



Hello Parents and Carers

This is the presentation was used at the parents meeting on 12.05.23. It aims to provide a brief overview of how PSHE is organised and delivered at Springdale. Included in it are some progressive lesson examples from our Health and Relationships Education lessons taking place during the Summer Term. As there is no commentary, it may be a little confusing so if you have any questions or require further information then leave a message with the office or email me at enquiries@springdaleprimary.co.uk Thankyou

Sally Grayson
PSHE Lead



PSHE

Parent/Carer Information meeting

May 2023



AIMS OF THE MEETING



- To find out what PSHE, RSE and HE are and why they are important
- To share how the PSHE curriculum at Springdale is organised and delivered
- To share how we deal with potentially sensitive issues and discussions
- To explore how learning is planned, resourced and developed across school
- To provide an opportunity for questions





PSHEe

Personal, Social, Health and Economic education

Health Education (HE)

Relationships Education (RE)

Relationship and Sex Education (RSE)

The PSHE Association define PSHE as: *“PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives.”*



Statutory Relationships and Health Education

- From September 2020, Relationships Education and Health Education became a statutory subject in all schools
- Sex Education is statutory in all secondary schools, and recommended but optional for primary schools (except where elements of this are in the curriculum already e.g. Science)



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

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

What is included in the curriculum?

Health Education(HE)



Primary schools should cover:

- 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***

What is included in the curriculum?



Relationships Education

Primary schools should cover:

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- **Being Safe***

What is included in the curriculum?



Example

Being safe	<p>Pupils should know</p> <ul style="list-style-type: none">• 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 is 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 or unsafe physical, and other, contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not 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 are heard.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources.
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Why is PSHE important to schools?



Department for Education

Promoting fundamental British values as part of SMSC in schools


Departmental advice for maintained schools

November 2014


Ofsted
raising standards
improving lives

School inspection handbook

Handbook for inspecting schools in England under section 5 of the Education Act 2005



Academies Act 2010



Children and Social Work Act 2017

Department for Education

Keeping children safe in education

Statutory guidance for schools and colleges



Education Act 2002



Equality Act 2010



Children Act 2004

School Aims/Values

Mission Statement

We aim to provide a secure and stimulating learning environment which will enable our children to achieve their full potential and encourage them to develop skills for life in the 21st Century.

Our Aims and Objectives

To continue to maintain and raise standards at Springdale through:

- provision of a quality teaching and learning environment
- access to a broad and balanced curriculum for ALL pupils
- the development of self discipline, self esteem, good conduct, good work ethics and a positive attitude towards others
- a thorough understanding of spiritual, moral, social, and cultural issues
- recognising the valuable contribution made by governors, parent/carers, outside agencies and all those involved in the life of the school community
- ensuring equal opportunities for all members of the school community

Springdale Curriculum overview



Me and My Relationships

Rights, Respect
Responsibilities

Keeping Safe

Valuing Differences

Being Healthy

Growing and Changing

Curriculum overview (see pack)



Springdale PSHE long-term plan based on SCARF half-termly units Theme Overview

Year/Half-termly unit titles	Autumn 1 Me and my Relationships	Autumn 2 Valuing Difference	Spring 1 Rights, Respect, Responsibilities	Spring 2 Being Healthy (Being my best)	Summer 1 Keeping Safe (Keeping myself safe)	Summer 2 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Looking after things: friends, environment, money	Keeping my body <u>healthy</u> – food, exercise, sleep Growth Mindset	Keeping my body safe Safe secrets and touches People who help to keep us safe	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Safe and unsafe secrets Appropriate touch Medicine safety	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Managing risk Decision-making skills Drugs and their risks Staying safe online	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets

Curriculum overview



Y4	<p>Healthy relationships</p> <p>Listening to feelings</p> <p>Bullying</p> <p>Assertive skills</p>	<p>Recognising and celebrating difference (including religions and cultural difference)</p> <p>Understanding and challenging stereotypes</p>	<p>Making a difference (different ways of helping others or the environment)</p> <p>Media influence</p> <p>Decisions about spending money</p>	<p>Having choices and making decisions about my health</p> <p>Taking care of my environment</p> <p>My skills and interests</p>	<p>Managing risk</p> <p>Understanding the norms of drug use (cigarette and alcohol use)</p> <p>Influences</p> <p>Online safety</p>	<p>Body changes during puberty</p> <p>Managing difficult feelings</p> <p>Relationships including marriage</p>
Y5	<p>Feelings</p> <p>Friendship skills, including compromise</p> <p>Assertive skills</p> <p>Cooperation</p> <p>Recognising emotional needs</p>	<p>Recognising and celebrating difference, including religions and cultural</p> <p>Influence and pressure of social media</p>	<p>Rights and responsibilities</p> <p>Rights and responsibilities relating to my health</p> <p>Making a difference</p> <p>Decisions about lending, borrowing and spending</p>	<p>Growing independence and taking responsibility</p> <p>Keeping myself healthy</p> <p>Media awareness and safety</p> <p>My community</p>	<p>Managing risk, including online safety</p> <p>Norms around use of legal drugs (tobacco, vaping, alcohol,)</p> <p>Decision-making skills</p>	<p>Managing difficult and changing feelings</p> <p>Managing change: How my body is changing and why.</p> <p>How my feelings help</p> <p>Keeping myself safe: Where to go to get help</p>
Y6	<p>Assertiveness</p> <p>Cooperation</p> <p>Safe/unsafe touches</p> <p>Positive relationships</p>	<p>Recognising and celebrating difference</p> <p>Recognising and reflecting on prejudice-based bullying</p> <p>Understanding Bystander behaviour</p> <p>Gender stereotyping</p>	<p>Understanding media bias, including social media</p> <p>Caring: communities and the environment</p> <p>Earning and saving money</p> <p>Understanding democracy</p>	<p>Aspirations and goal setting</p> <p>Managing risk</p> <p>Looking after my mental health</p>	<p>Understanding emotional needs</p> <p>Staying safe online</p> <p>Drugs: norms and risks (including the law)</p>	<p>Managing changes</p> <p>Keeping safe: What is safe to share?</p> <p>Body Image: Feeling positive about myself</p> <p>Peer Pressure</p> <p>Conception/birth of a baby. Parental right of withdrawal</p> <p>Self-esteem./When do I feel good about myself</p>

Curriculum overview



Springdale PSHE and Wellbeing long-term plan- Year 4



Autumn 1 Me and my Relationships	Autumn 2 Valuing Difference	Spring 1 Rights, Respect, Responsibilities	Spring 2 Being Healthy (Being my best)	Summer 1 Keeping Safe (Keeping myself safe)	Summer 2 Growing and Changing
<p>Lesson Plans</p> <ol style="list-style-type: none"> Human machines Ok or not ok? (part 1) Ok or not ok? (part 2) An email from Harold! Different feelings When feelings change Under pressure <p>Assessment Plans <u>Me and My Relationships - Pre and Post Unit Assessment: Y4/P5</u></p> <p>Bikeability- Cycle Safety</p>	<p>Lesson Plans</p> <ol style="list-style-type: none"> Can you sort it? What would I do? The people we share our world with That is such a stereotype! Friend or acquaintance? <p>Assessment Plans</p> <p><u>Valuing Difference - Pre and Post Unit Assessment: Y4/P5</u></p>	<p>Lesson Plans</p> <ol style="list-style-type: none"> Who helps us stay healthy and safe? Safety in numbers It's your right How do we make a difference? In the news! Harold's expenses Why pay taxes? <p>Assessment Plans</p> <p><u>Rights and Respect - Pre and Post Unit Assessment: Y4/P5</u></p>	<p>Lesson Plans</p> <ol style="list-style-type: none"> What makes me ME! Making choices SCARF hotel Basic first aid Harold's Seven Rs Volunteering is cool! <p>Assessment Plans</p> <p><u>Being My Best - Pre and Post Unit Assessment: Y4/P5</u></p>	<p>Lesson Plans</p> <ol style="list-style-type: none"> Danger, risk or hazard? How dare you! Keeping ourselves safe Raisin challenge (2) Medicines: check the label Know the norms <p>Assessment Plans</p> <p><u>Keeping Safe - Pre and Post Unit Assessment: Y4/P5</u></p>	<p>Lesson Plans</p> <ol style="list-style-type: none"> Moving house My feelings are all over the place! All change! Secret or surprise? Together My Changing Body (Y3 in SCARF) My changing body <u>coram@education.org.uk</u> <p>Assessment Plans</p> <p><u>Growing and Changing - Pre and Post Unit Assessment: Y4/P5</u></p>
<p>ESAFETY using PROJECT EVOLVE: Knowledge map to be completed before and after each unit.</p> <p><i>Online Relationships</i></p>	<p><i>Self-image and identity</i></p>	<p><i>Online Reputation</i></p> <p><i>Online Bullying</i></p>	<p><i>Health, Well-Being and Lifestyle</i></p>	<p><i>Managing online information</i></p> <p><i>Privacy and Security</i></p>	<p><i>Copyright and Ownership</i></p>
<p>WHOLE SCHOOL FOCUS:</p> <p>PE Champions: Healthy Mind- Healthy body</p> <p>Black History Month</p>	<p>Anti-Bullying Week/ World Kindness Day</p> <p>Odd Socks Day- Celebrating Uniqueness</p> <p>Children in Need</p> <p>Mental Health Awareness – wear a yellow item</p>	<p>Internet Safety Day</p> <p>Comic Relief/Sports Relief</p> <p>World Book Day</p>	<p>Walk to School Week</p> <p>Well Being Day</p>	<p>Communication Day- Celebrating and understanding individuality at Springdale- link to Odd Socks</p>	<p>Sports Day</p>
<p>SCIENCE LINKS:</p> <p>Sound</p>	<p>Sody</p> <p>Daily throughout year</p>	<p>ZONES</p>	<p>Animals inc. Humans - Digestion, teeth and food chains</p>	<p>Living things and their habitats.</p>	



Some of these topics (e.g. puberty, names of body parts) can be sensitive to discuss

- Progressive whole school development of understanding at an age appropriate level
- Delivered by a trusted, familiar teacher
- We can't avoid embarrassment BUT we can minimise it and talk about why it's important to know the facts (in an age-appropriate way) - if we understand we can keep ourselves safe and healthy



Creating a safe environment

- ▶ We will ensure a safe learning environment by following our school policies
- ▶ Staff have been trained in delivery and developing a safe learning environment including safeguarding training, strategies for teaching and dealing with potentially sensitive issues
- ▶ Ground rules agreed are essential to provide an agreed structure During PSHE lessons and discussions staff will establish clear ground rules with pupils to ensure children feel safe, listened to and supported. These will be set with and agreed with all children and reinforced at the start of each lesson.
- ▶ Staff are supported by pre-prepared, quality assured resources, supported by internal and external staff e.g. PSHE Lead, Safeguarding Lead, SLT, LA advisor

Ground Rule Examples



- ❖ LISTEN carefully and respect each other.
- ❖ THINK before you speak, we don't want to upset each other.
- ❖ Always use the CORRECT words, if not sure ask.
- ❖ Comment on what was said not the person who said it.
- ❖ It is not ok to share the personal experiences of you family or friends.
- ❖ We will get things wrong, we are all learning, there will be lots you don't/do know.
- ❖ It is not ok to ask personal questions of each other.
- ❖ What is said in the room, STAYS in the room.
- ❖ We have the right to PASS



Lesson Example Year 1: Keeping Privates Private



(Keeping Safe)

What can you do on your own now that you couldn't when you were a baby?

- ❖ Explain one thing we can do now or are learning to do is to use the toilet on our own without the help from a grown up.
- ❖ What are the main differences between you as a baby and you now?
- ❖ Who wiped you clean then and who does it now?
- ❖ What is the name of the parts that we need to wipe/pat dry for girls? Boys?
- ❖ These are the names we would use for our 'private parts' with a doctor or a trusted adult. Introduce the terms: penis and vulva
- Also use this lesson as a hygiene reminder.

Activity sheet

Needing the toilet

coram Life Education
SCARF
Safety Carey Achievement Resilience Flexibility

What could you do as a baby?	Me as a baby	Who helped you as a baby?
What could you do as a toddler?	Me as a toddler	Who helped you as a toddler?
What can you do now?	Me now	Who helps you now?

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Lesson Example Year 2: My Body, Your Body

(Growing and Changing)

Developing learning from Year 1: Recap on previous learning inc. in science naming body parts and what they do- maybe a quiz.

Activity 1

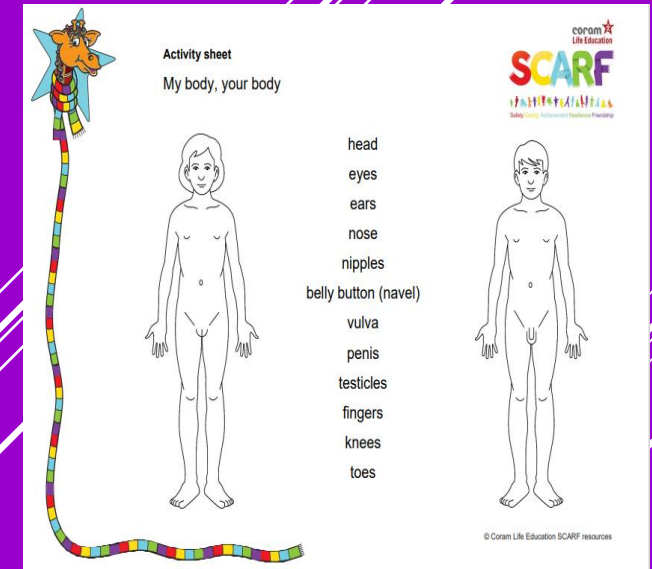
- ❖ Using a drawn round body-Discuss the body parts we see with our uniform on, swimming costume, in bath?
- ❖ Use correct names previous learned and new: penis, vulva, testicles nipples.
- ❖ Explain that these parts are PRIVATE and no one has the right to touch them or look at them as they belong to you.

Activity 2

Draw line from body part listed to correct part of each body.
What is the same different?

Explain our bodies are unique and special. Every person is different . We think feel and behave differently- this is called our personality and that is unique too.

Circle Time: What makes me the same, different?



Lesson Example Year 3: Relationship Tree

(Growing and Changing)

Building Healthy Relationships

Talk about all the different relationships you have?
Do we treat them all the same way?

Activity

1. Green leaves- positive words for healthy relationship e.g. trust.
2. Branches: How do we know we can trust them? ..*being able to talk to the person about anything!*
3. Roots: write down the different people you have these relationships with e.g. Mum, friend, gran, Dad.
4. Orange leaves: what sort of things can make a relationship negative or unhealthy e.g. promises get broken, when people get angry all the time.

Construct the tree with orange leaves falling.

- ❖ How we can help to look after relationships and
- ❖ What we should expect from others?



Lesson Example Year 4: Together

(Growing and Changing)



Exploring marriage and relationships

- ❖ What happens at the end of these stories: Cinderella, sleeping beauty, Beauty and beast? Get married
- ❖ If two people love and care for each other and want to stay together for the rest of their lives, do they have to get married?

Activity: Complete Together Sheet

Some things we can do by ourselves but other things we can do much better if we are with someone, especially someone who loves and supports us.

What sort of different partnerships are there?
Think of the stories we discussed at the start.
How are they different to real life?

Show a clip of the film 'Brave'- she enters the competition to pick her Husband -to-be,
ends up winning, so doesn't choose to get married.

Marriage is a choice, you don't have to be married to be in a supportive, caring relationship.

Activity sheet
Together

On my own I can

With someone special who loves, cares for and supports me I can

In the future, I might want to spend my life with someone.
These are the things I would like to do together with them

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Lesson Example Year 5: Growing Up and Changing

(Growing and Changing)

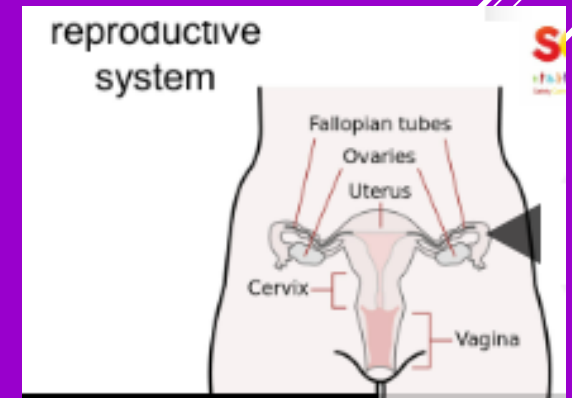
What does 'puberty' mean and what happens?

Changing from child to adult and this includes physical, emotional and psychological changes and when it happens depends on our hormones- all of us are UNIQUE and special.

[Puberty: Taking Care of Your Body During Puberty - amaze / USA](#)

ACTIVITY: Give a bag of objects: Deodorant, shower gel, tissues, washing powder, face wash, spot cream, sanitary pad pic of a beard. Use these as a starting point to discuss the physical changes of puberty e.g hair grows, height increases, hips widen, chests broaden. These changes make us feel anxious.

These changes will occur gradually. Remember your privates are private and it's your right to choose what happens to your body.



Lesson Example Year 6: Making Babies- Conception and Birth of a baby

(Growing and Changing)

Why do we have to go through puberty? reproduction

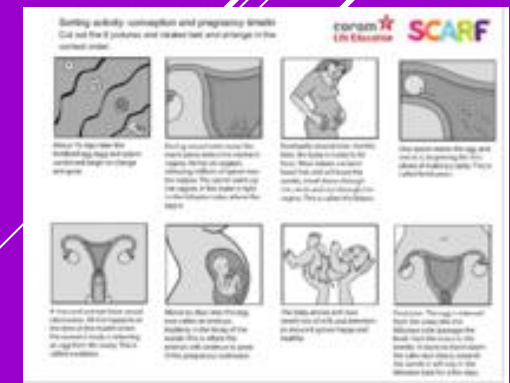
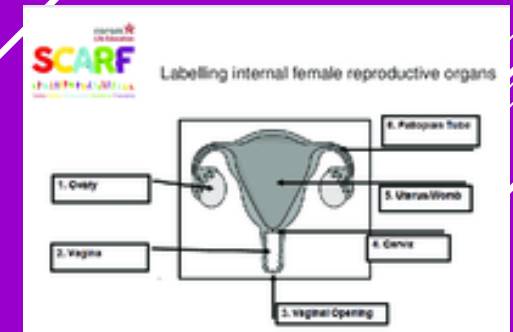
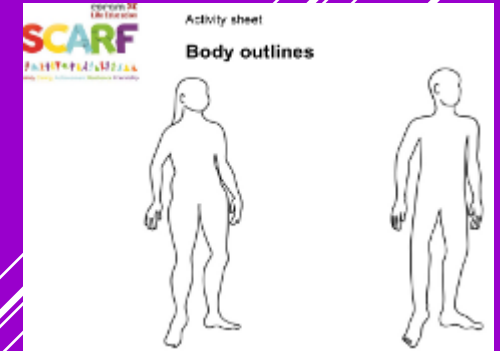
Activity 1: Use body outline to recap on what happens during puberty-

Activity 2: Conception: Explain that babies are created when a man and woman have sexual intercourse when they are in a close, loving relationship and agree to have a baby. This happens when the egg meets the sperm and the beginning cells of a baby start to grow. These cells will implant into the side of the womb and grow into a baby over the next 9 months.

Activity 3: Work in groups to put the pregnancy time line in order.

Summing Up:

Summarise Session Address questions

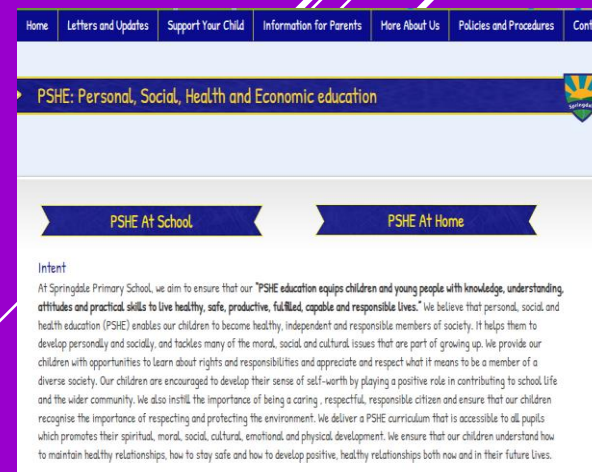


What else do parents/carers need to know?



- School policy: Policies and procedures
 - [Policies | Springdale Primary](#)
- SCARF at home link- see below
- Mental Health and Well Being:
 - [Mental Health & Wellbeing | Springdale Primary](#)
- Right of withdrawal - Y6
 - Reminder when Conception/ Birth of a baby lesson coming up to Y6 parents

[PSHE | Springdale Primary](#)



ANY QUESTIONS?



Contact Us: enquiries@springdaleprimary.co.uk

PSHE Information Meeting Feedback Form

NAME of Child OPTIONAL _____

Following today's meeting circle the face that best describes your response:
Do you feel you know more about how PSHE is taught at Springdale?



PSHE at Springdale is taught through structured, progressive, age-appropriate learning. Following this meeting, do you agree with this?



I feel reassured having looked at some of the resources that will be used in the teaching of PSHE at Springdale.



Is there anything else you would like to add? Ways we can improve or things we do well.