Your underwear covers up your private parts and no one should ask to see or touch them. Sometimes a doctor, nurse or family members might have to. But they should always explain why, and ask you if it's OK first.

Always remember your body belongs to you +

No means no +

LKS2: LCP PHSE Resources (example lesson on Friendships and Relationships)

Lesson 3: Teasing and bullying 30-45 min.

Aim

To understand the nature and consequence of teasing and bullying, and to learn how to respond to them and ask for help.

Learning outcomes

- Children should be taught:
 - to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
 - to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
 - that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
 - to be aware of ... the skills to be effective in relationships;
 - to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;
 - to recognise and challenge stereotypes.

Resources

- Soft toy animals or puppets

Activity

NR: Most children become involved in playground arguments, but teasing and bullying are particular problems that occur time after time and can cause much emotional and physical pain and hurt. Often, they are committed by the same person or group of people, but vulnerable children may be unaware that others too are suffering.

Explain that in today's lesson the class will be discussing teasing and bullying, and how to deal with them. Ask:

Key Questions

- What do you understand by teasing? Is it similar to bullying?
- Is bullying more than teasing?
- What are the most common forms of bullying?

[The responses to these questions will help shape the development of the discussion that follows, by providing insights into what children count as bullying and what they find troublesome.]

Take up the answers and discuss them with the class leading the children to recognise:

- the distinction between teasing and bullying, the former being potentially hurtful, if sometimes not meant seriously; bullying is more serious, involving as it does the use of physical or emotional strength to intimidate someone, perhaps forcing them to do what they do not wish to do, bullying can involve hurting someone or hurting them on the inside by upsetting or perhaps humiliating them;
- the various forms of bullying, among them the emotional (e.g. exclusion, humiliation, ridicule and torment), physical (e.g. hitting, pinching, shoving and serious violence) and verbal (e.g. name-calling, sarcasm, spreading rumours and teasing) forms. Refer to cyberbullying, by sending abusive text messages and humiliation online and possibly other more specific areas such as homophobic, racist and sexist bullying;
- that left unchallenged, bullying can easily escalate in intensity;
- impress upon all the children how important it is to seek help if they become a victim of teasing or bullying.

Use puppets or toy animals to stage a short performance in which one of the animals is being picked on by the other animal (e.g. create a bully-and-victim scenario). Try to set up numerous occasions within this scene where the victim is upset by the bully - start off with teasing and become more serious, as is appropriate.

Following the performance, invite the children to retell what has happened in their own words. Ask them questions to develop their understanding of teasing and bullying. Then give them an opportunity to discuss their feelings towards each puppet. Questions might include some of the following:

Key Questions

- What was happening in the scene? What type of puppets did you see? How would you describe the puppets?
- How did the victim feel? Why?
- How did the bully act the way he or she does? Why does the bully act the way he or she does? Why could victims do to help themselves? What could we do to help victims?
- Why do victims need help? Why does the bully need help? Whom could we ask for help?

Ask the children if they have ever experienced any of the incidents the puppets have. Make a list on the board of all the things that have been said or done to the children that they tell you have hurt them. Ask the class to look at the examples. Place the examples into sets of increasing seriousness.

Then lead a discussion on ways to deal with each type of behaviour - e.g. ignoring or laughing off insults at the lowest level, up to seeking adult or professional help for more serious cases.

Use the puppets again to act out some of the examples. Add to each scene enactments of the resolutions the children have found.

Further suggestions

Ask the children to make a three-dimensional structure using reclaimed materials - perhaps a large animal of some kind, a wise old owl, or an alien - to stand in the classroom. It has to be designed so that it is a receptacle into which the children can post their problems, without any risk that they can be tampered with. As children feel the need, they can be encouraged to insert (privately) their notes about any worries they have, especially examples of bullying. Arrange for the structure to answer the children's letters: the advice given can be either specific to a problem or general.

Differentiation

By outcome.

UKS2: BBC Active software for Sex Education (screenshot of slide on menstruation)

What is a period?

Watch the video below to find out what happens when a girl's period starts.



Watch the video from marker 1.

Work with a friend to decide on two top tips that you would give a girl to help her prepare for her periods.



1 2 3 4 5 6

Appendix 3: Pupil consultations

Year 5 stakeholder responses: What do you think we should learn about?

- Feelings and how to deal with them
- Friendships and what a good friend is
- Falling out and making up
- Problems
- Emotional changes
- Mental health
- Identifying bullying and what to do
- Cyber bullying
- Helping others
- Healthy eating
- Exercise
- Physical changes

What do you want to feel confident about?

- Knowing who to trust
- Getting your point across
- Trusting people with feelings
- Helping others
- Substances (alcohol etc)

Year 6 stakeholder responses: What do you think we should learn about?

First Aid

- The role of charities
- Community links and projects
- Politics - dictators and democracies
- First Aid