



School Vision: Our aim at St. Francis Church of England Primary School is to guide our children to live fulfilling lives, rooted in the values taught by Jesus based on the gospel value of love for one another.

School Mission Statement: Love Faith. Love People. Love Learning.

School Values: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

Monday 13th July 2020

Dear Parent/Carer,

RE: PSHE Consultation

As you may be aware, the government are making Relationship and Health Education statutory from September 2020. There has been various news coverings of this in the past – most of them unhelpful and untrue. Within this letter, I have outlined what the government expects children leaving primary school to have learned and our curriculum approach to this.

Within our curriculum offer, all statutory objectives set by the government will be covered and in addition to this, we are also adding a 'Wider World' component where children will learn about global matters, future aspirations and community and media influences. The curriculum offer that will be provided to your child falls strictly within the statutory guidance and therefore, from September, parents/carers will not be able to withdraw their child from PSHE lessons.

Government Statutory Objectives – By the end of Year 6 – Relationship Education

(<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>)

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- 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, for example family, school or other sources

Government Statutory Objectives – By the end of Year 6 – Physical Health and Mental Wellbeing

(<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>)

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- 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
- 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
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- 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
- 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
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- 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)

Drugs, alcohol and tobacco

Pupils should know:

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

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary

- concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

Our Curriculum

To confirm once again, other than the ‘Wider World’ aspects of our curriculum, only Relationship and Health objectives are covered. Sex education is not compulsory at primary level and to confirm, we will not be teaching this.

It is my opinion that our curriculum offer will support our children to have all the necessary knowledge and skills to keep themselves healthy, content and safe and to be able to operate successfully, as a valued member of the community, within the world around them.

Our Vision for PSHE, including Health and Relationship Education

Our children learn to show respect and kindness for themselves so that they are physically and mentally healthy.

Through this awareness they are able to consider how best to act towards others in a range of situations that demonstrate love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. This enables our children to build and sustain healthy and safe relationships within their families, friendships and wider communities. Our children are able to be aspirational regarding their future life decisions.

Children at St Francis CE Primary School...

- reflect upon their own actions, choices, opinions, experiences, skills and strengths in order to develop a better understanding of themselves as individuals
- are interested in other people’s ideas and experiences which may be different to theirs
- demonstrate ways of keeping themselves healthy and safe
- take a role in creating and maintaining healthy relationships
- develop an awareness of their present and future rights and responsibilities relating to school rules, British Values and Global Citizenship

Curriculum Map

| | Autumn 1 | Autumn 2 Link to Anti-Bullying Week | Spring 1 Link to Children’s Mental Health Week | Spring 2 | Summer 1 | Summer 2 |
|---------------------------------------|--|---|---|---|---|--|
| EYFS | How do things change? | How does it feel to belong? | How can I make good choices? | How can I stay safe? | How can I show my feelings? | How can I keep healthy? |
| Key Theme | Wider World | Relationships | Relationship | Health | Health | Health |
| Values | Patience Gentleness | Love Faithfulness | Love Peace | Patience Self-Control | Kindness Goodness | Joy Self-Control |
| Characteristics of Effective Learning | Finding out and exploring Being involved and concentrating Making links | | Being willing to ‘have a go’ Keeping on trying Choosing ways to do things | | Playing with what they know Enjoying achieving what they set out to do Having their own ideas | |
| Prior Learning | Pre-School Experiences from home and/or educational settings – Development Matters Framework | | | | | |
| Year 1 | Who is special to us? | What is the same and different about us? | How do we recognise our feelings? | What helps us stay healthy? | How can we look after each other and the world? | Who helps to keep us safe? |
| Key Theme | Relationships | Relationships | Health | Health | Wider World | Health |
| Values/ PSHE Skills and Attributes | Love Kindness Self Esteem Teamworking | Love Kindness Self Esteem Critical Thinking | Patience Self-Control Self Esteem Resilience | Joy Self-Control Risk Management Critical Thinking | Peace Gentleness Resilience Teamworking | Goodness Faithfulness Risk Management Teamworking |
| Prior Learning | EYFS | EYFS | EYFS | EYFS | EYFS | EYFS |
| Year 2 | What makes a good friend? | What is bullying? | How do we recognise our feelings? | What can help us grow and stay healthy? | What jobs do people do? | What helps us to stay safe? |
| Key theme | Relationships | Relationships | Health | Health | Wider World | Health |
| Values/ PSHE Skills and Attributes | Love Kindness Self Esteem Teamworking | Peace Gentleness Resilience Critical Thinking | Patience Self-Control Self Esteem Resilience | Joy Self-Control Risk Management Critical Thinking | Joy Goodness Critical Thinking Teamworking | Goodness Faithfulness Risk Management Teamworking |
| Prior Learning | Year 1 | Year 1 | Revisited from Year 1 | Year 1 | Year 1 | Year 1 |
| Year 3 | What are families like? | How can we be a good friend? | How can we manage our feelings? | Why should we make healthy choices? | What makes a community? | What keeps us safe? |
| Key theme | Relationships | Relationships | Health | Health | Wider World | Health |
| Values/ PSHE Skills and Attributes | Love Kindness Self Esteem Teamworking | Goodness Kindness Resilience Critical Thinking | Patience Self-Control Self Esteem Resilience | Joy Self-Control Risk Management Critical Thinking | Peace Gentleness Resilience Teamworking | Goodness Faithfulness Risk Management Teamworking |
| Prior Learning | Year 1 | Year 2 | Year 2 | Year 2 | Year 1 | Year 2 |

| | | | | | | |
|------------------------------------|---|--|---|--|---|--|
| 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 will we grow and change? | How can our choices make a difference to others and the environment? | How can we manage risk in different places? |
| Key theme | Health | Relationships | Health | Health | Wider World | Health |
| Values/ PSHE Skills and Attributes | Joy Faithfulness Self Esteem Resilience | Love Kindness Self Esteem Teamworking | Patience Self-Control Self Esteem Resilience | Love Self-Control Critical Thinking Resilience | Peace Gentleness Critical Thinking Teamworking | Goodness Faithfulness Risk Management Teamworking |
| Prior Learning | Year 3 | Year 3 | Revisited from Year 3 | Year 3 | Year 3 | Year 3 |
| Year 5 | What makes up a person's identity? | How can friends communicate safely? | How can we help in an accident or emergency? | How can drugs common to everyday life affect health? | What decisions can people make with money? | What jobs would we like? |
| Key theme | Health | Relationships | Health | Health | Wider World | Wider World |
| Values/ PSHE Skills and Attributes | Joy Faithfulness Self Esteem Resilience | Love Kindness Risk Management Teamworking | Peace Gentleness Critical Thinking Teamworking | Love Self-Control Risk Management Critical Thinking | Patience Self-Control Risk Management Critical Thinking | Joy Goodness Self Esteem Resilience |
| Prior Learning | Year 4 | Year 4 | Year 4 | Year 3 | Year 4 | Year 2 |
| Year 6 | How can we keep healthy as we grow? | How can we keep ourselves and others safe online? | How can the media influence people? | How do friendships change as we grow? | What will change as we become more independent? | What do I want for my future? |
| Key theme | Health | Relationships | Health | Relationships | Health | Wider World |
| Values/ PSHE Skills and Attributes | Joy Self-Control Risk Management Critical Thinking | Love Kindness Risk Management Teamworking | Peace Goodness Self Esteem Resilience | Patience Faithfulness Self Esteem Teamworking | Gentleness Self-Control Resilience Risk Management | Joy Faithfulness Self Esteem Critical Thinking |
| Prior Learning | Year 4/5 | Year 5 | Year 5 | Year 4/5 | Year 5 | Year 5 |

If you would like to raise any comments with regards to the content of our PSHE curriculum offer, please complete the following questionnaire.

<https://forms.office.com/Pages/ResponsePage.aspx?id=N8ByAz5eqUmGyCh1EHabiNxdgRIb14VLvHBAddkNaltUMD Y1Q0NXtFhSVTA0VFRMOVizVUNBMIRMC4u>

Many thanks,

J Kewley

Mr James Kewley
Headteacher