

PARENTAL ENGAGEMENT: PSHE, INCLUDING RSE



**Update including new
statutory guidance**



AIMS DURING THIS SESSION

We want to:

- Explain the changes to requirements for RSE from September 2020
- Get your views on our RSE curriculum
- Explain how we have updated our PSHE curriculum to cover the new statutory elements of RSE

WHAT IS PSHE?



Personal

The diagram consists of four identical rectangular boxes arranged horizontally. Each box has a light blue background and a darker blue border. The boxes are slightly offset to the right, creating a layered effect. Each box contains one of the four components of PSHE: Personal, Social, Health, and Economic.

Social

Health

Economic

WHAT IS RSE?



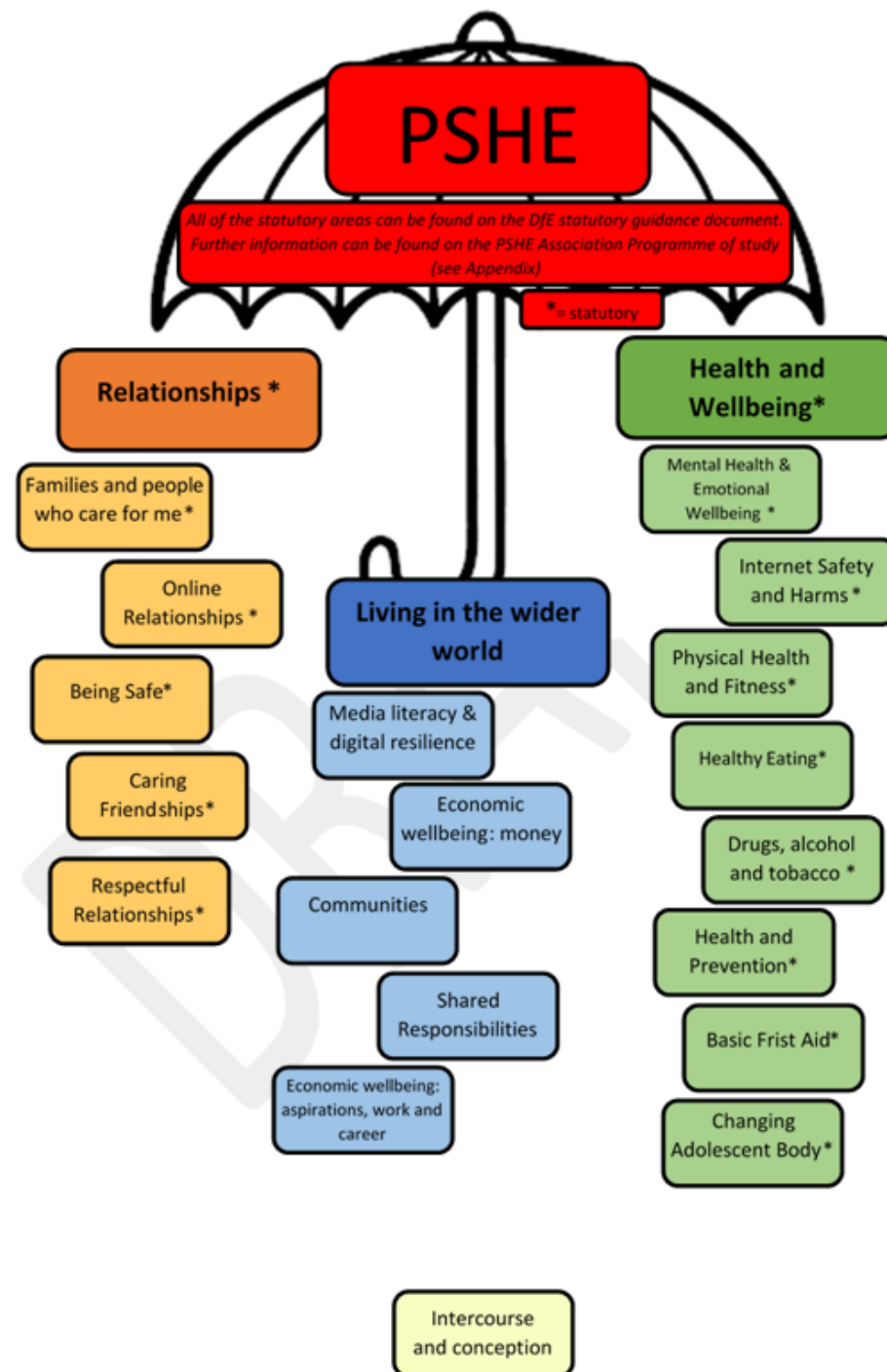
The diagram consists of three light blue rounded rectangular boxes with thin blue borders, arranged horizontally. Each box contains a text label. The first box on the left is labeled 'Relationships', the middle box is labeled '&', and the third box on the right is labeled 'Education'. The boxes are slightly offset from each other, creating a layered effect.

Relationships

&

Sex

Education



MISSION STATEMENT

Our mission is to deliver an exciting curriculum, tailored to the needs of every child in school which not only nurtures their interests but encourages them to take risks in a safe and supportive environment. We aim to provide opportunities and experiences that go beyond the constraints of the normal 'National Curriculum' in order to excite, engage and inspire. We have a commitment to ensure that there is a value on life-long learning instilled in all our pupils which in turn will instil a sense of happiness, security and belonging in all who come here.

Building on the school mission statement, PSHE helps to give pupils the knowledge and skills to make informed choices on healthy lifestyle, staying safe on and offline, their economic wellbeing and healthy relationships.

WHAT'S NEW?

We **must** provide the following to all pupils:

- Relationships education
- Health education

The DfE have made it clear that **schools should not** just 'teach to the **guidance**', but see it as the basic requirement which forms part of broader PSHE education.

The statutory guidance outlines what schools **must** cover – though not everything that schools **should** cover – in PSHE from 2020. The Department for Education (DfE) says: *'All elements of PSHE are important and the government continues to recommend PSHE be taught in schools'*.

Changes to PSHE AND RSE

What's new:

- From September 2020, relationships and health education has become a National Curriculum subject for all schools. It's often called PSHE (personal, social, health and economic education).
- Started developing a scheme based on our school values which builds children's understanding each year (This will come into use from next school year).

What hasn't changed:

- We always taught PSHE because this subject will support all young people to be happy, healthy and safe, equipping them for life as an adult in British society.
- We use the same Jigsaw resources in the Summer Term (RSE and Changing Me)
- Parents still have the right to withdraw their children from sex education in primary school (Year 6 - lessons on conception in the Summer Term), but not from anything else. ***This will be explored more fully in the next meeting before this lesson is taught.***

WHAT ABOUT SEX EDUCATION?

These new statutory requirements do not extend to **sex education** at KS1 and 2 (beyond the biological/reproductive aspects schools are already required to cover in science and have always taught.)

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*'

Parents will continue to have the right to withdraw their child from sex education but **not** from statutory Relationships Education or Health Education.

Right of withdrawal

Old Guidelines

- Under the old SRE guidance, until September 2020, parents could choose to withdraw their child (up to the age of 18) from any or all aspects of Sex and Relationships Education that are not included within the statutory National Curriculum.
- This means that parents were not permitted to withdraw their child from elements of sex education (for example reproductive and biological aspects) that are within the science curriculum.
- Schools had to make alternative arrangements for pupils whose parents choose to withdraw them from SRE lessons

From September 2020

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from **any or all aspects of Sex Education**, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

For more information:



Promotional material

**Relationships, sex and health
education: guides for parents**

***Search 'RSE FAQ' on
GOV.UK***

***Search 'RSE Parent Guide' on
GOV.UK***

WHAT IS RSE?

Relationships

Sex

Ways to help build and maintain caring friendships

Anti-bullying

Families and people who care for me

Showing respect

E-safety

Being safe, like the difference between appropriate and inappropriate touch

Conception (Year 6 only)

WHAT IS THE STATUTORY RELATIONSHIPS CONTENT?

*Ways to help build and maintain caring
friendships*

Anti-bullying

Families and people who care for me

Showing respect

E-safety

*Being safe, like the difference between
appropriate and inappropriate touch*

WHAT WILL THIS LOOK LIKE FOR MY CHILD?

*Your child will be taught from the Jigsaw units
'Relationships' and 'Celebrating differences'*

WHAT IS THE STATUTORY HEALTH CONTENT?

Ways to keep fit and healthy

*Mental wellbeing, talking about our emotions,
strategies to stay calm and happy*

Healthy eating

Drugs, alcohol and tobacco

First aid

Puberty

WHAT WILL THIS LOOK LIKE FOR MY CHILD?

Your child will be taught from the Jigsaw units 'Changing me' and 'Healthy Me', with some aspects touched upon in other units throughout the year.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals
Ages 5-6	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success
Ages 6-7	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success
Ages 7-8	<ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives 	<ul style="list-style-type: none"> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments 	<ul style="list-style-type: none"> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting

	Healthy Me	Relationships	Changing Me
Ages 5-6	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	<ul style="list-style-type: none"> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices 	<ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments

Age Group	Healthy Me	Relationships	Changing Me
Ages 8-9	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

EXAMPLE LESSONS-

YEAR 4- RELATIONSHIPS

Overview of unit

In Depth look at unit through a teacher's eyes

In Depth look at piece 1

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Jealousy	I can recognise situations which can cause jealousy in relationships	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens
2. Love and Loss	I can identify someone I love and can express why they are special to me	I know how most people feel when they lose someone or something they love
3. Memories Puzzle outcome: Memory Box	I can tell you about someone I know that I no longer see	I understand that we can remember people even if we no longer see them
4. Getting on and Falling Out	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know how to stand up for myself and how to negotiate and compromise
5. Girlfriends and Boyfriends	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older	I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend
6. Celebrating My Relationships with People and Animals Assessment Opportunity ★	I know how to show love and appreciation to the people and animals who are special to me	I can love and be loved

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Jealousy	I can recognise situations which can cause jealousy in relationships	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens
2. Love and Loss	I can identify someone I love and can express why they are special to me	I know how most people feel when they lose someone or something they love
3. Memories Puzzle outcome: Memories	<p>This year especially, children may have had more experience of loss and heard a lot more about people passing away than they may have had usually. As their teacher, I will tailor my lessons to my individual class and current circumstances. This is common practice. Staff always do this. Jigsaw is a guide to lessons.</p>	
4. Getting on and Falling out		
5. Girlfriends and Boyfriends	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older	I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend
6. Celebrating My Relationships with People and Animals	I know how to show love and appreciation to the people and animals who are special to me	I can love and be loved
Assessment Opportunity ★		

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Jealousy	I can recognise situations which can	I can identify feelings associated with and suggest strategies to when this happens
<p>As part of my professional duties, I am aware that some children and their families will have different beliefs surrounding this concept. This will be discussed openly, as with all other subjects discussed in lessons. Children are taught to be sensitive and open to other's beliefs. This is part of making sure we prepare them for adulthood and tolerating others who may be different to them in a multitude of ways. All staff at Kennington are professional and promote tolerance of others. Children sharing their own personal views, that fit in with British Values and our Kennington Values, is celebrated.</p>		at people feel when they something they love
		we can remember e no longer see them
4. Getting on and Falling Out	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know how to stand up for myself and how to negotiate and compromise
5. Girlfriends and Boyfriends	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older	I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend
6. Celebrating My Relationships with People and Animals	I know how to show love and appreciation to the people and animals who are special to me	I can love and be loved
Assessment Opportunity ★		

EXAMPLE LESSONS-

YEAR 4- RELATIONSHIPS- JEALOUSY

Tell me or show me

Share the 'Situation cards' with the children and explain they are going to sort them into two piles:

- 1) Situations that could cause a lot of jealous feelings
- 2) Situations that could cause fewer jealous feelings

Divide the class into groups and give each group a set of cards to sort.

When completed, discuss the differences in the groups' decisions and the reasons why they sorted the cards as they did.

Discuss what causes jealousy and that it can stem from:

- A desire to have what someone else has
- Feeling threatened that we will lose something
- Feeling unhappy with our life and comparing with someone else
- Feeling that we deserve something and it's unfair if we can't have it

Explain that jealousy can be damaging to relationships because the person who is feeling jealous can behave unhelpfully towards the other person/people, or even towards themselves. It can often result in anger or anxiety. Referring to the scenarios, ask the children if they can suggest some examples to illustrate this type of behaviour, and any possible consequences of this. e.g. in the prom scenario, Harper might start acting cruelly towards Shania, and it could end up in a bullying situation.

Jake has studied hard for a test in school. Zac beat him by three marks.

Tonia is always fashionable. Sugi wants to be the same but can't afford the clothes.

Marcus is popular and has a big friendship group. Ahmed wishes he could be the same.

Grace is going to Disney World for her holiday. Jamie isn't going on holiday this year.

Amy usually plays with Becky, but today she wants to play with a different friend.

Olivia always looks good in her selfies. Emily hates taking selfies of herself because she thinks she looks fat.

Let me learn

Allocate one of the scenarios to each group. Set the groups a challenge to problem-solve the situation on their card. Can they suggest a way forward so the situation can be resolved? Is there a way to manage the jealousy so it doesn't result in unhelpful behaviour?

Give each group a few minutes discussion time, then ask for feedback.

Make a list of the children's strategies on the board. Ensure the following have been suggested (by you or them) in the list:

- Don't keep the feelings bottled up inside, talk to someone about how you are feeling.
- Try not to 'blame' the other person/people. It may not be their fault and they may not have done anything deliberately.
- Problem-solve using the 'Mending Friendships/ Solve it together' ideas in Jigsaw (they will learn about this again in the next few lessons if they have forgotten).
- Look at the situation and ask if it is true or fake e.g. social media doesn't always show the 'real' picture because people can choose what and what not to post. Some people alter their photos etc.
- Try not to compare, you are being unfair to yourself.
- Use your Calm Me breathing to calm your thoughts and feelings down before assessing the situation.
- It might be something that you can't change, so move on and try not to worry about it.

EXAMPLE LESSONS-

YEAR 5- HEALTHY ME

Overview of unit

In Depth look at piece 4

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Smoking	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure
2. Alcohol	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
3. Emergency Aid	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations	I know how to keep myself calm in emergencies
4. Body Image	I understand how the media, social media and celebrity culture promotes certain body types	I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am
5. My Relationship with Food Puzzle Outcome : Healthy Body Image	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures	I respect and value my body
6. Healthy Me Assessment Opportunity ★	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	I am motivated to keep myself healthy and happy

YEAR 5- HEALTHY ME- BODY IMAGE

Body Image	
Puzzle 4 Outcome The Healthy, Happy Me Recipe Book	Please teach me to... understand how the media, social media and celebrity culture promotes certain body types reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am

<p>Open my mind</p> <p>Slide 1: Explain that this Piece is about body image. Ask if anyone knows what body image means and take feedback. Show the PowerPoint slide of the definition of body image ('Body Image is how people feel about the way they look and the way their body functions'). Discuss with the children that some people are quite happy with the way they look, others don't really think about how they look, and some people are quite unhappy with the way they look. Then, in pairs, ask the children to come up with a definition of 'looking normal'. Take their feedback and draw out from them that there is no such thing as normal: everyone is different.</p> <p>Ask them to think about what it would be like if everyone looked the same. Emphasise that it is our differences that make us interesting.</p> <p>Finish this section by posing the questions:</p> <ul style="list-style-type: none">• If everyone is different why is it very common to compare the way we look against other people?• Is this a fair thing to do to ourselves?• What can be the consequences of comparing ourselves to others?	<p>Why do you think people look different?</p>
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YEAR 5- HEALTHY ME- BODY IMAGE

Tell me or show me

Show the children the photo-shopped images of celebrities, before and after, that you have sourced prior to the lesson. Explain that we see a lot of altered images when we use the internet, watch movies, read magazines and on TV, so it helps us to know whether something is real or fake.

Explain briefly that there are two pictures, one is real and the other has been altered. Clarify the meaning of altered with the children i.e. that the photo has been altered and not the person's real body.

Then show the images one by one, asking the children to decide which images have been altered. Each time, ask them what has been altered and why they think it was altered. Then ask the children if they know who altered the images and draw out from them that it is people working in the media (celebrities, newspapers, magazines and the internet) who make these changes.

Ask the children how they can tell if a picture is real or not real/fake.

Could these images make somebody else feel unhappy about the way they look? Is that fair?

Why might some people want to change the way they look in these pictures?

Is that fair?

YEAR 5- HEALTHY ME- BODY IMAGE

Let me learn

Explain that it is a very common thing to compare the way we look with other people, and for some people this can make them feel unhappy. However, there are things we can do to help ourselves stay positive about our self-image/body-image and this next game will help us start to explore these ideas. Split the class into small groups and say they are going to play a messaging game. Each group will have a set of cards which they need to keep face down on the table. When turned over, each card will show an imaginary message on a mobile/cell phone. The game is to work out a positive (kind) reply to each of the messages. They will only have 2 minutes for each message so need to work quickly as a team. Explain that in real life we often reply to messages instantly, so the short amount of time is helping us practise this skill. One team member needs to write down the team's replies so they can remember their answers. They don't have to use text speak if they are not familiar with it. The teacher will act as the timer and after every 2 minutes has elapsed, they will tell the teams to turn over the next card. The game carries on until all the cards have been used.

Put a set of cards face down on each table and the game begins when the teacher tells everyone to turn over the first card.

- My hair is garbage. It's nothing like that celebrity's I saw on TV.
- I'm angry with Mum. She bought me trainers but not the ones everyone else has. Gross.
- I want to ask Annabelle to the prom but she only goes out with boys who are fit.
- Did you see that dress Carla was wearing? It sucked and made her look fat.
- Do you think I need to lose weight? Jemma at school has lost loads. Maybe I need to?
- I've been working out. Does it show? Six-packs are on fleek. (On point/ fashionable).

After the game, invite the children to share some of their answers. Did they find it challenging to think of something positive to say in just 2 minutes? What can that teach us about using social media? Is it sometimes better to stop and pause before replying to a message so we get the real meaning across? Were the children in the messages making unfair comparisons? What strategies can they suggest for helping the children who sent the messages?

Slide 3: Draw the lesson to a close by summarising that if we feel down about the way we look at any time we can use the following Top Tips (which are summarised on a PowerPoint slide):

- Spend time on and off-line with people you know, treat you well and help you feel good about yourself
- Use positive self- talk, and celebrate your strengths as a person
- Remind yourself that you are unique, special, valued and important
- Participate in activities with your family and friends
- Eat a balanced diet
- Be active
- Talk with a trusted adult or friend if you are feeling low
- Treat others with the kindness and respect. You might not be able to tell how they are feeling inside.

EXAMPLE LESSONS-

YEAR 1- CHANGING ME

Overview of unit

In Depth look at puzzle 6

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Life cycles	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK
2. Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
3. My Changing Body	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
4. Boys' and Girls' Bodies	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I respect my body and understand which parts are private
5. Learning and Growing Puzzle Outcome: Piece 5 Flowers	I understand that every time I learn something new I change a little bit	I enjoy learning new things
6. Coping with Changes Assessment Opportunity ★	I can tell you about changes that have happened in my life	I know some ways to cope with changes

Puzzle 6 Outcome

Tree of Change Display

Please teach me to...

know how my body has changed since I was a baby

understand that growing up is natural and that everybody grows at different rates

Tell me or show me

With the children sitting in a circle, Jigsaw Jack holds up a picture of the teacher as a baby. Can the children help Jigsaw Jack to work out who this is? Why is it so difficult to tell? Invite a child to carefully choose a baby photo from the box/album (these photos are the ones the children have brought in). The teacher asks the children to help Jigsaw Jack to work out who is in the photo, whose baby photo is this?

How do we know? Is it difficult to work out? When someone guesses correctly, the child who owns the photo places it in front of them in the circle. Repeat this a few times but without using all the photos in the box. (Some children may not have been able to bring a photo and we don't want to make these children feel left out).

Establish the learning that we are all changing all the time. We are still 'us', I am still me, even though my body grows and changes every day.

In pairs, talk about all the ways they can think of that they have changed since they were babies. Share round the circle the ideas they have come up with. Can they think of a change in their body as well as another change e.g. abilities, personality etc.

Write their ideas on the whiteboard in two columns labelled 'Body changes' and 'Other changes'.

What do other living things look like at the beginning of their life cycle?

How much have we all changed since we were babies?

How have our bodies changed?

How have our abilities changed?

How long does it take to grow up?

Do we all grow at the same rate?

Puzzle 6 Outcome

Tree of Change Display

Please teach me to...

know how my body has changed since I was a baby

understand that growing up is natural and that everybody grows at different rates

Let me learn

If they have been able to bring in a baby photo, they can stick this into their Jigsaw Journal and around the outside draw or write some of the ways they have changed since they were a baby. Children without a photo can draw a picture of themselves and do the same. Invite children to share some of these changes with the class.

What would happen if we didn't change and grow?

EQUALITY ACT 2010

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference.

We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of PSHE to deal with disadvantages facing those with a particular characteristic.

WHAT THIS MEANS

We promote respect for all individuals who make up our unique community and country.

We celebrate diversity and help children to recognise their own and other's strengths and values. In this, children will come across families and beliefs different to their own. Just as in RE lessons, teachers do not promote any particular belief or lifestyle choice but at the same time, teachers will ensure that no child is made to feel 'different' or excluded in a negative way.

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We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation).

WHAT IF ANOTHER CHILD ASKS SOMETHING INAPPROPRIATE?

- **Teacher skill**
- **Ask it basket**
- **Partnership with parents- parents are promoted as the child's primary source of information**
- **Support for parents**

WHAT ARE YOUR VIEWS ON WHAT SHOULD BE TAUGHT?

**Is there anything additional you feel pupils from
Kennington Primary School would benefit from being
taught?**

We have to teach the statutory material, but when designing our own Kennington Curriculum, we will be able to prioritise non-statutory content relevant to our pupils.

Please type in the chat.

Also, if anyone has any special skills they can share once restrictions are lifted, please share!

WHAT SUPPORT CAN WE OFFER PARENTS/ CARERS?

The PSHE programme is taught with the core belief that the child's primary source of information comes from home. As a school, if we can support you in any way, we are open to suggestions and will try to help.

ANY QUESTIONS OR CONCERNS:

Please type any questions in the chat now. They will be answered following the meeting as part of the parental engagement process (if not answered immediately). The answers will be attached to the end of this presentation and will be shared with all parents and school staff.

Miss L O'Brien (*PSHE and RSE Subject Leader*)

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