

# PSHE/RSE

Parental Engagement session

# Aims of the session

- Explain what is PSHE/RSE
- Explain our new curriculum and how we have made it appropriate for age and stage
- Explain the statutory right of parents to opt out
- Signpost support
- Chace to ask questions

# PSHE/RSE

- Personal
- Social
- Health
- Emotions
- Relationships
- Sex
- Education



# Why teach RSE to children with SEND

All pupils, no matter their SEND condition, have the right to be sexual beings. It is inexcusable for any child to go through important life changes/stage unprepared.

Children with Special Needs are at increased risk of abuse. It is important that we provided quality scaffolding and support to help safeguard them.



# Curriculum update

- Ensure that it covers all age and stage
- Allows for pupils to move sites
- Prescriptive to ensure full coverage of topics
- Planned way of delivery
- Purchase top quality resources
- Ensure it is taught in a way accessible to the child's individual needs
- Opportunities to plan for overlearning, repetition and also to put learning into context

# Timetabled lessons

## PSHE/RSE Teaching across the Week



|   | Monday   | Tuesday  | Wednesday                              | Thursday  | Friday  |
|---|--|--|--|---|---|
| 1 | KS1/2<br>Bluebirds HD                          | 10 Elder ACO   |  |   | KS1/2<br>Bluebirds HD                           |
| 2 | 8 Chestnut<br>TBE<br>KS3/4<br>Finches<br>CP/SF | 8 Holly<br>ECO<br>9 Plane KNO<br>10 Rowan NCO<br>11 Cherry ZBA<br>KS3 Willow<br>ESC<br>KS4 Yew<br>AHU<br>College pre-<br>formal AC | College pre-<br>Formal EB              | 7 Juniper<br>HMO<br>9 Cedar<br>NCO                                    | College Semi-<br>Formal AC                      |
| 3 | KS3/4 Owls<br>HM                               | KS1/2 Toucans<br>LD/BT   | Woodpecker<br>HT<br>KS1 Peacocks<br>JG | 8 Beech<br>ACO<br>KS4 Maple<br>SLA<br>Kingfisher HD<br>Blackbird FB   | College Semi-<br>Formal EB<br>KS2 Parrots<br>DB |
| 4 | Sparrow JL<br>K2/3<br>Flamingos J              | 9 Elm<br>SLD<br>10 Hazel<br>NCO<br>Woodpecker HT<br>Wagtail AMc<br>KS1/2 Bluebirds<br>HD<br>KS1 Wrens EK                           |  | KS1 Wrens EK  |   |
| 5 | KS1 Robins<br>SP                               | Chaffinch<br>PR<br>KS3 Swans KP  | Bullfinch CM                           | Blackbird FB<br>Yellowhammer<br>AH<br>Bullfinch CM<br>KS2 Puffins P/A | 8 Apple<br>LHC<br>KS1 Robins<br>SP              |
| 6 | KS2/3<br>Penguins LH                           | 10 Ash<br>NGL<br>11 Lime NCO<br>Gosling LB   | Gosling LB                             | 7 Oak<br>ECO<br>KS3 Pine<br>SJC                                       |   |

~~Rowds~~ – Secondary Formal Curriculum

Trowbridge – Pre and Semi Curriculum, Primary Formal Curriculum

~~Chippenham~~ – Pre and Semi Curriculum, Primary Formal

# PSHRE Curriculum

Broken down into Age and Stage



## 6 Themes

- Self awareness
- Self Care
- Support and Safety
- Managing Feelings
- Changing and Growing
- Healthy lifestyles
- The world I live in

| Curriculum Pathway | Description                                  | Stage of Learning |
|--------------------|--|-------------------|
| Pre formal         | Effective engagement in the learning process | Encountering      |
| Pre formal         | Underpinning learning                        | Foundation        |
| Semi formal        | Fundamental learning elements                | Core              |
| Semi formal        | Increasing understanding of learning         | Development       |
| Formal             | Deepening of application of learning         | Enrichment        |
| Formal             | Applying learning in different contexts      | Enhancement       |

## KEY STAGES EYFS 1 AND 2 SELF-AWARENESS

| Self-Awareness — We will be able to: |  |   |  |  |   |  |
|--------------------------------------|--|---|--|--|---|--|
|                                      | Pre- formal  | Pre-formal  | Semi-Formal  | Semi-Formal  | Formal  | Formal   |
| SA1 — Things we are good at          | Respond with curiosity to stimuli about the ways in which we are special.<br><br>Respond with curiosity to stimuli about our family. | Describe ourselves — recognising that there is self and there are others. | Identify things we are good at (strengths/talents).<br><br>Describe the ways in which we are special and unique. | Describe things that we enjoy or that make us feel happy.<br><br>Identify what we are good at, both in and out of school. Recognise that being unique means we might like and be good at different things from other people. | Describe and demonstrate things we can do well and identify areas where we need help to develop.<br><br>Identify hopes/wishes for our future lives. | Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others.<br><br>Identify own hopes/aspirations; explain in simple terms how we might achieve them. |
|                                      | Respond with curiosity to stimuli about what anger is  | Describe what feeling angry means   | Identify when people are being kind or unkind  | Identify what teasing means and how people who are   | Explain what is meant by hurtful behaviour and  | Explain that all bullying is abusive and some can be   |

# SRE

## 8 Themes

Relationships  
 Values, rights, culture and Sexuality,  
 Understanding Gender  
 Staying Safe  
 Skills for Health and Well being  
 The human Body and development  
 Sexuality and Sexual Behaviour  
 Sexual and reproductive Health

Again  
 broken  
 down  
 into  
 age  
 and  
 stage

### Overview of key concepts, topics and learning objectives

| Key concept 1:<br>Relationships   | Key concept 2:<br>Values, Rights, Culture and Sexuality   | Key concept 3:<br>Understanding Gender  |
|---|---|---|
| Topics:<br>1.1 Families<br>1.2 Friendship, Love and Romantic Relationships<br>1.3 Tolerance, Inclusion and Respect<br>1.4 Long-term Commitments and Parenting | Topics:<br>2.1 Values and Sexuality<br>2.2 Human Rights and Sexuality<br>2.3 Culture, Society and Sexuality   | Topics:<br>3.1 The Social Construction of Gender and Gender Norms<br>3.2 Gender Equality, Stereotypes and Bias<br>3.3 Gender-based Violence |
| Key concept 4:<br>Violence and Staying Safe   | Key concept 5:<br>Skills for Health and Well-being  | Key concept 6:<br>The Human Body and Development  |
| Topics:<br>4.1 Violence<br>4.2 Consent, Privacy and Bodily Integrity<br>4.3 Safe use of Information and Communication Technologies (ICTs)                     | Topics:<br>5.1 Norms and Peer Influence on Sexual Behaviour<br>5.2 Decision-making<br>5.3 Communication, Refusal and Negotiation Skills<br>5.4 Media Literacy and Sexuality<br>5.5 Finding Help and Support | Topics:<br>6.1 Sexual and Reproductive Anatomy and Physiology<br>6.2 Reproduction<br>6.3 Puberty<br>6.4 Body Image                          |
| Key concept 7:<br>Sexuality and Sexual Behaviour  | Key concept 8:<br>Sexual and Reproductive Health  |   |
| Topics:<br>7.1 Sex, Sexuality and the Sexual Life Cycle<br>7.2 Sexual Behaviour and Sexual Response   | Topics:<br>8.1 Pregnancy and Pregnancy Prevention<br>8.2 HIV and AIDS Stigma, Care, Treatment and Support<br>8.3 Understanding, Recognizing and Reducing the Risk of  |   |

| Pre-formal   | Semi Formal   | Formal   |
|--|---|--|
| Experience and respond to familiar people through vision and/or sound.<br><b>Responds to trusted adult by calming, relaxing and/or becoming more</b> | Explore stories that portray different types of families<br>Show picture of different types of families eg 2dads, dual heritage, different ages<br>Explore how parents look after them – this can be done through learning how to look after animals<br>Explore roles at home – who cooks, who puts to bed, who works | describe different kinds of families (e.g. two-parent, single-parent, child-headed; guardian-headed, extended, nuclear, and non-traditional families)<br>express respect for different kinds of families<br>identify the different needs and roles of family members (knowledge); appreciate how family members take care of each other in many ways, although sometimes they may not want to or be able list differences in roles and responsibilities of men and women within the family describe ways that these differences can affect what each can and cannot do<br>reflect on their own role and their feelings about men's and women's roles |



# Sex ! KS3/4/Post 16

| Pre-formal   | Semi Formal   | Formal  |
|--|---|---|
| <p>To demonstrate awareness of self and body and awareness of others body and personal space.</p> <p><b><i>Behaves appropriately towards familiar peers, understanding the requests of others. Sustains extended, consensual, interaction with peers</i></b></p> | <p>Discuss appropriate Touch<br/>Acknowledge appropriate touch that is pleasurable.</p> <p>Practicing giving direction and saying no during sensory massage sessions</p> <p>Explore relationships and who it is ok to kiss eg mummy, girlfriend</p> | <ul style="list-style-type: none"><li>▶ understand that sexuality involves emotional and physical attraction to others</li><li>▶ describe ways that human beings feel pleasure from physical contact (e.g. kissing, touching, caressing, sexual contact) throughout their life</li><li>▶ perceive that sexuality is a healthy part of being human</li><li>• state that sexual feelings, fantasies and desires are natural and not shameful, and occur throughout life</li><li>• ▶ state that interest in sex may change with age and can be expressed throughout life</li></ul> |

# Staff Training

- Teachers have already received 3 sessions of training to deliver this subject
- Continue on-going training
- Shared Plans so what staff teach is prescribed and set by the PSHE/RSE leads

# Topics on the website

- On the website is the full curriculum
- Personal Development Document
- RSE policy
- Signposting of useful resources
- Timetable
- Topic maps showing what topic is being taught to your child at what time



# Parent's statutory right to remove children

- Relationships Education compulsory for all primary pupils
- Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.
- Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.
- Pupils with special educational needs and disabilities (SEND) 33. Relationships Education, RSE and Health Education must be accessible for all pupils.
- Schools should also be mindful of the preparing for adulthood outcomes,<sup>12</sup> as set out in the SEND code of practice, when teaching these subjects to those with SEND.
- Parents can disapply from Sex education outside what is taught in Science.

# Signpost - Resources

- NSPCC PANTS rule
- BBC teach- PSHE, relationships and health education primary resources (7-11)
- <https://www.bbc.co.uk/teach/ks2-pshe/zbrg7nb>
- • Educating Eve- the Eve Appeal Women's/Girls Health
- <https://eveappeal.org.uk/news-awareness/educatingevepart1/>
- Videos on puberty
- [https://www.healthpromotion.ie/health/inner/busy\\_bodies](https://www.healthpromotion.ie/health/inner/busy_bodies)
- <http://Amaze.org>
- • Love Life resources for people with SEN
- <https://learning.nspcc.org.uk/research-resources/schools/love-lif>



# Key Personnel

Terri Chard – Personal Development

PSHE leads

Sally Partington – Trowbridge

Liezl Berry – Chippneham

Naomi Courtney – Rowde

Family School Support Workers

Vanessa Richardson – Trowbridge

Tracey Penny – Chippenham

Vanassa Haines - Rowde



# Questions

