

## Consultation Follow-Up Information

The following areas were raised by some parents who requested more information or further clarity on what aspects of each area of learning would/wouldn't be covered within our PSHE schemes of work. Parents comments or questions are in *blue*.

### Safety

*How to stay safe anywhere when their trusted grown-ups aren't with them.*

This is covered in a range of topics, including consent (see below). Children will learn about online safety as well as safety at home (electricity), road, cycle and fire safety and safe and unsafe touches (NSPCC).

### Consent

*I think it is important that the children understand the idea of consent/peer pressure.*

*I think it's unconscionable not to discuss consent.*

Consent comes under the 'Being Safe' element of the DfE guidance and covers a range of topics within the PSHE programme.

- 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.

Consent is addressed in many ways throughout the Key Stage and key messages will be reinforced year on year, looking at different aspects of consent and being safe at an age appropriate level.

The majority of these objectives are covered with the support of the NSPCC. Every two years, all children take part in an extended assembly run by the NSPCC. This year this took place virtually. Click here to read the overview of the content of the assembly. Whilst at Gayton, children will be part of this assembly twice.

Healthy relationships forms part of our learning in all year groups, linked to families, friendships, online safety and respect.

### Alright Charlie

Every two years, Mrs Trimbee, our Designated Safeguarding Lead, supported by Mrs Clarke, our Learning Mentor, delivers 'Alright Charlie' to children in all classes in Years 5 and 6. Mrs Trimbee has been trained to deliver this programme and parents will be notified by letter before this session takes place in school.

'Alright Charlie' is a preventative resource that addresses child sexual exploitation (CSE) and grooming **in a way that is age appropriate** and was funded by The Department for Education.

Unlike many other CSE resources, 'Alright Charlie' aims to address grooming and CSE in a way that is equally inclusive of, and accessible to both girls and boys. The resource has been created and developed in consultation with professionals who have considerable experience in the field of CSE and professionals with experience of working with primary aged children. This resource is targeted for boys and girls in Years 5 and 6 in primary school (ages 9 – 11).

## **Aim**

To reduce young people's risk of grooming and CSE.

## **Objectives**

For young people to be able to:

- Identify the warning signs of grooming and CSE
- Identify at least one trusted adult they would talk to about grooming and CSE
- Highlight how they would talk to this trusted adult

In addition to the Alright Charlie work in Year 5 and 6, each year group has planned lessons on online safety. In Year 3, the focus is on privacy and being safe online. In Year 4, we build on this work with a specific focus on mobile phone use. This work is developed further in Year 5 and 6, with Year 5 children looking at respectful online behaviour and Year 6 focusing on how to judge what is safe to share online.

## **Peer Pressure**

Peer pressure is included in the following lessons:

Year 3 – Taking Risks

Year 3 & 4 – Friendships

Year 4 – Who Keeps Me Safe?

Year 5 – Online Safety

Year 6 – Drugs

All year groups – Anti-Bullying; NSPCC work

## **Drugs**

*I think it is important that children learn to stay away from drugs.*

Our drug and alcohol lessons (see outlines below) are taken from the programme of study from the PSHE Association, who provide age-appropriate drug and alcohol education which can be built on year by year.

### **Year 3**

This lessons focus on the reasons why we use household products and medicines and the importance of using them safely. Children will explore a range of medicine labels and instructions and assess risk in different situations and then identify how to minimise further risk to help prevent accidents from occurring.

### **Year 4**

This lessons focus on caffeine, alcohol and cigarettes/e-cigarettes including their associated risks and effects. Children will develop their knowledge of related laws and guidelines. They understand that for some people it is difficult to stop smoking but learn about ways people can access support and advice to protect theirs and others' health.

### **Year 5**

#### **Managing risk: medicines**

These lessons focus on using medicines correctly and safely, and how they contribute to people's health and wellbeing, both every day and in emergency situations. Children will also develop their knowledge and understanding of how vaccinations and immunisation can work to stop disease spreading and protect people from infection.

#### **Managing risk: legal and illegal drugs**

These lessons focus on legal and illegal drugs, other than medicines, and the associated effects and risks. Pupils also explore how the risk of drug use may vary depending on factors such as the strength of the drug, how much is taken and how often, the person and the situation.

## Year 6

### Managing risk: influences and pressure

These lessons focus on the reasons why someone may or may not choose to use a drug, through analysing different influences. Children will also explore ways to manage these influences and ways to respond, including how to do so assertively in a range of situations.

### Managing risk: drugs and alcohol in the media

These lessons focus on media messages and influences in relation to smoking/vaping and alcohol use. Children will learn to identify key messages through analysing media such as adverts and health advice posters. They apply these critical thinking skills to assess the reliability of sources and learn how to access reliable and accurate advice and information about alcohol and tobacco/e-cigarette use.

### Mental Health & Anxiety

*Mental health and anxiety is an aspect I think is important to be part of the policy and scheme.*

As explained in the draft policy, mental health and wellbeing is woven throughout the scheme of work, with some lessons focusing on this specifically and others through discussion of thoughts and feelings in relation to other objectives. This is the main reason why discussion and group work are used throughout, rather than the children having to work independently, as they would more often in other lessons. A great deal of emphasis and importance is placed on promoting discussion about mental health and wellbeing in all lessons, as well as the opportunity to reflect on the impact of events, opinions or emotions on themselves and others.

### Similarities & Differences

*I think teaching about similarities and differences should be a priority and how children shouldn't discriminate or bully on the basis of differences.*

The lesson outlines for this objective are below so that you can see how we build on the concept of similarities, differences and acceptance at an age-appropriate level. Similarities and differences are also discussed as part of Year 3 lessons about friendship, Year 4 lessons about families and Year 5 and 6 lessons about puberty.

## Year 3

<b><i>Do I understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability?</i></b>		
<b>Engagement Activity</b>	<b>Main Activity</b>	<b>Reflection</b>
Read the book <b>Three Monsters</b> . Stop at the page where the yellow monster arrives and the blue and red monsters both say 'Yuk'. Ask the children why they react in that way. Continue the story, then make a list together of all the offensive words and insults that the blue and red monsters say to the yellow monster. Ask the children to describe how the feelings of the blue and red monsters change during the story, and how their behaviour makes the yellow monster feel.	Ask them, individually, to complete a comic strip story showing how the blue and red monsters could have reacted positively when the yellow monster arrived. Encourage them to think about the benefits the yellow monster brings, and his positive attributes, as well as the importance of welcoming new people kindly.	As a class, make a list together of all the benefits of everybody being different, and of having groups that are made up of lots of different people.

## Year 4

***Do I understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability?***

Engagement Activity	Main Activity	Reflection									
<p>Children put into groups of 3 or 4. Ask children to find 2 similarities and 2 differences between them but 1 must be visible and 1 must be hidden. Listen in conversations that children have, help them to compare each other. Can plot them in a Carol Diagram.</p> <table border="1"> <thead> <tr> <th></th> <th>Similarity</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Visible</td> <td></td> <td></td> </tr> <tr> <td>Hidden</td> <td></td> <td></td> </tr> </tbody> </table>		Similarity	Difference	Visible			Hidden			<p>Read 'Tusk Tusk' by David McKee. As a class discuss the story and the events. Begin by posing questions and getting children to discuss in their groups, then discuss as a class. This discussion should follow the comments of your class, but here are some points for thought.</p> <ul style="list-style-type: none"> <li>• The elephants in the story do not like each other due to the colour of their skin or the size of their ears is this fair reason?</li> <li>• What would a fair reason be?</li> <li>• Can you dislike someone before you get to know them?</li> <li>• Can you tell what a person is like based on their appearance?</li> <li>• Does a person's physical appearance reflect their inner characteristics?</li> <li>• How do you think that the grey elephants could avoid fighting like the black and white elephants had?</li> </ul> <p>Facilitate discussions so children can understand that the elephants should try to learn more about each other – understand that they are more than just the size of their ears.</p>	<p>Ask children to stand up if... e.g. they like football, they have brown hair, they are wearing shoes with laces, they like it when it is sunny etc. Choose criteria until nearly everyone is standing; finish with 'if you are in Class 1/2/3'.</p> <p>Explain to children that their class is a community, made up of all of the people in it and their similarities and differences make that community what it is. A community made up of people with some differences is something to be celebrated and embraced as this can increase knowledge and learning.</p>
	Similarity	Difference									
Visible											
Hidden											

## Year 5

***Do I understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability?***

Engagement Activity	Main Activity	Reflection
<p>Ask the children to consider the different factors that make up their identity. Ask them each to draw a big cauldron, a 'Melting Pot for Me', and to fill it with words and pictures, listing some of the following factors: where they were born, different places they have lived, their family, interests, hobbies, religion, favourite programmes/films/games/music etc.</p>	<p>Emphasise that all of these factors make up who they are. Ask the children to share their melting pots with a partner and challenge the pairs to find out what they have in common in the melting pots, and also to share some of the differences.</p> <p>Read the poem <b>The British</b>. Ask the children if they know what it means, and which places or nationalities they recognise. A map could be used to explore where all the places referred to in the poem are located. Ask if they know why it has been written as a recipe, and what the key messages of the poem are.</p> <p>On a copy of the poem, ask the children to underline all the words that are used to make the poem sound like a recipe. Ask how these words help the author to get the messages across. Emphasise the idea that Britain is made up of a range of nationalities, cultures and ethnic groups.</p> <p>Ask to what extent this matches the children's picture of Britain. The author thinks this is a good thing. Ask the children if they have heard any other views about that?</p>	<p>As a class, make a list of what children think might be the benefits of living in an ethnically-diverse community/society.</p>

## **My Family Unit (Year 4) – including LGBT+ content**

*I would like more information about the children learning about LGBT+ as it relates to sexual orientation and sex education is not a primary school topic in my opinion.*

*More information on how family care, respecting each other's feelings and backgrounds, etc.*

The DfE states that Primary schools are strongly encouraged and enabled to cover LGBT+ content when teaching about different types of families. This is how we intend to cover this aspect of British life and will be approached when looking at the different types of family units – sexuality choices will not be covered as part of the curriculum at this stage. Teachers will be sensitive to the needs and experiences of individuals, as some children may have direct experience of some of the issues around different. Stories are used to promote discussions about different types of family, such as *And Tango Makes Three* by Justin Richardson. Children will be taught that families are created in many different ways and each is unique, special and valued.

Specific objectives covered in the unit on families:

- To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents
- That being part of a family provides support, stability and love
- About the positive aspects of being part of a family, such as spending time together and caring for each other
- About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty
- To identify if/when something in a family might make someone upset or worried
- What to do and whom to tell if family relationships are making them feel unhappy or unsafe

## **Curriculum Content: Changes & Puberty**

*I think a basic biology lesson should be included as so much misinformation is spread by children.*

This is covered as part of the changes lessons in Year 5 and 6. Staff address misconceptions as they arise, as well as ensuring the correct terminology is used for body parts.

*I think that it could be beneficial for the older children to be taught about both gender's puberty changes.*

They are! We agree that this is a really important of this part of the curriculum.

*I feel Year 3 to Year 6 children are too young to learn about sex and puberty.*

*It is important that children learn about everything relating to their bodies that they are currently going through.*

Children start to enter puberty at different ages and it is important to make sure that children are aware of what is happening to their bodies so they are not confused or embarrassed. We also feel it important for children to understand these changes happen to us all at different times so that they can be empathetic and considerate of their peers during this time. We will continue to review annually with staff, governors and parents to ensure we are teaching this content at the right time for our children.

As outlined in our policy, we will not be covering aspects of sex education beyond life-cycles, which is part of the National Curriculum, at this time. Parents may, of course, wish to introduce some aspects of this with their children themselves.

We will communicate specific objectives covered with parents when we have finalised our scheme of work for this part of the Year 5 and 6 curriculum. A reference to this has been added to the final policy.

*What, specifically is taught single sex? How does your policy and proposed curriculum account for any transgender or non-binary people?*

Currently, our puberty and changes lessons are taught in single sex groups. In response to this question, we asked our Year 6 children how they would preferred to be grouped for their lessons this year and the majority (84%) of the children opted to be taught in single sex groups. This is an aspect of our teaching we will continue to evaluate annually and will ensure parents are consulted further of any planned changes. If there was a need to adapt the way these lessons were taught to support and accommodate any child, we would ensure discussions were held with the child and their parents to ensure the lessons remained inclusive for all.