

PSHE (Personal, Social and Health Education)

SRE (Sex and relationships education)

‘No Outsiders’ lessons



What do the children think?

We asked our children:

What would you like to learn about?

What should PSHE lessons leave you able to do?

What would you like to feel confident about?

“I want to know why hearts break and about sad feelings.”

Year 1

“We should feel confident in standing up for ourselves.”

Year 3

“We should be able to not be a bystander and stand up to bullies.”

Year 3

“We should learn about horrible things from the past so we don't repeat our mistakes.”

Year 5

“We should learn about racism, homophobia, sexuality, diabetes and other diseases. We should feel confident in not hanging out with people who are a bad influence.”

Year 5

What does the Church of England think?

In 2017 the Church of England Education Office published its most recent version of 'Valuing All God's Children', which offered Church of England schools guidance in challenging homophobic bullying and in how to "offer a safe and welcoming place for all God's children"

"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value. This guidance helps schools to offer the Christian message of love, joy and the celebration of our humanity without exception or exclusion."

The Most Revd and Rt Hon Justin Welby
Archbishop of Canterbury

What does the Church of England think?

“Church of England schools have at their heart a belief that **all children are loved by God**, are **individually unique** and that **the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood**: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life.

Schools have a duty to try to remove any factor that might represent a hindrance to a child’s fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment. **Homophobic, biphobic and transphobic bullying, alongside all forms of bullying, is a factor that can inhibit a pupil’s ability to feel safe as well as their foundation for learning.** Church of England schools must therefore implement measures to combat it.

Within the Anglican Communion there is a wide spectrum of understanding about human sexuality and gender, and within a school community many different views may be held too. It is acknowledged that this is a sensitive topic. However, this does not negate the **absolute necessity to combat bullying of any type, including HBT bullying** and to create an **inclusive school environment** that enables **all children and young people to flourish.**”

- Valuing All God’s Children 2017

What will my child learn?

- We teach PSHE throughout the year to Years 1-6
- We organise our curriculum using three main topics: **relationships**, **health and wellbeing** and **living in the wider world**.

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

Example PSHE topics:

Year 1- **Relationships**

What is the same and what is different about us?

Children will learn:

- what they like/dislike and are good at
- what makes them special and how everyone has different strengths
- how their personal features or qualities are unique to them
- how they are similar or different to others, and what they have in common
- to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private

Example PSHE topics:

Year 5- Health and wellbeing
What makes up our identity?

Children will learn:

- how to recognise and respect similarities and differences
- between people and what they have in common with others
- that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)
- how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)
- about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others
- how to challenge stereotypes and assumptions about others

Example PSHE topics:

Year 3- Living in the wider world
What makes a community?

Children will learn:

- how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups
- what is meant by a diverse community; how different groups make up the wider/local community around the school
- how the community helps everyone to feel included and values the different contributions that people make
- how to be respectful towards people who may live differently to them

What is SRE?

- We teach sex and relationships education (SRE) throughout the year to Years 1-6 during PSHE lessons
- Relationships education and health education is statutory in primary schools

What is SRE?

Year 1	<ul style="list-style-type: none">• Ourselves and others• Similarities and differences• Our bodies• People who care for us• Groups we belong to• Families
Year 2	<ul style="list-style-type: none">• Friendship• Feeling lonely• Managing arguments• Behaviour• Bullying• Words and actions• Respect for others

Parents may request further information on the curriculum or resources that we use.

What is SRE?

Year 3	<ul style="list-style-type: none">• Making positive friendships• Managing loneliness• Dealing with arguments• Families• Family life• Caring for each other
Year 4	<ul style="list-style-type: none">• Respect for self and others• Courteous behaviour• Safety• Human rights• Puberty

Parents may request further information on the curriculum or resources that we use.

What is SRE?

Year 5	<ul style="list-style-type: none">• Friendships and relationships• Becoming independent• Online safety
Year 6	<ul style="list-style-type: none">• Different relationships• Changing and growing• Adulthood• Independence• Moving to secondary school

Parents may request further information on the curriculum or resources that we use.

What about sex education?

- Although relationships and health education is statutory in primary schools, sex education is not (beyond the biological/reproductive aspects schools are already required to cover in science).
- However, the Department for Education *'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'* as part of preparing children for secondary school and for adolescence.
- Our school will offer **age appropriate** sex education in Year 6. Parents will have the right to withdraw their child from **sex education** but **not** from **statutory Relationships Education or Health Education**

What about sex education?

In Year 6 our children will learn two objectives related to sex:

1. The reproductive organs and process - how babies are conceived and born and how they need to be cared for
2. That there are ways to prevent a baby being made

We will use a lesson by Medway Public Health to teach these objectives. This recommended by the PSHE Association, a body funded by the government to support schools in delivering high quality PSHE and SRE.

Parents are welcome to view these resources in more detail- just ask.

We will provide information and support parents before this lesson so that they feel prepared to talk to their children about what has been discussed at school.

Good practise for teaching

Teachers will...

- Ensure opportunities for small group discussion as well as sharing with the whole class
- Have a box for anonymous questions
- Be careful about expressing their own views- staying within school policies and the law
- Use baseline assessments that can be repeated later to show learning- mind maps/ graffiti sheets, quizzes, note ideas around a picture prompt, draw a storyboard showing strategies for managing a situation, etc...
- Record lessons in a scrapbook (briefly)

Distancing techniques

Using distancing techniques such as stories, scenarios, clips from TV programmes or case studies can provide fictional characters and storylines that stimulate discussion whilst 'de-personalising' discussions. This allows pupils to engage more objectively with the lesson content.

The following or similar questions can be used to support distanced discussion:

- What is happening to them?
- Why might this be happening?
- How are they feeling?
- What are they thinking?
- What do other people think of them?
- Who could help them?
- What would you tell them to do if they asked for help?
- What could you say or do to persuade them to act differently?

Handling tricky questions

Teachers will...

Having an anonymous 'ask it basket' or something similar (available before, during and after the lesson) can give time to consider the question and answer well.

Don't dismiss a silly question- it could put children off from asking something genuine.

Tell children that if their question wasn't answered they can come and find you later to talk about it if they like.

Handling tricky questions

Teachers will...

When faced with a tricky question...

- Thank them for the question and check you have understood what they are asking and what they think the answer is
- Give a factual, age-appropriate answer when you can
- Buy time if necessary: explain you do not know the answer/are not sure how best to answer and that you will find out more and respond later. Be prepared with a response such as 'That's a really interesting question and it deserves a good answer – let me have a think about it (for a minute) / (and get back to you later). Consider whether you need to consult senior colleagues. What is the school policy? Is there a potential safeguarding issue?

Signposting to support

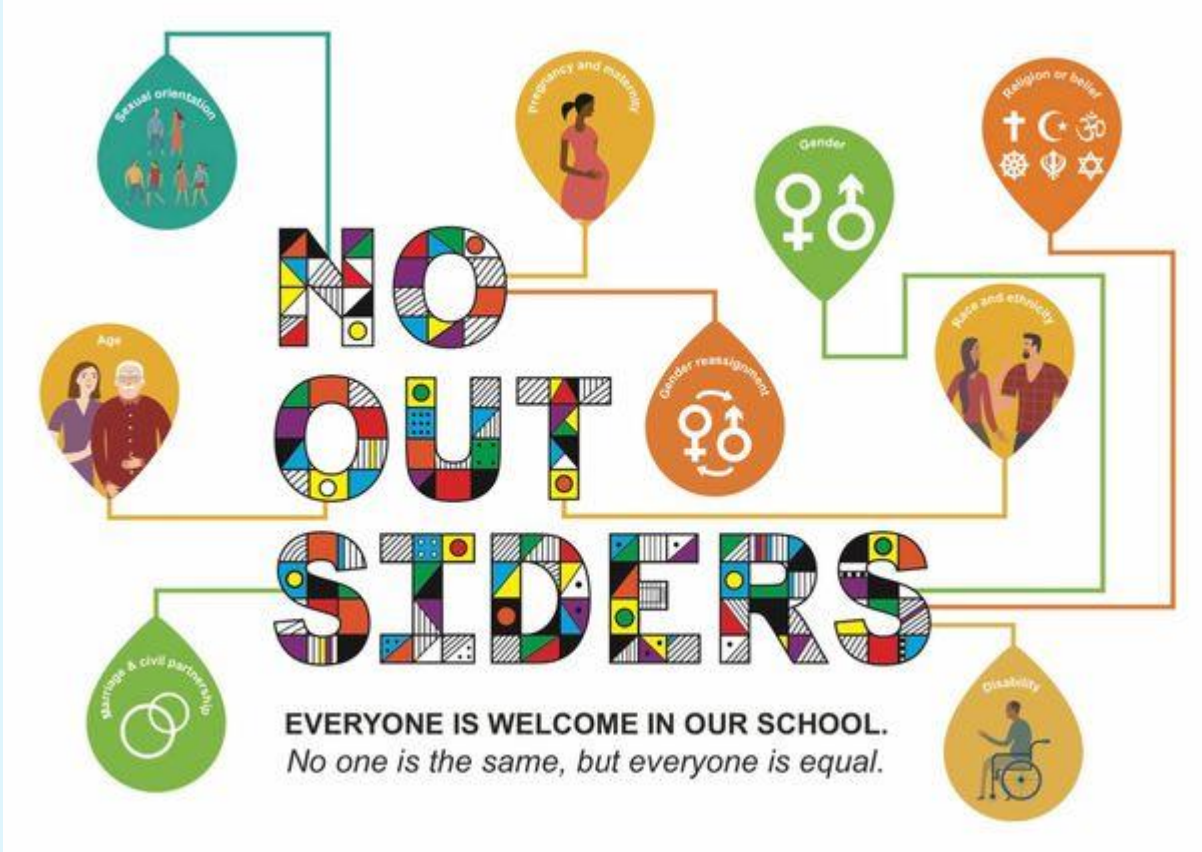
Teachers will...

Ensure that, included in the lesson, is information about different sources of help for young people—both within and beyond the school.

Provide opportunities for pupils to develop the skills to seek advice and articulate their concerns by explaining how to access help and what is likely to happen if they seek support from different services.

- The NSPCC
- Childline
- Thinkuknow

No Outsiders



What is 'No Outsiders'?

'We have to be delivering a curriculum that enables children to understand the benefits that exist in a society where diversity and difference are celebrated. Furthermore we need our children to want to be part of that society, and we have to sell it to them; that desire may not come naturally by itself.'

Andrew Moffat No Outsiders 2016

What is 'No Outsiders'?

- 'No Outsiders' is an ethos which fits in with our values as a Christian school
- We teach a series of 'No Outsiders' lessons to children which are all based on picture books
- We cover **all** the protected characteristics of the Equalities Act 2010

Why 'No Outsiders'?

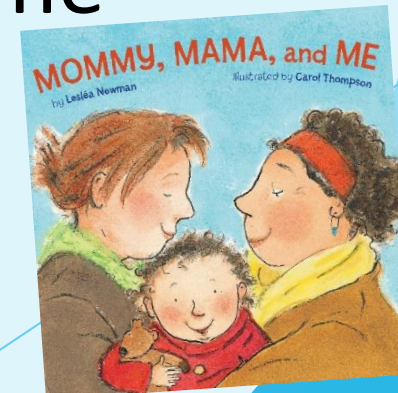
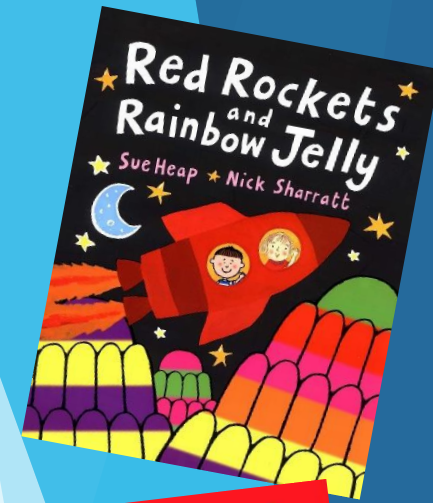
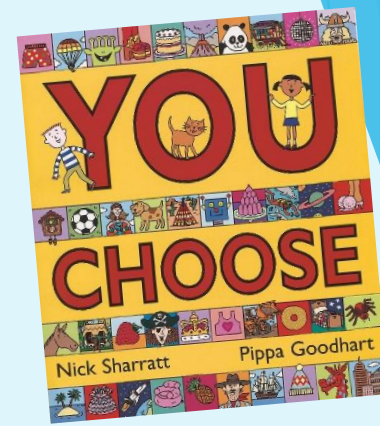
'No Outsiders' aims to develop the ethos of the school into one where **every** member of the school community, as well as **every** visitor through our doors, feels welcome and able to be themselves without fear of discrimination. This helps us to prepare children for the next stage in their lives and for life in modern Britain.

We teach about:

- difference and diversity
- equality
- acceptance
- tolerance
- how to challenge discrimination

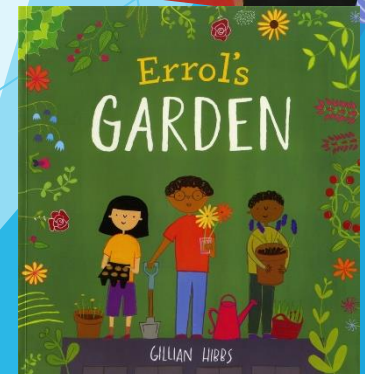
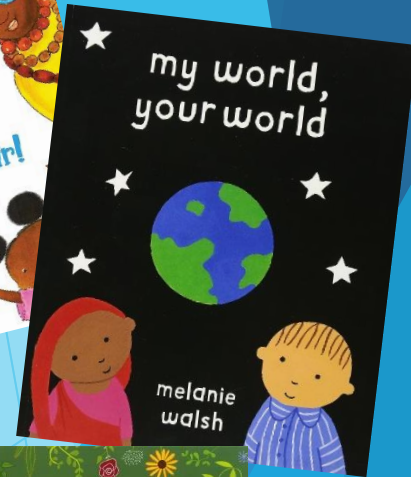
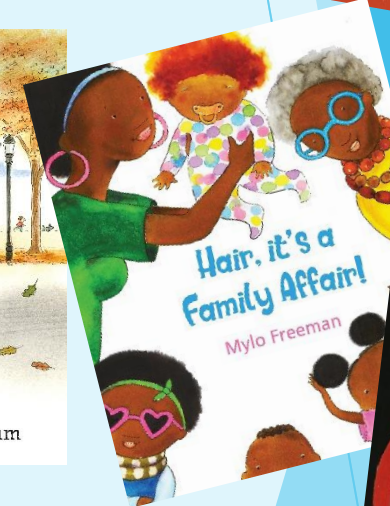
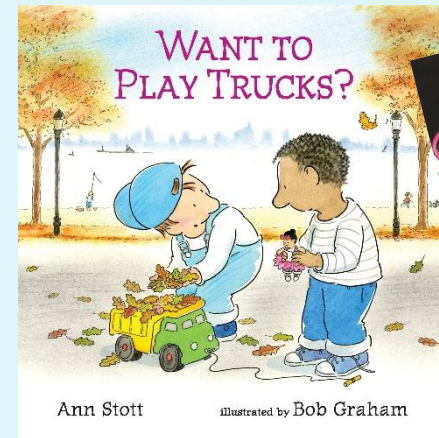
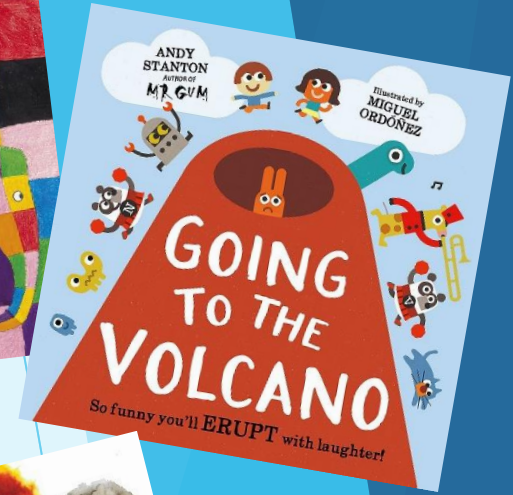
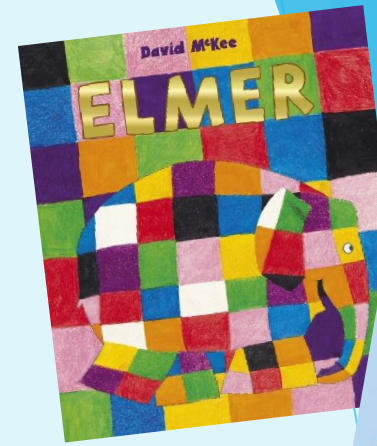
'No Outsiders' in EYFS

- I can choose what I like
- It's ok to like different things
- Knowing that we are not all the same
- All families are different
- Celebrating my family
- Making a new friend



'No Outsiders' in Year 1

- I like the way I am
- Joining in
- Finding ways to play together
- Proud to be me
- Sharing the world with lots of people
- Working together



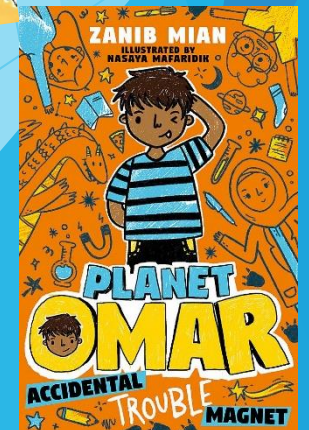
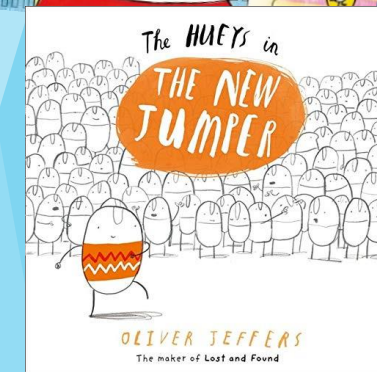
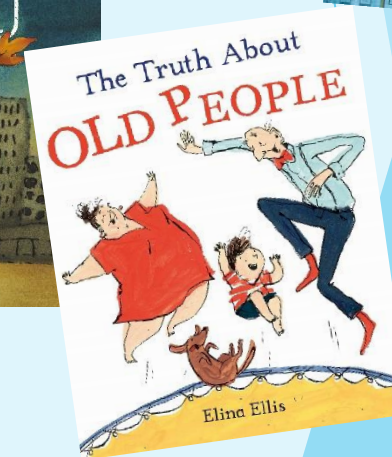
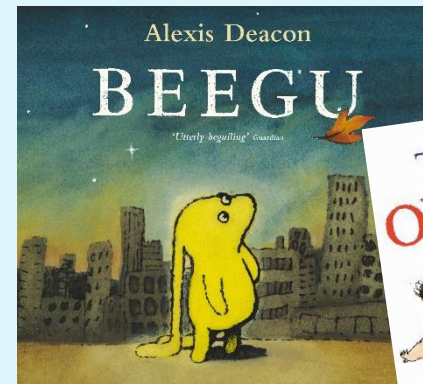
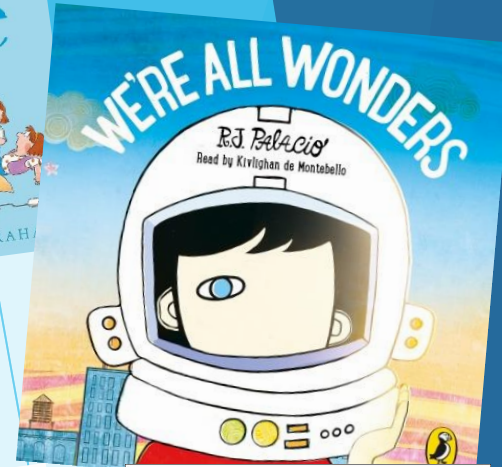
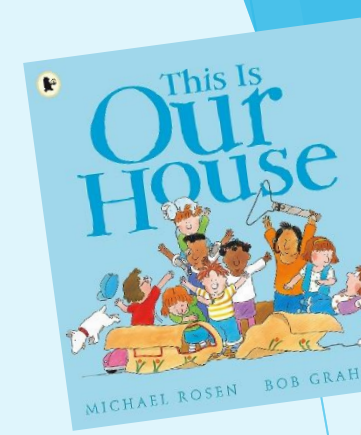
'No Outsiders' in Year 2

- Welcoming different people
- Having self confidence
- What is diversity?
- What makes a good friend?
- Communicating in different ways
- I belong



'No Outsiders' in Year 3

- What is discrimination?
- What is a bystander?
- Being welcoming
- Recognising a stereotype
- Recognising and helping an outsider
- Living in Britain today



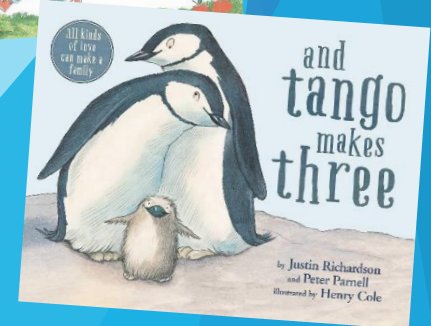
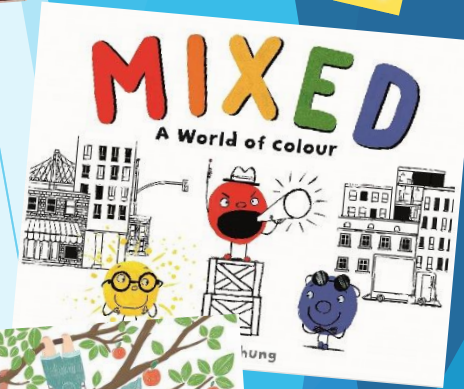
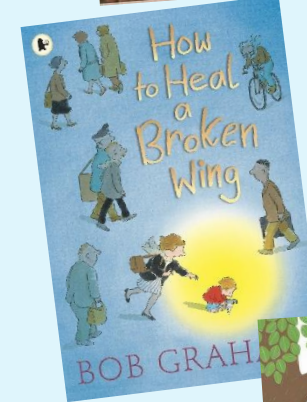
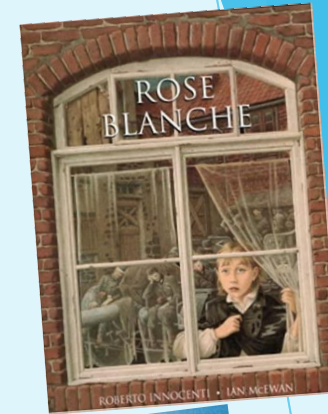
'No Outsiders' in Year 4

- Helping someone accept difference
- Choosing when to be assertive
- Being proud of who I am
- Finding common ground
- Looking after my mental health
- Showing acceptance



'No Outsiders' in Year 5

- Considering consequences
- Justifying my actions
- Considering responses to racist behaviour
- Recognising when someone needs help
- Exploring friendship
- Exchanging dialogue and expressing an opinion



'No Outsiders' in Year 6

- Considering responses to immigration
- Considering language and freedom of speech
- Overcoming fears about difference
- Considering the causes of racism
- Showing acceptance
- Considering democracy



Where can I find out more?

Our website can tell you:

- Our SRE policy
- PSHE objectives for each year group in further detail
- More about 'No Outsiders'

Your child's teacher or the PSHE lead can answer any questions you may have.