

# Welcome

PSHE / RSHE CPD  
9<sup>th</sup> and 17<sup>th</sup> March 2020

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# **In this session we aim to.....**

- Increase participants knowledge and understanding of Personal, Social and Health Education (PSHE) - including Relationships Education, Relationships and Sex Education (RSE), and Health Education (RSHE)
- Identify and share good practice
- Work together in an open and safe environment

# Agenda:

- Welcome and introductions
- Context of PSHE / RSHE
- Creating a positive learning environment
- How children learn about aspects of PSHE
- Curriculum
- Values and attitudes
- Pupil voice
- Parent / carer engagement
- Resources
- PSHE / RSHE policy
- Ofsted/ inspection requirements

# Introductions:

- Name
- School / phase / organisation
- Role



**PSHE**

**SEAL**

**PD**

# What's in a name?

**RSE**

**RSHE**

**PSE**

**PSHCE**

**RelEd**

**EHWB**

Legal / Statutory

**Education Acts  
(1988 and 2002)  
Nat. cur / SMSC  
Equality Act 2010  
Regulations 2014  
British Values**

**Relationship  
Education,  
Relationship and  
Sex Education and  
Health Education  
(2019 Regulations)**

Non Statutory

**Personal, Social,  
Health Education  
(PSHE)**

**Complementary  
programmes,  
activities or  
initiatives**

# Complimentary learning

- Rights Respecting School Award (UNICEF)
- Educate and Celebrate
- Global Learning Goals
- Go-givers Challenge (Citizenship Foundation)
- Eco Schools
- Charter Marks / Awards

# Relationships Education and Relationships and Sex Education (RSE)

- Many schools are choosing to deliver relationships or sex education as part of a timetabled PSHE programme....
- where that provision meets the requirements of this framework they are free to continue with this model (DfE 2019)

## Primary

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

## Secondary

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health



# Physical Health and Mental Wellbeing

- Schools have flexibility to design plan and deliver age appropriate subject content, but the guidance sets out core areas of study  
(DfE 2019)

## **Primary and secondary**

- 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

# Religion and belief, including teaching in schools with a religious character (DfE)

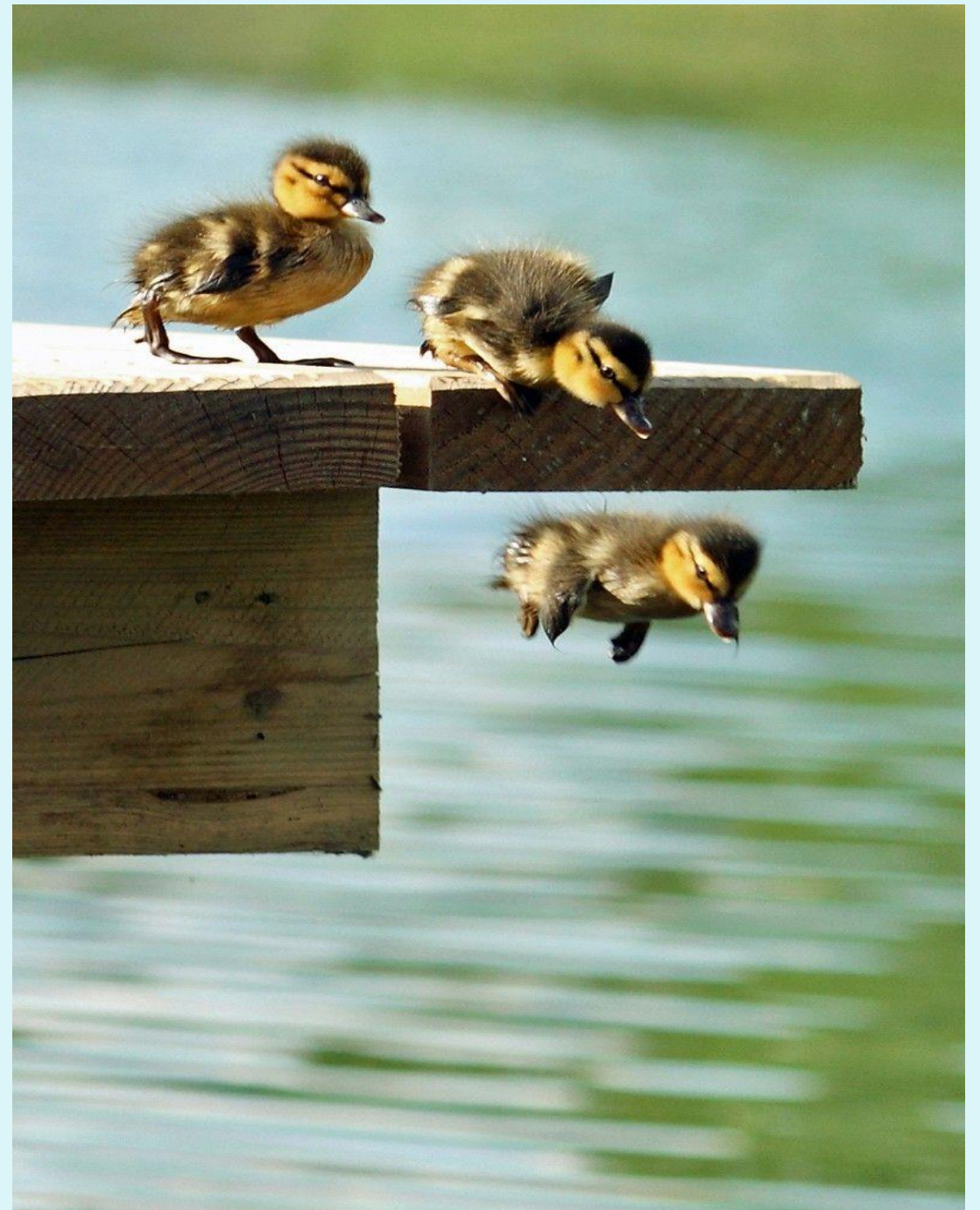
- Understanding of pupils' faith backgrounds helps create a constructive context for teaching these subjects.
- The religious background of all pupils must be taken into account so that content is appropriately handled. Schools must ensure they comply with the Equality Act 2010.
- All schools may teach about faith perspectives and balanced debate may take place about issues that are seen as contentious.
- In all schools, teaching should reflect the law (Equality Act 2010) so that young people understand what the law allows and does not allow, and the legal implications of decisions they make.

Hopes, questions  
& worries...



# Creating a positive learning environment

- Promotes inclusivity
- Shared ownership
- A place to take a safe risk



**Consider.....**

how might children learn about aspects  
of PSHE (including RSHE)?



## Technology

# Half of UK 10-year-olds own a smartphone

By Zoe Kleinman  
Technology reporter, BBC News

🕒 4 February 2020 🗨️ 381

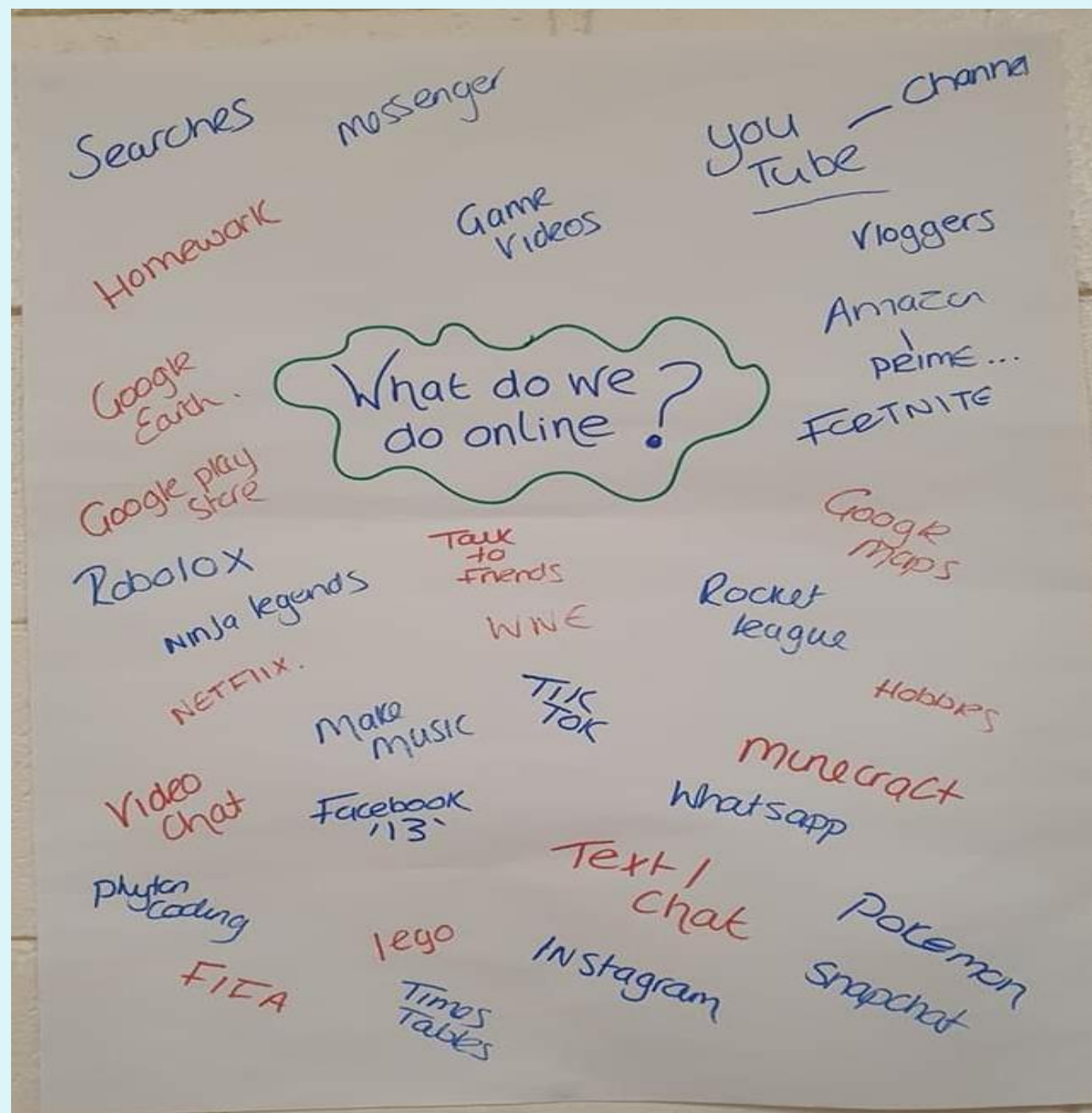


## Digital independence....

**Fifty per cent of the UK's 10-year-olds owned a smartphone in 2019,** according to a report by media regulator Ofcom.

*The 2019 study was based on more than 3,200 interviews with children and parents around the UK.*

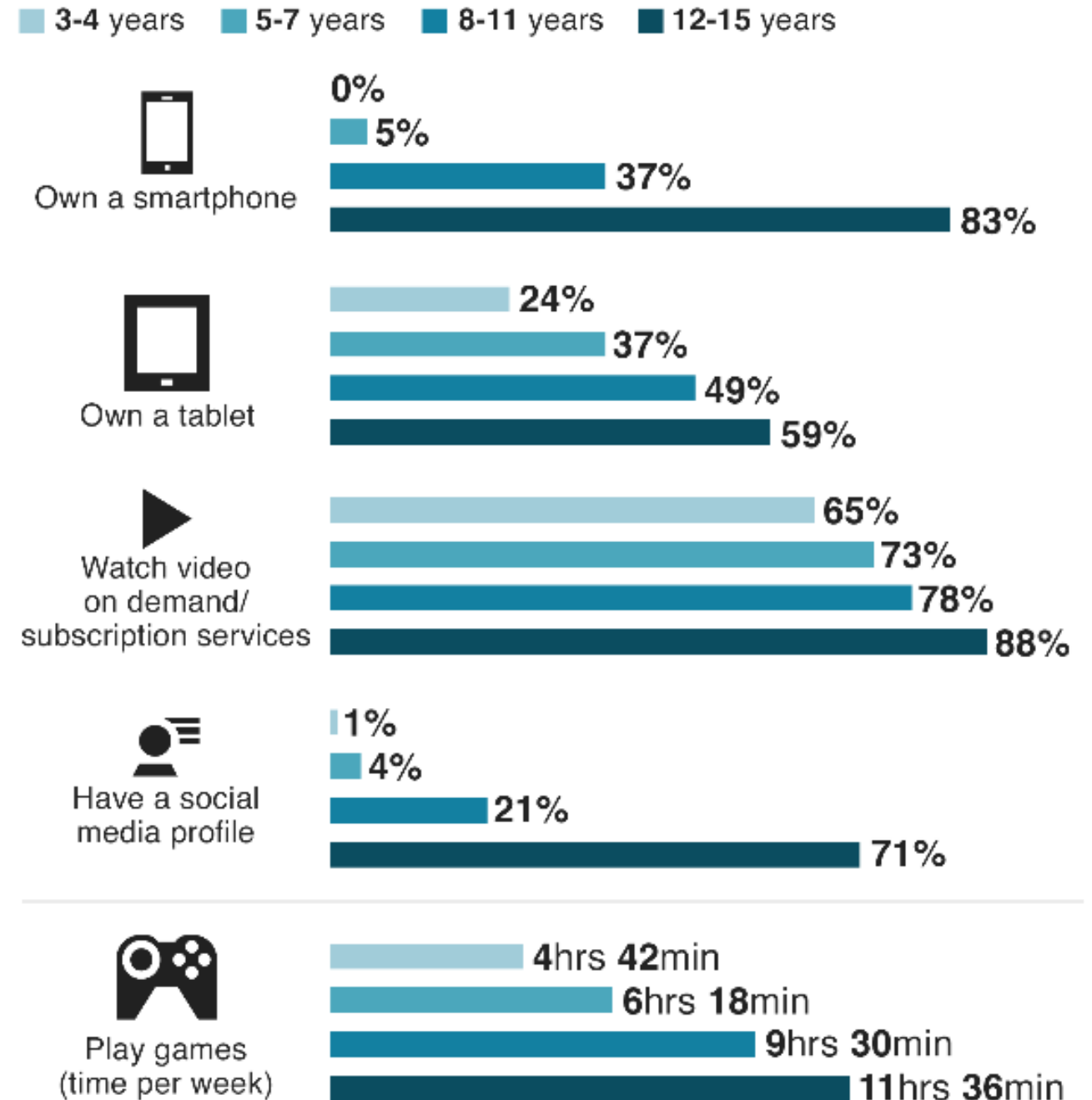
Does this pose a challenge for your curriculum provision?



**24% of 3 and 4-year-olds had their own tablet, and 15% of them were allowed to take it to bed.**

*What other activities are children allowed to do independently at the age of 10?*

## Children's online and viewing habits



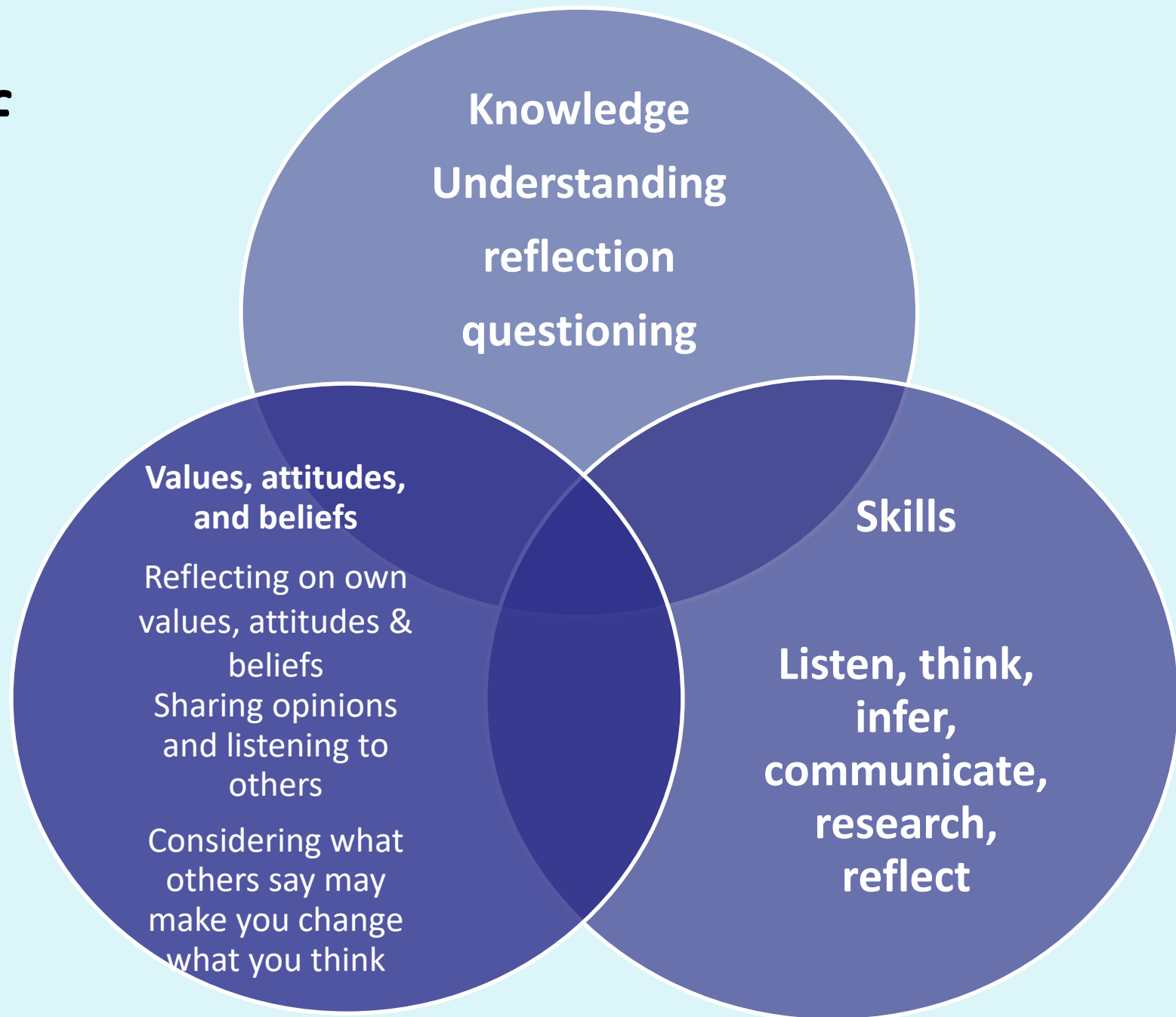


# The RSHE curriculum – what pupils should know

Create 3 lines...

1. You currently covering already and are happy with.
2. You cover, but may need attention.
3. You don't cover / there may be a barrier  
(*Aaaaghh moment.....!*)

# Elements of PSHE/RSHE



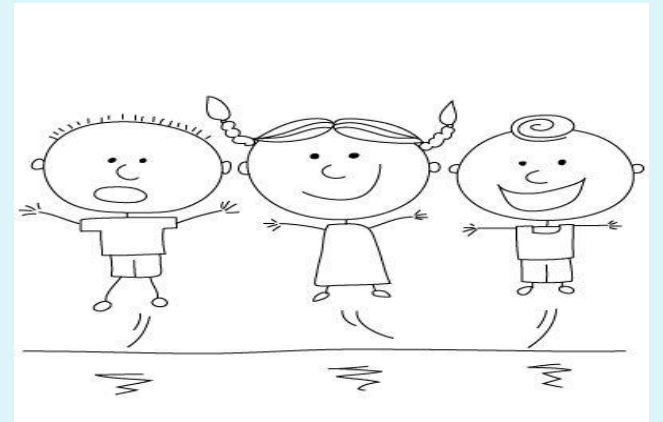
**Value judgements and  
examining our own  
assumptions**

# Statements

1. It is acceptable that children aged 4 own an iPad and are allowed to take it to bed
2. 12 year old girls are always more grown up than boys of the same age
3. Women are naturally better carers than men
4. Teaching young people about sex and relationships only encourages them to experiment
5. Underage drinking (alcohol) is ok
6. LGBT families
7. Children in primary schools are too young to decide their gender
8. Toilets should always be single gender access
9. It's ok for boys to cry
10. Marriage
11. Boys and girls need the same sex education including menstruation
12. Puberty and conception should be taught by the age of 11
13. Children born in the summer months lag academically behind their peers
14. It's ok to lie to children and let them believe Father Christmas is real
15. The names for all body parts should be taught in early years
16. Driving over the speed limit is acceptable

# Seeking pupils' views about PSHE/RSHE so that the teaching can be made relevant to their lives.

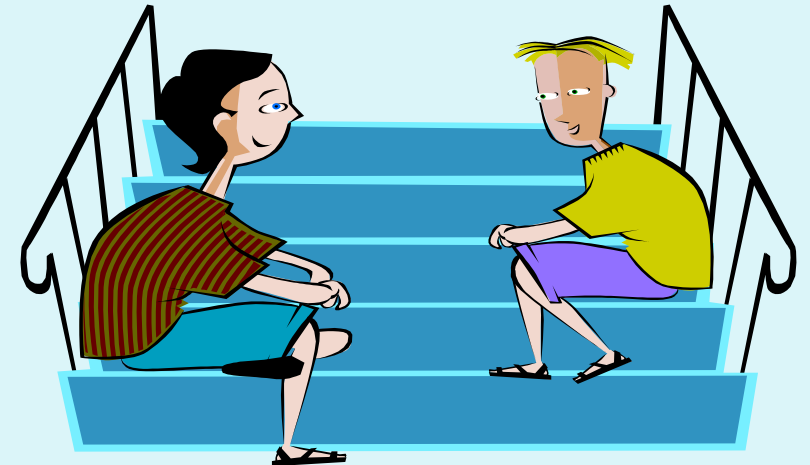
- How do we know what children and young people need?
- How do we know what they are likely to understand?
- Examples of 'Draw and Write' as a needs analysis tool.



# Needs analysis – starting where the children are...

To determine:

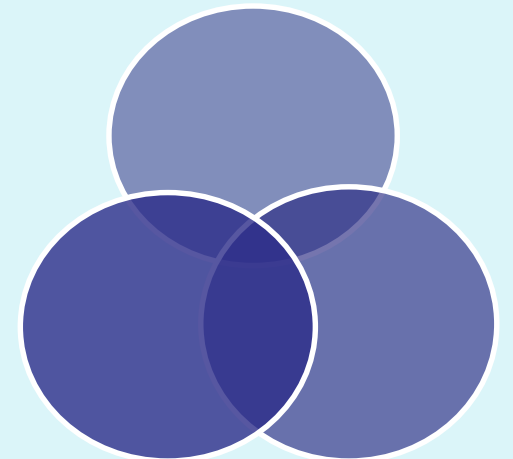
- knowledge and understanding
- pupil readiness
- how they feel
- the language they use
- what their beliefs and attitudes are
- 'age and developmentally' appropriate



# Children as questioners

"Asking good questions is the basis for becoming a successful learner. If children aren't asking questions, they're being spoon-fed. That might be effective in terms of getting results, but it won't turn out curious, flexible learners suited to the 21st century"

*Guy Claxton  
University of Bristol*





**“What are we supposed to believe? First it’s the stork, then a cabbage, now it’s the birds and the bees**





# Howletch Primary School, Peterlee

- Love Has No Labels

# Physical Health and Mental Wellbeing

# Positive parental engagement

- Open honest communication
- Policy consultation
- The right to be excused/withdrawn
- Holding a parents meeting
- Sharing resources – supporting learning at home
- Valuing input
- Materials for planning a parents/carers meeting in a Church of England School.

# Resources and networking

- Opportunity to reflect and network with others
- Areas you would like to discuss further
- Resource share



# PSHE Association

## Programme builder:

- Question based model (KS1 – 2)
  - Thematic model (KS1 – 2 and 3 – 4)
  - Cross phase model (KS2 – 3, Years 3 to 8)
  - Competencies based model (KS3 and 4)
- 
- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-builders-pshe-education-ks1-4>

# Questions based model

	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 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?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?

# Thematic model example

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
	Managing friend-	Physical contact and	Responding respect-	Protecting the envi-	How information	Identifying job inter-	Healthy sleep	Personal identity;	Keeping safe in

# Discussion points.....

- What does your curriculum look like?
- How is it planned?
- What resources do you use?
- Which agencies support your provision?
- How do pupils respond to your PSHE provision?



# Your school PSHE and RSHE policies

- RSHE policy template (Diocese)
- PSHE policy

## Policy Template for a Relationships, Relationships and Sex education, and Health Education

### 1. School Name

### 2. Insert your vision and associated values

3. If you wish include 'We undertake to follow the principles in the Church of England *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)*.

4. Reference should also be made to the Equalities Act 2010  
[www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

5. You should make a link to the school's safeguarding policies and practice

### 6. Define

- Relationships Education if you are a primary school, or
- Relationships and Sex Education if you are primary school and have chosen to teach Sex Education even if that is to only one class, or
- Relationships and Sex Education if you are a secondary school

This should be related to your overall curriculum intent statements, but you should find the statutory guidance a helpful start

[www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) paragraphs 54-62 for relationships education, paragraphs 65-68 for Sex Education in primary schools, if you chose to do so, and paragraphs 66-81 for secondary schools.

### 7. Set out an outline of subject content, how it will be taught and who is responsible.

- Details of content and any schemes of work/resources used.
- What has been deemed appropriate for each age group and how this is reviewed and adapted in consultation between teacher and parent/carers taking individual parents' and classes' needs and situations into account.
- How delivery and content will be made accessible to all pupils including those with special educational needs and disabilities (SEND).

### 8. Details of how the subject will be monitored and evaluated

Include details of how parents and carers are consulted on a regular basis

Include information about the right to be excused/withdrawn. This should make it clear that there is no right to withdraw from Relationships Education; it should clarify the right to be excused from Sex Education if the school includes this and how parents should go about this if they wish to withdraw their children.