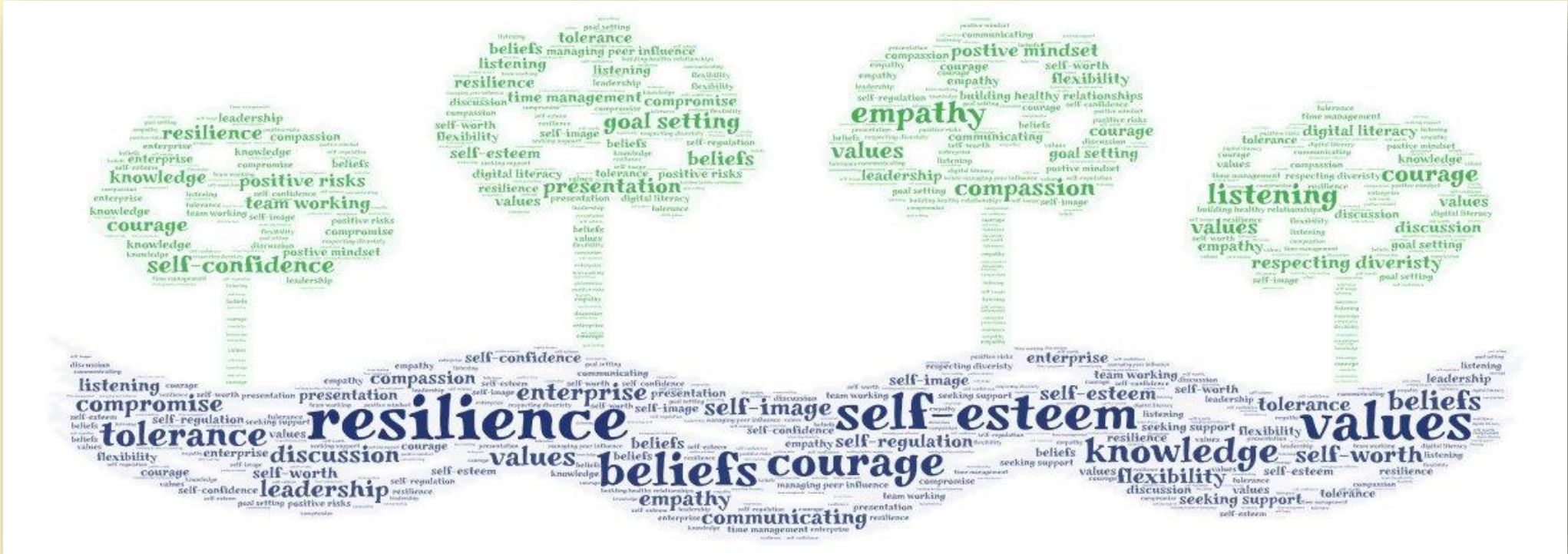


Hearts and Minds

Information Evening Thursday 22nd April 2021



Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Aims

- Share our **vision** for PSHE at Bollin
- **RSE** –**what is it** and **what does it mean** for your families?
- Introduce other **sensitive** PSHE content and how we intend to deliver it
- Outline plans to establish a ‘Working Group’ to ratify curriculum sequence
- Opportunity for you to ask questions

What is PSHE?

- PSHE stands for Personal, Social and Health Education.
- It is the subject that equips children with the skills and knowledge to live healthy, happy, well-rounded lives.
- PSHE helps children understand the roles they play in society-now and in the future-as well as supporting them in understanding their responsibilities to themselves, others and the world around them.
- PSHE helps children to form and sustain relationships built on mutual respect.

More than a 'subject' -PSHE is a culture

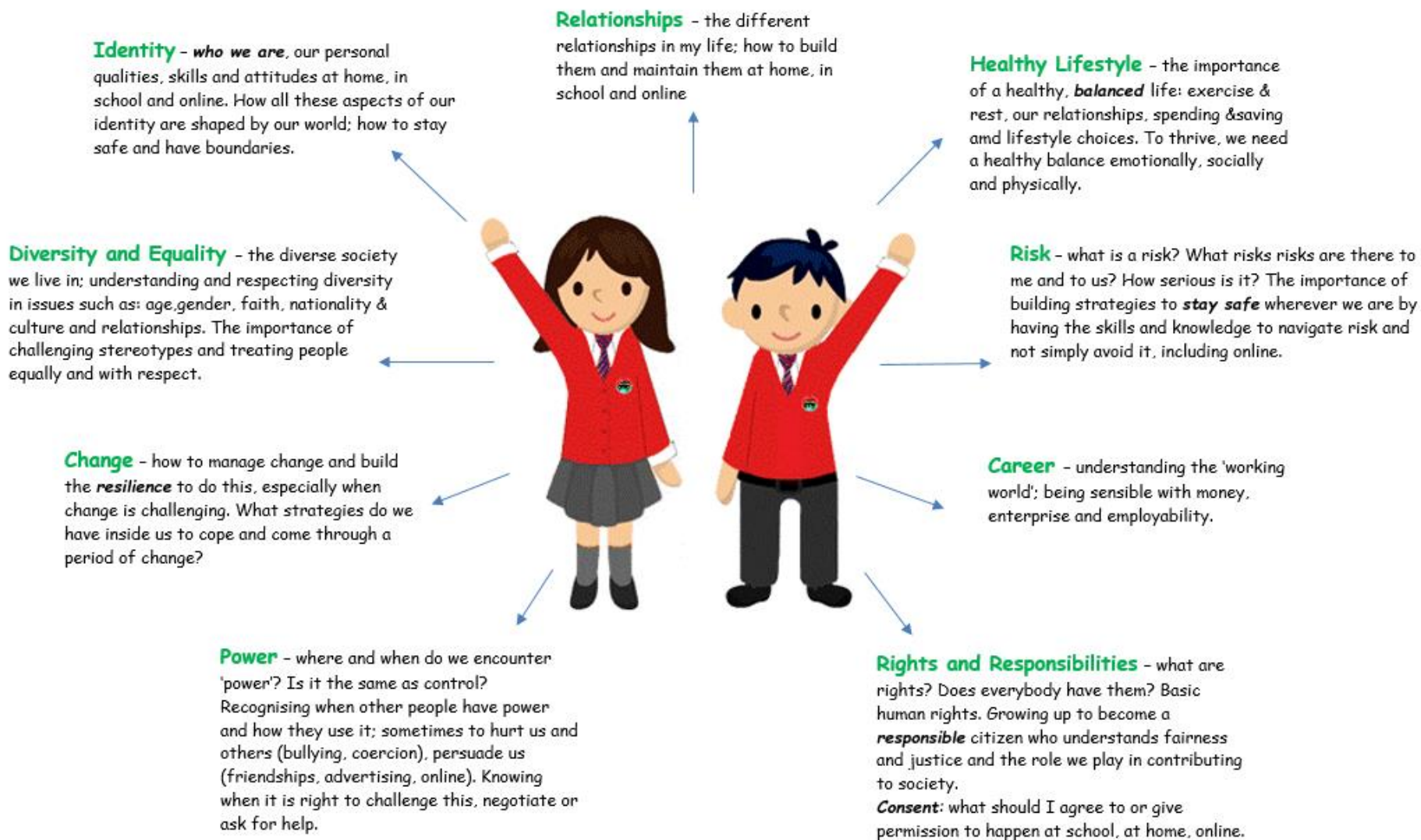
Most of our 'lessons' are not taught...

- when we 'sort things out' ,
- believing in them when they don't believe in themselves
- taking the time to stop and discuss an issue
- showing compassion
- knowing our children -what works, what doesn't
- going the extra mile-at Bollin, we have always done this!

PSHE is a culture

- We don't want staff to think 'PSHE' - we want them to think **Hearts and Minds** and everything that is encompassed by our Mission Statement
- We don't have a Programme of Study-it is a framework which outlines an **approach** and the teaching is just one aspect of our approach
- To prepare Bollin children with the knowledge and skills that they will need to grow up and be successful, responsible members of 21st century Britain, we need to nurture **values**. This will be achieved by living and breathing our own. Our values are not just school values, they represent a road map for how to live your life.

Hearts and Minds - what are we 'growing?' Key concepts in our framework.



[illegible]

The curriculum content:
Health and Wellbeing, Living
in the wider world,
Relationships. E-safety is a
huge part of this.

Feel-good Friday: timetabled
days across school where we
focus on one fundamental
aspect of PSHE such as
mental wellbeing

Evaluation and review of the curriculum

Hearts and Minds
- our everyday approach
plus...

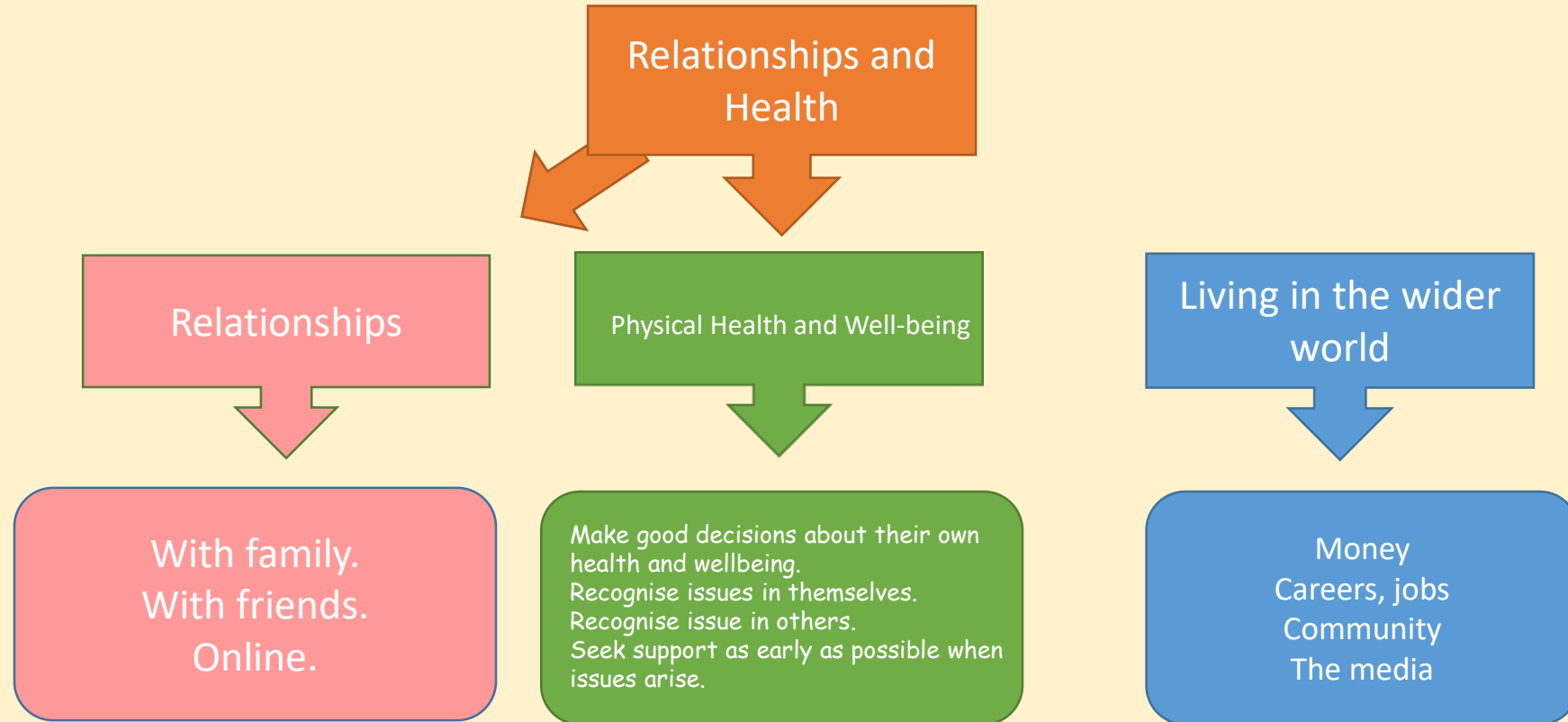
Digital Ambassadors:
empowering children to take
the lead on E-safety and take
this expertise back to
parents*

The Feelings: a family of
characters designed by our
children. They represent abstract
emotions in a concrete, tangible
way.



Hearts and Minds Ambassadors:
empowering our children to have
a voice and drive initiatives
which promote our school values.

PSHE Curriculum requirements at primary



Curriculum Requirements:

Government Guidance on what should be delivered through Relationships (and Health) Education updated Summer 2020

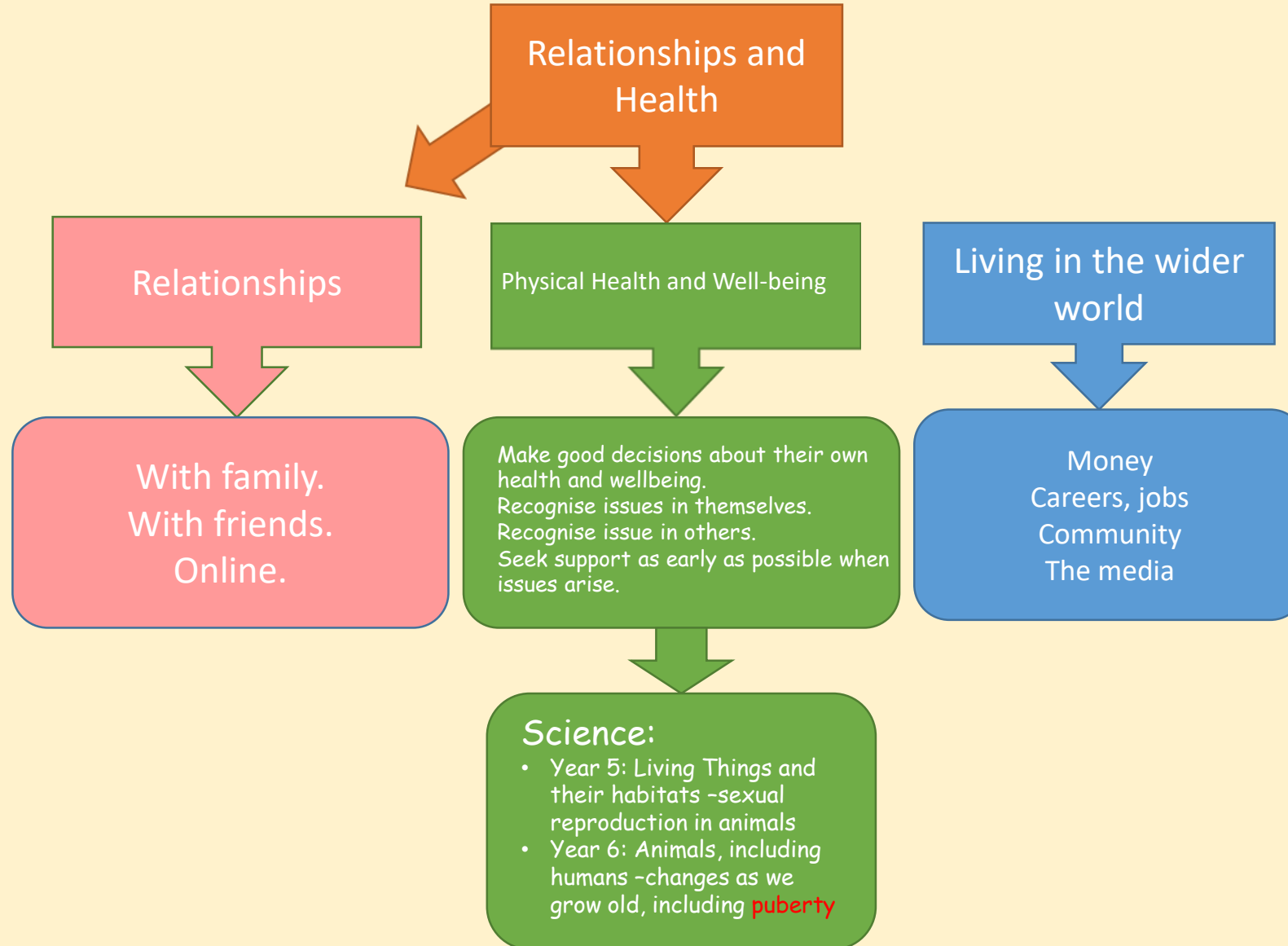
The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The Curriculum requirements



Curriculum Requirements:

Government Guidance on Relationships Education (Primary) updated Summer 2020

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

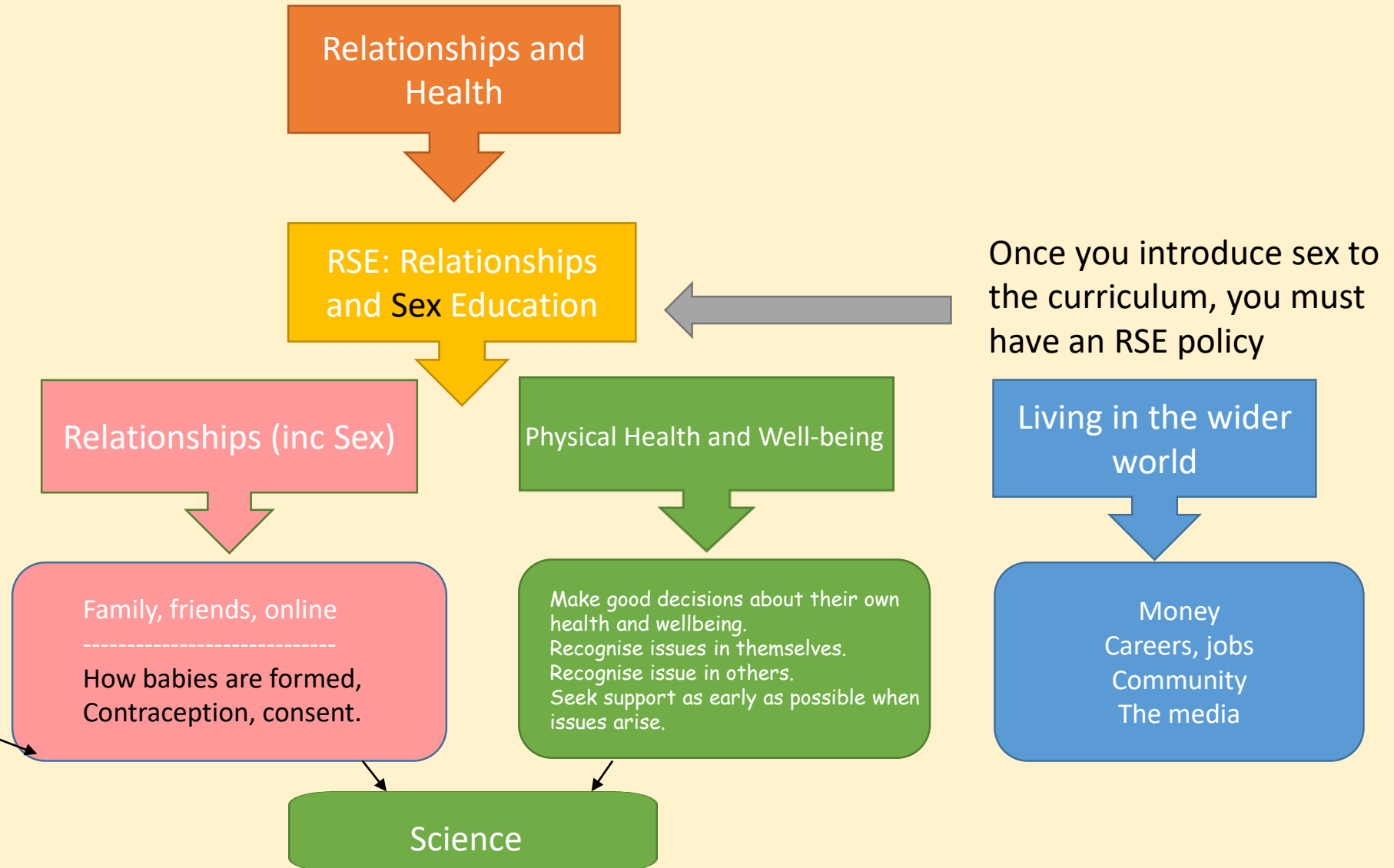
The Curriculum requirements -

IMPORTANT!

Schools have a lot of freedom when it comes to how they will teach these subjects but there are two clear 'musts' :

- Content must be appropriate for children's ages and development stage.
- Content must be sensitive to the needs and religious backgrounds of the children in the school.

Parents **do** have a right to withdraw on any Sex Education



Sensitive curriculum content

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

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance.

In developing these subjects, we have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.

Achieving a balance

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

E-safety in Hearts and Minds

The National Curriculum is very vague when it comes to E-safety! Given that it was written in 2013-2014, much has changed and the impact of technology on children has evolved considerably.

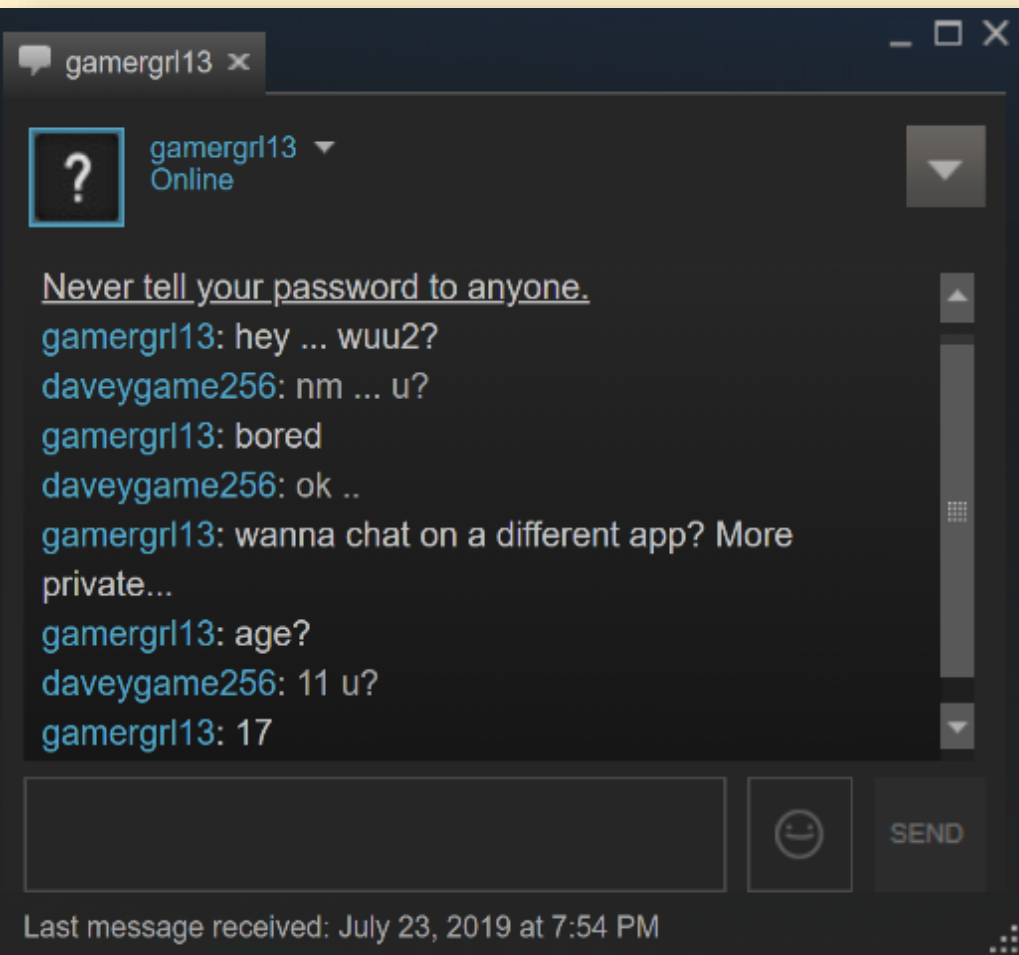
In 2018 (updated in 2020), the **UK Council for Internet Safety** produced a document that aimed to address this and provide some clear guidance for schools and colleges about **what** our children need to learn and **when** they need to learn it by. They produced:

‘Education for a Connected World.’

E-safety in Hearts and Minds

This document, broke E-safety into **eight** key areas:

1. Self-image and Identity
2. Online relationships
3. Online reputation
4. Online bullying
5. Managing online information
6. Health, wellbeing and lifestyle
7. Privacy and security
8. Copyright and ownership



- What could be/is the harmful behaviour?
- Why is gamergrl13 talking to daveygame256?
- What might be the problem here?
- How might it make people feel?
- Who is at fault?
- What could/should be done?

PROJECT
EVOLVE

Does daveygame know who
gamergrl is?



Me

@Funnygirl



Follow

Think these tests are all getting a bit too much for me... #stressedtothemax



2:48 PM - 6 May 2019



Zak

last seen: today at 18:50



Can u just tell me why they keep kicking me out of the group? What have i done?

13:49



Type a message



Ages 7-11 > Support & report

PROJECT
EVOLVE

'Who would you report to?' cards



CEOP



Social media site

childline

ONLINE, ON THE PHONE, ANYTIME

Childline/NSPCC



Police



Digital Leaders/
other children



Parent or carer

Online relationships



projectevolve.co.uk



Ages 7-11 > Support & report

PROJECT
EVOLVE

'Who would you report to?' cards



School staff



Responsible adult



Friend



No one

Online relationships

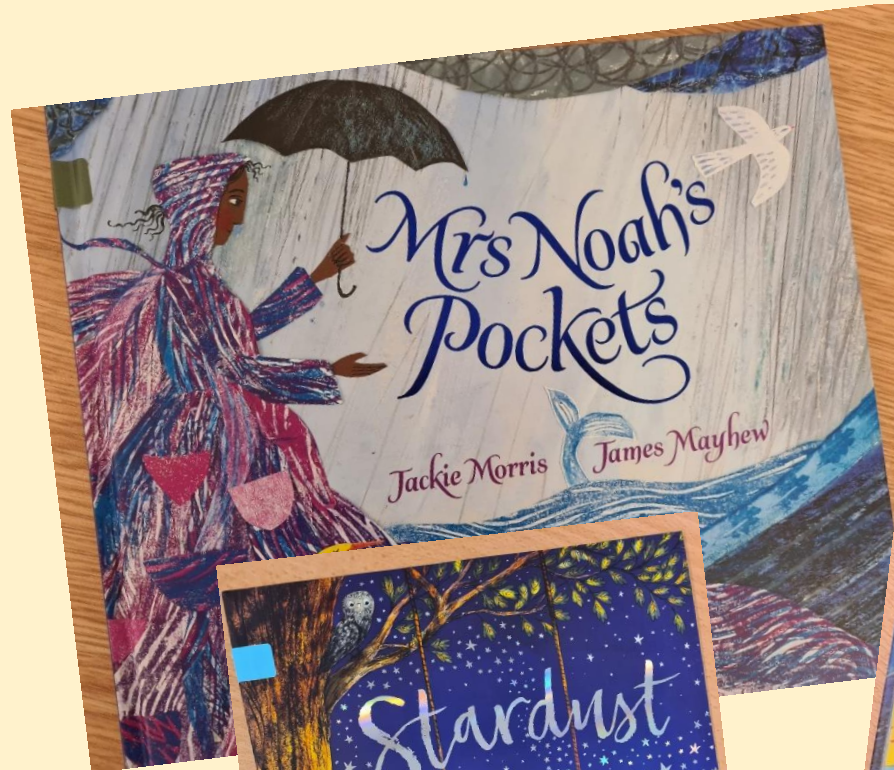


projectevolve.co.uk

The curriculum component of Hearts and Minds

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we help in an accident or emergency?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How will we grow and change?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

A context for learning through books



small things

Mel Tregonning

