

How is PSHE taught at Newall Green?

As you have already been informed, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make Relationships and health Education compulsory for all pupils receiving primary education.

The changes to the statutory curriculum didn't change things for us at Newall Green as we already had a strong PSHE curriculum embedded within the school. PSHE is taught discreetly every week in every classroom and each class develops their own booklet to showcase everything that they have been doing.

Our pupil voice shows us how much our children love and appreciate their PSHE lessons. The safe space within the classroom allows the children to share their thoughts freely and discuss their own opinions and the opinions of others.

We have a whole school PSHE curriculum which exceeds the minimum statutory lessons for primary school and has been tailored to meet the needs of our pupils within the context of Manchester. The curriculum is broken down into year groups and covers five key themes: **relationships and sex education, keeping safe, mental and emotional health and living in the wider world.**

If you wish to see the overview for your child's year or if you would like to find out more information about our PSHE curriculum, then please see the policy on our website or speak to your child's teacher.



PSHE at Newall Green primary school.



At Newall Green, as a Peace Mala and Rights Respecting school, PSHE is at the heart of everything we do so that we can support our pupils to embrace the challenges of creating a happy and successful adult life. We want to equip our pupils with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. Our pupils can then put this knowledge into practice as they make decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives but we hope that through our PSHE curriculum we can support our young people develop resilience, to know how and when to ask for help, and to know where to access support.



Respect and Equality



As a Rights Respecting school, we ensure that our pupils respect everyone equally. Our PSHE curriculum teaches our pupils about our protected characteristics and that we should treat everyone equally and with respect. The Department for Education states that **'Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics...at the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.'**

Do I have the right to withdraw?

Relationships and Health Education is compulsory in all Primary Schools in England and you cannot withdraw your child from these lessons.

Health Education, in keeping with the statutory content from the Department for Education, includes: - Learning about 'the changing adolescent body' to equip children to understand and cope with puberty. In addition to this the National Curriculum for Science (also a compulsory subject) includes - Learning the correct names for the main external body parts - Learning about the human body as it grows from birth to old age - Learning about reproduction in some plants and animals.

Within our PSHE curriculum, alongside our Science curriculum, we cover all of the above using content and methods appropriate to the child's age and developmental stage, building on the previous years' learning.

Sex education is not compulsory for primary schools but the Department for Education recommends that 'all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils'. In year 6, aspects of human reproduction are taught in PSHE so parents do have the right to request their child is withdrawn from this specific lesson. A letter detailing the content of the lesson and our rationale for teaching this will be given to parents/carers before this lesson takes place. The letter will also explain the steps necessary if you wish to withdraw your child from that lesson.

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.

	<ul style="list-style-type: none"> ● 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.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> ● 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.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> ● 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.