

# Tudor Grange Primary Academy Meon Vale



## PSHE and RSHE

Understanding the new requirements and the  
taught curriculum

Spring Term 2021



# What is PSHE?

PSHE is an area of the curriculum which encompasses the following areas:

**P**ersonal

**S**ocial

**H**ealth

**E**conomic

Whilst PSHE does not have a programme of study on the National Curriculum, it does state: **all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice**



# Why PSHE?

‘A growing body of research shows that pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships.

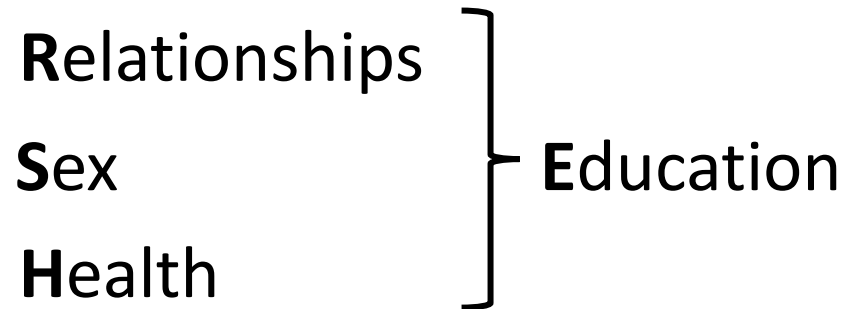
PSHE education also helps pupils to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers.’ – PSHE Association

Teaching high quality PSHE also forms part of our safeguarding responsibility.



# What is RSHE?

- RSHE is an area of the curriculum which encompasses the following areas:



- From Summer Term 2021, all schools have a legal obligation to teach RSHE in line with the [statutory guidance](#).



# An introduction to the guidance

- This guidance replaces Sex and Relationships Education Guidance 2000.
- Relationships Education and Health Education is now compulsory in all schools, with Sex Education being compulsory for all secondary schools.
  
- By Summer Term 2021

## **Legally:**

1. Schools must continue to teach the Science curriculum
2. Relationships and Health Education (including changing adolescent body) are **compulsory**

Plus...

a *'recommendation'* that all primary schools have a Sex Education Programme



# What is the curriculum content?

- **Relationships:** Families, Respectful relationships, including friendships, Online and media, Being safe.
- **Health:** 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.
- Guidance for primary is organised as ‘by the end of KS2’



# How is it taught at TGPAMV?

- We have been using the Jigsaw programme at Meon Vale for this year and we have been very pleased with children's participation. We will continue to utilise this programme to meet the requirements of the guidance.
- This is supplemented with high quality resources from a variety of quality-assured sources including:
  - Barnardo's
  - British Red Cross
  - NSPCC
  - Oxfam
  - Mentally Healthy Schools
  - Action Aid
  - SEAL resources
  - Countryside Classrooms
  - Premier League Primary Stars
  - PSHE Association
  - Change4life
- The jigsaw programme is broken down into 6 different areas:
  - Autumn 1: Being Me in My World
  - Autumn 2: Celebrating Difference (including anti-bullying)
  - Spring 1: Dreams and Goals
  - Spring 2: Healthy Me
  - Summer 1: Relationships
  - Summer 2: Changing Me (including Sex Education)

Understanding of one's place  
within the community and the  
wider world



British Values

PSHE Association Quality Assured

Respectfulness

Group Awareness

## Why Jigsaw?

Self-awareness

Mindfulness

Collaboration Skills

SMSC

Emotional Literacy

Continuous updates  
and improvements

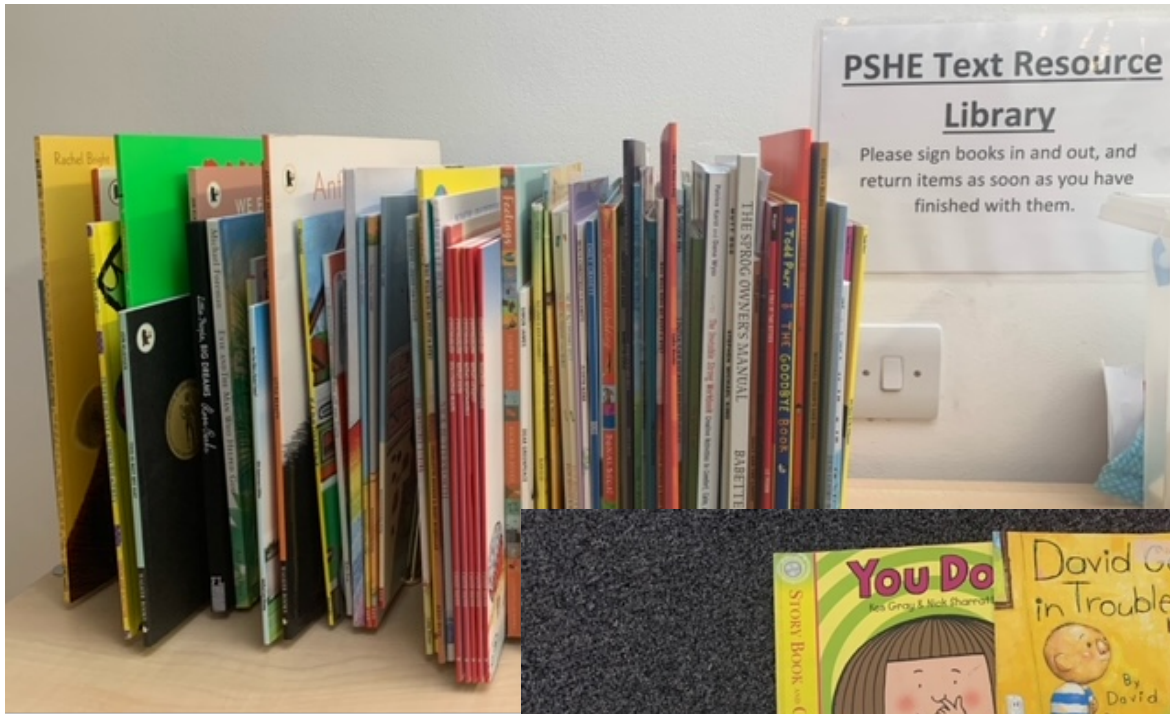
Teamwork Experience

Social Skills





We also use a range of texts to supplement our curriculum





# Diversity and Inclusion

- At Meon Vale, we seek to welcome everyone into our school community and actively celebrate the differences between us that make each and every member of our school family ***special***.
- We commit to ensuring that, through a high quality programme, all children receive a broad and balanced curriculum that reflects the needs of our school community.
- A high quality PSHE and RSHE curriculum supports us to break down stereotypes and address discrimination of any kind. Our programme promotes British Values and SMSC (spiritual, moral, social and cultural development) in all lessons.





# What is covered in 'Relationships' education?

## Relationships is a statutory part of RSHE

**'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'**

**'Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers'**

- There are a variety of family situations within society and our community, all of which must be valued. All children must feel accepted, whatever their family situation. We must demonstrate this through the use of inclusive resources, including those that show different models of family life.
- No 'lifestyle' is promoted over another- loving family relationships are just that.
- We teach children to celebrate differences by being kind, respectful, not judging others and obeying the law.



# What is covered in 'Health' education?

## **Health is a statutory part of RSHE**

'The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.'

- There is a strong focus on both physical and mental health being of equal importance. Children will study ways in which they can support their own mental wellbeing as well as developing an understanding over time of what to do if mental health is diminishing. We teach children that mental health is a spectrum which can change and shift over time.



# Changing Adolescent Body

- Pupils will learn about the changing adolescent body, including puberty and menstruation throughout KS2. It is imperative that children are prepared for these changes that will occur in a timely way to avoid confusion or alarm.
- This is covered in the Jigsaw 'Changing Me' topic. This topic is taught in half term 2 and will take the form of a week of lessons, mostly in the afternoon.
- Children will learn about Puberty (details on next slides).
- We will teach specifically about self-image and body-image.
- Elements of 'Relationships' will also cross over into this area.



# What will they learn in KS1 and EYFS?

## **EYFS**

- How we have changed since we were babies

## **Year 1**

- Understanding that growing up and changing is natural and happens at different rates
- Understanding the parts of the body that make us different
- Correct names for body parts (\*this is part of the statutory science curriculum)

## **Year 2**

- Reflecting on the changes they have experienced
- Differences between boys and girls
- Which parts of the body are private



# What is Sex Education?

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education”

DfE Guidance p.17

- Sex education is the only non-statutory part of the guidance. The DfE is clear in its recommendation that all primary schools have a program for Sex Education.
- As previously detailed, puberty is taught as a statutory requirement of Health Education. We conclude that sex education refers to human reproduction. This is introduced from year 4 in the context of understanding why our bodies change during puberty.
- Therefore, the right to withdraw your child from sex education refers to the following lessons:
  - Year 4, Lesson 2 (Having a baby)
  - Year 5, Lesson 4 (Conception)
  - Year 6, Lesson 4 (Conception, birth)
- If you would like to withdraw your child, we would appreciate a conversation with you about the reasons why and opportunity to discuss this further with you. Please see the policy for details on the process.



# Supporting Pupils with SEND

- Consideration needs to be given to pupil's individual stage of development and understanding.
- We commit to working with parents to identify where children are not yet ready for aspects of the curriculum or where the delivery of the curriculum needs to be adapted or considered.



# Thank you for reading

Please click on the link provided to complete the questionnaire gathering your views on RSHE. There is also an option within this to ask questions which will be answered in due course.

