



You, your children and PSHE



At Aldermoor Farm we are
proud of all our children and
how tolerant and respectful
they are.

- Throughout our curriculum, we teach positive values for the children to live by and alongside values taught at home, we aim for all children to display these. We want children to stay happy and healthy and manage academic, personal and social lives in a positive way.
- A lot of our teaching is through PSHE (Personal, Social and Health Education). The PSHE curriculum has changed over the years and is now more robust and covers a wide range of topics.

PSHE curriculum

- The relationship part of the PSHE curriculum is now **statutory** – the primary school focus is on healthy, respectful relationships focusing on family and relationships, both online and in real life, and the basics of how to be healthy.
- This means no child is allowed to be withdrawn from these sessions as it is vital they learn about different strategies to manage themselves and others from a young age.

- The basics on how to be healthy will include learning the proper names for body parts and how to keep our bodies clean.
- Healthy living (diet and nutrition) will be discussed in both PSHE and Science.

Relationships

- During your child's time in primary school, they will learn about positive relationships and how to manage problems in relationships.
- In primary school we will discuss relationships between families, friends, carers and the community.
- The importance of tolerance and respect within these relationships and the wider world.

Concerns

- Understandably, some concerns have been voiced as to what exactly we will be teaching the children about relationships.
- We will look now at topics and what will be involved.

1. Families and the people who care for me

- Identify special people in their life, commitment to families e.g. care, protection, spending time together
- Other families might look different but still need to respect those differences
- Marriage is a formal recognised commitment between two people who love and care for each other
- Recognise unhappy/unsafe family relationships – how to seek help if needed
- An emphasis on different types of relations e.g. family, friends, acquaintances (e.g. police, doctors etc)
- Marriage can partner men and women, just men or just women together (Years 4,5,6)

2. Caring friendships

- What makes a positive, healthy relationship and skills to form and maintain positive, healthy relationships – characteristics of friendships e.g. loyalty, trust, respect etc, how that makes us feel
- Recognise being fair/unfair, kind/unkind, how chosen behaviour can affect people's feelings and that bodies can be hurt.
- Recognise why teasing and bullying are wrong, develop strategies to resolve conflict and how resorting to violence is never right
- Recognise who to trust and who not to trust, what to do if someone is being unkind, who to go to for support and what to say
- Recognise what to do if a relationship is making you feel uncomfortable and who to go to for support

3. Respectful relationships

- Importance of respecting others even when they are different, how to support and maintain respectful relationships, trying to see others' point of view and respecting their feelings
- Courtesy and manners
- Importance of self respect
- In school and wider society, expect to be treated with respect and show respect to others, rights and responsibilities
- Types of bullying, including cyber bullying, and the impact of that, discrimination and aggressive behaviours in all forms and realise the consequences on individuals and communities, the responsibility of bystanders and how to get help
- Stereotypes/Gender stereotypes – how they can be unfair, negative or destructive
- Importance of permission seeking and giving in relationships with friends and adults
- Develop strategies for getting support, personal boundaries and that we all have the right to privacy.

4. Online relationships

- Same principles apply to online relationships as real life face to face on i.e. respect for others
- How to keep safe online and recognising risk and harmful content and contact, rules for keeping safe and using technology responsibly, when to say 'yes', 'no', 'I'll ask/check' or 'I'll tell...', how to report problems
- How to consider online friendships, sources of information and awareness of risk with people they have never met
- How images in the media do not always reflect reality
- Protecting personal information and images of themselves and others, who is responsible for helping them stay healthy and safe
- How pressure to behave in unacceptable/unhealthy/risky ways can come from people you know and media
- To examine what is presented in social media and understand it can be misleading

5. Being Safe

- Appropriate boundaries with friends including online
- Concept of privacy but it is not always right to keep secrets if they relate to being safe – difference between nice secrets e.g surprises and not keeping a secret if it makes them feel anxious or afraid
- Each person's body belongs to them, appropriate and inappropriate contact – what is comfortable/uncomfortable and how to respond
- How to respond to adults they know and do not know including online, children share a responsibility to keeping themselves safe and they can say 'no', 'I'll ask' or 'I'll tell...'
- How to recognise and report feelings of being unsafe about any adult, recognise when they need help and develop the skills to ask for help
- How to ask for help and what to do if they are feeling unheard, the vocabulary and confidence needed to do so, where to get advice
- Identify what they are willing to share with most of their special people
- How to manage requests for images of themselves or others, what is/is not appropriate to share or ask for,
- When it is right to break a confidence

Right to withdraw

- As Relationships education is **statutory**, no child can be withdrawn from these sessions.
- When your child reaches Year 5 and 6, they will begin looking at puberty (changes to the body as they grow up), sex education (how babies are made) and changes in emotions they might encounter.
- A letter is normally sent home informing parents of when this will begin with the choice to withdraw your child if preferred.