

Friday 1st December - Parent workshop

Life Skills (PSHE)



Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

While we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle

At New Town PSHE has been divided into 6 different strands:

- Thinking of others
- Keeping fit, safe and healthy
 - Respect and Tolerance
 - Ready for the future
- The Law-Morals, Choices, Rights, Democracy
 - Living and growing

One topic per half term is taught to each year group.

Within each strand there are appropriate topics (lessons) for the different year groups. Each half term is made up of two to five topics (lessons) which should be covered.

What makes a good PSHME lesson?

- Establishing a safe and supportive environment
- Ground rules are agreed by the staff and pupils before the lesson begins and are adhered to throughout the lesson.
- Discussions are managed sensitively and the teacher responds appropriately to spontaneous questions and comments raised by pupils.
- The teacher is aware of vulnerable pupils and enables them to safely participate.

PSHE is taught with the same enthusiasm other curriculum subjects

- The lesson is planned in line with the whole school programme for PSHE and is in-line with school policies.
- Effective learning strategies are used to engage pupils and challenge their thinking.
- Pupils are involved in active and participatory activities through which they develop skills and attitudes, as well as knowledge and understanding.
- The teacher feels confident to teach the lesson, pupils enjoy their learning

Example- Term 3- Respect and Tolerance

1/2	3 Respect and Tolerance	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • What makes each individual special and how they are different to other people; they will learn how to value this • How it is important to take responsibility for actions and why it is important to take responsibility both at home and in school • How it is important to cooperate when working or playing in a group and how to challenge uncooperative behaviour without being confrontational 	<p>Elmer by David McKee</p> <p>Ten Little Pirates by Mike Brownlow and Simon Rickerty</p> <p>The First Slodge by Jeanne Willis</p>
3/4	3 Respect and Tolerance	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • Acts of kindness; how to appreciate acts of kindness and recognise when there is a need to show kindness to others • Self-esteem and confidence and how this may rise and fall depending on circumstances • Religious diversity- about different faiths and how we need to be tolerant of different views and opinions • How to minimise distractions- that being distracted can seem like a lack of respect 	<p>Just Because by Rebecca Elliot</p> <p>The Koala who Could By Rachel Bright and Jim Field</p> <p>The Great Big Book of Families by Mary Hoffman and Rose Asquith</p> <p>Two Monsters by David McKee</p>
5/6	3 Respect and Tolerance	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • Stereotyping including gender stereotyping; what it means • Prejudice and discrimination and how this can make people feel • How to identify discriminatory language • The true meaning of race, religion, sex, transgender, lesbian, gay, bisexual, and the group LGBT • How to deal with discrimination at school • How discriminatory language can make people feel • The importance of equality and how this affects their lives 	<p>My Princess Boy by Cheryl Kilodavis and Suzanne De Simone</p> <p>Prince Cinders by Babette Cole</p> <p>The Whisperer by Nick Butterworth</p> <p>The Island by Armin Greder</p> <p>Mr Big by Ed Vere</p>

By the end of primary school:

Families and people who care for me

- 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.

Caring friendships

- 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

- 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

- 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

- 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.

Collective Worship Plan

	Location	Leading	Description/ resources	Support
Mindful Monday	In class	Class teacher	5 minutes Using Headspace mediation	Polly
Tuneful Tuesday	In class	Class teacher	5-10 minutes of singing practice. Song linked to terms value	Lauren (Songs will be provided by Lauren)
Worship Wednesday	In hall as a phase	Phase leader	Phase leaders to lead a 15 min collective worship linked to terms value	Hollie
Thoughtful Thursday	As a year group in one classroom	Alternate between class teachers	5-10 minutes reading/ discussing a picture book linked to terms value.	Phase leaders
Friendship Friday	In class	Class teacher	5 minutes Write and share a positive comment about another class member.	Phase leaders

School Values

Term	Value
1	Kindness
2	Determination
3	Tolerance and inclusivity
4	Honesty and Trust
5	Love
6	Resilience

Life Skills Curriculum

Term	Focus
1	Thinking of others
2	Keeping fit, safe and healthy
3	Respect and Tolerance
4	Morals Choices Rights and Democracy
5	Living and Growing
6	Moving On

Other School Wide Events

- Road safety day
- E-safety - 3 times a year
- NSPCC workshops - PANTS
- Rail safety workshops
- Mental health awareness week
- Anti bullying week
- Safer internet day
- Healthy heart week

RSE- Relationship and Sex Education

Dealing with Sensitive issues

Avoiding sensitive or controversial issues does not make them go away and leaves children and young people confused and at risk.

Topics are always dealt with age appropriately.

Delivery

RSE will be taught within the Life Skills section of the curriculum. Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

In addition the school will offer lessons which cover certain aspects of sexual development and behaviour including:

- the practical aspects of puberty including menstruation
- changes in mood associated with puberty

ODST Relationships and Sex Education Policy

Benefits

Effective teaching of RSE education will increase pupils' knowledge of:

- Body language
- Human growth and development
- Families, parenting and life cycles.
- Safety
- Helping agencies

It will also enable pupils to:

- Improve their self-esteem.
- Make informed choices and decisions.
- Develop personal initiative and be able to take responsibility.
- Recognise personal skills and qualities in themselves and others.
- Maintain and develop relationships.
- Develop self-confidence.
- Develop assertiveness in appropriate situations.
- Develop the motivation to succeed.

