

PSHE Update for Parents



Some elements of PSHE education are now compulsory in primary and secondary schools. In primary, these are Relationships Education and Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. In this document we will explain the changes to the curriculum and hope to address possible misconceptions.

What is a primary school legally required to cover?

Relationships Education

This includes families, friendships and safety.

Health Education

This includes physical health and mental wellbeing.

All of the compulsory subject content will be taught sensitively and inclusively through our broader PSHE curriculum in a way which is both age and developmentally appropriate.

Will my child be taught sex education at primary?

Compulsory sex education is not being introduced at primary school. Relationships Education aims to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

The statutory content outlines 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.

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How different is this from PSHE which has been taught previously?

At Newsham, we have always valued the importance of PSHE education and much of the Relationships and Health Education content which is now statutory was covered by our curriculum.

Will I be consulted about this process?

Yes, schools are required to consult with parents, we will be sharing information on our website and on Teams. This will include the statutory guidance for primary schools, our long term and medium term plans and some examples of the resources we will be using. Our draft Relationship Education policy will be published on the school website and we will be welcoming feedback.

Does the new Relationships Education take account of my faith?

The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. The teaching of these subjects and the religious background of pupils will be taken into account when planning teaching so that all topics are appropriately handled.

Do I have the right to withdraw my child from Relationships Education?

There is no right to withdraw from Relationships Education at primary or secondary. We believe that the content of these subjects – such as family, friendship, safety (including online safety) – are important for all children.

Will these subjects promote LGBT+ relationships?

Pupils will 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. Relationships Education should meet the needs of all pupils.

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What about Drug Education?

The statutory guidance states that at primary level the children should be taught the facts and risks associated with drug and alcohol use. All children and young people have a right to effective drug and alcohol education that not only teaches them the facts about substances and their effects but also equips them with the skills, strategies and attributes to manage their lives in a substance-using society.

Teaching is integrated within our PSHE curriculum and is appropriate to the age and maturity of our pupils. Children in KS1 focus on safety around medicines and household products. Year 3 and 4 are taught about safety rules and risks linked to alcohol and smoking. Year 5 and 6 focus on managing risk: legal and illegal drugs.

Further information in this document:

- The statutory content for primary schools in both Relationships Education and Health Education.
- An explanation of how our curriculum is organised including our long term for PSHE throughout school.
- Examples of resources that may be used in our teaching of PSHE. All of which have been approved by the Northumberland Education Department or the PSHE Association.

Relationships Education Statutory Content

By the end of primary school...



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 marriage¹³ 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.
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.

Relationships Education Statutory Content

By the end of primary school...



	- 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 e.g. family, school and/or other sources.

Health Education Statutory Content

By the end of primary school...



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.

Health Education Statutory Content

By the end of primary school...



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.

Health Education Statutory Content

By the end of primary school...



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.
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Information taken from:

**Relationships
Education,
Relationships and
Sex Education (RSE)
and Health Education**

Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers

PSHE Update for Parents



How is the PSHE curriculum organised?

Content in each of the three key themes is set out for each stage:

Core Theme 1 - Health and Wellbeing

Core Theme 2 - Relationships

Core Theme 3 - Living in the Wider World

This is a spiral curriculum which aims to develop knowledge, skills and attributes year on year revisiting, reinforcing and extending learning.

Core Theme 1 - Health and Wellbeing

Healthy lifestyles - physical wellbeing

Mental health

Ourselves, growing and changing

Keeping safe

Drugs, alcohol and tobacco.

Core Theme 2 - Relationships

Families and close positive relationships

Friendships

Managing hurtful behaviour and bullying

Safe relationships

Respecting self and Others.

Core Theme 3 - Living in the Wider World

Shared responsibilities

Communities

Media literacy and digital resilience

Economic wellbeing – Money

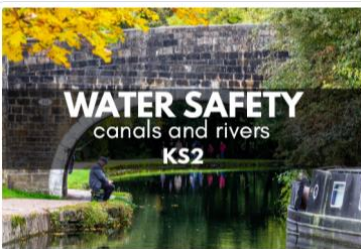
Economic wellbeing – Work and Career

Long Term Plan

	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	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?	How can we be a good friend?	What makes a community?	What keeps us safe?	What are families like?
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 our choices make a difference to others and the environment?	How can we manage risk in different places?	How will we grow and change?
Year 5	What makes up a person's identity?	How can friends communicate safely?	How can we help in an accident or emergency?	What jobs would we like?	What decisions can people make with money?	Puberty How can drugs common to everyday life affect health?
Year 6	How can the media influence people?		How can we keep healthy as we grow?		What will change as we become more independent? How do friendships change as we grow?	

Our medium term plans which contain further information about each of the units of work will be included on our website.

Resources to support PSHE teaching – KS1 & 2



NSPCC Safeguarding – PANTS Resources



‘Operation Encompass The Next Steps’ Resources cover aspects of Healthy Relationships in an age appropriate way.