

# Consultation

## **The Willow Primary School**

## **Parents and Carers**

Relationships, Sex & Health Education (RSHE) 2020-21

# Welcome!



# Relationships Education

- What should children know about relationships and why?
  - What a positive, healthy, caring, safe relationship looks and feels like
  - How to speak up and get help when a relationship does NOT feel healthy/positive/safe
  - How to make and maintain positive relationships
- 
- (Online and offline relationships)

# What does the government say is the aim of Relationships Education?

- 'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline....children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way'
- DfE Guidance on Relationships Education, Sex Education and Health Education 2019
-

# What have schools got to teach?



## **Relationships Education, Relationships and Sex Education (RSE) and Health Education**

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

### **PRIMARY**

- RELATIONSHIPS EDUCATION IS COMPUSLORY
- HEALTH EDUCATION IS COMPULSORY

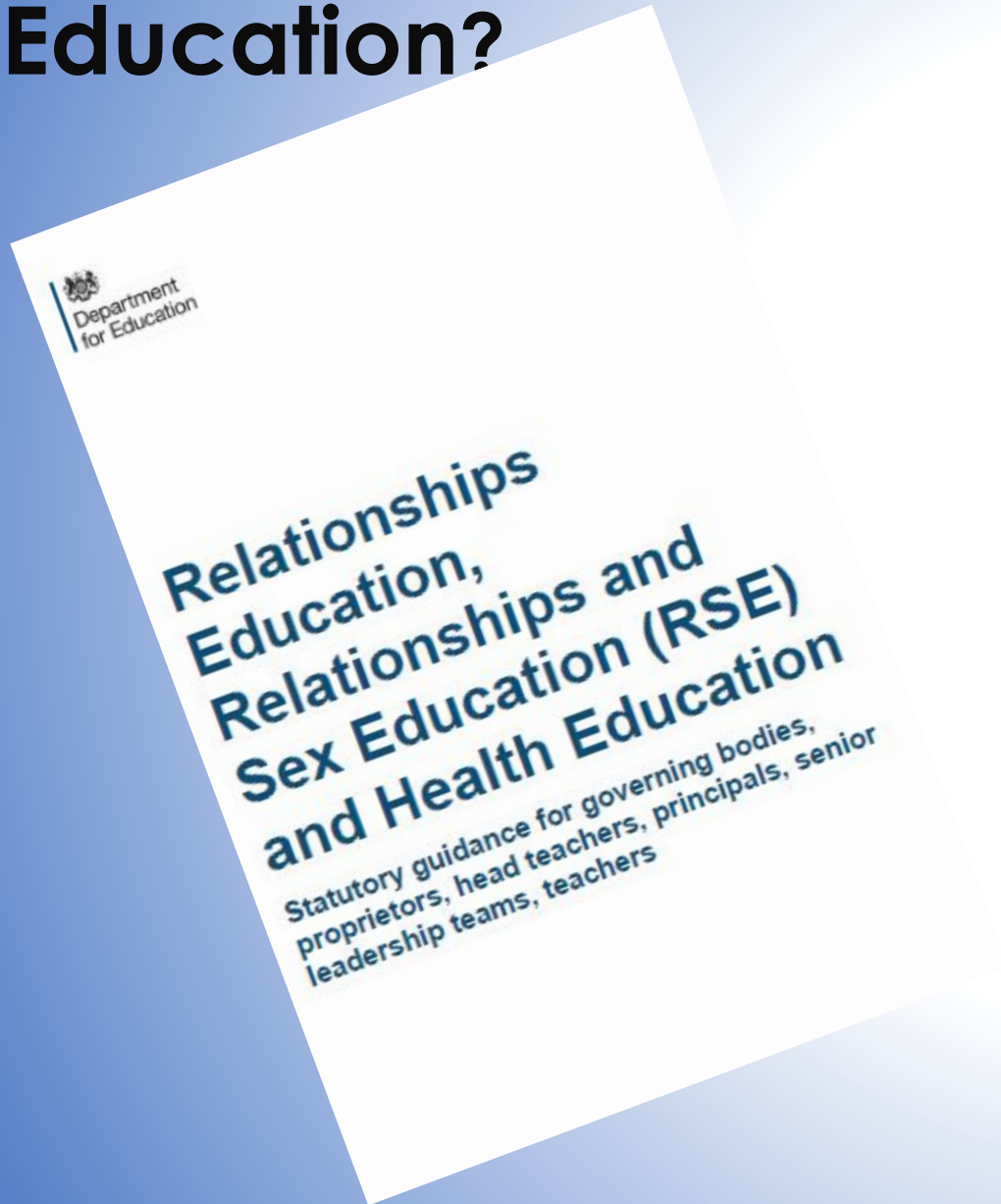
But Sex Education is at school's discretion

### **SECONDARY**

- RELATIONSHIPS EDUCATION IS COMPULSORY
- SEX EDUCATION IS COMPULSORY
- HEALTH EDUCATION IS COMPULSORY

Guidance does not apply to: Sixth Forms colleges, 16-19 academies or FE colleges

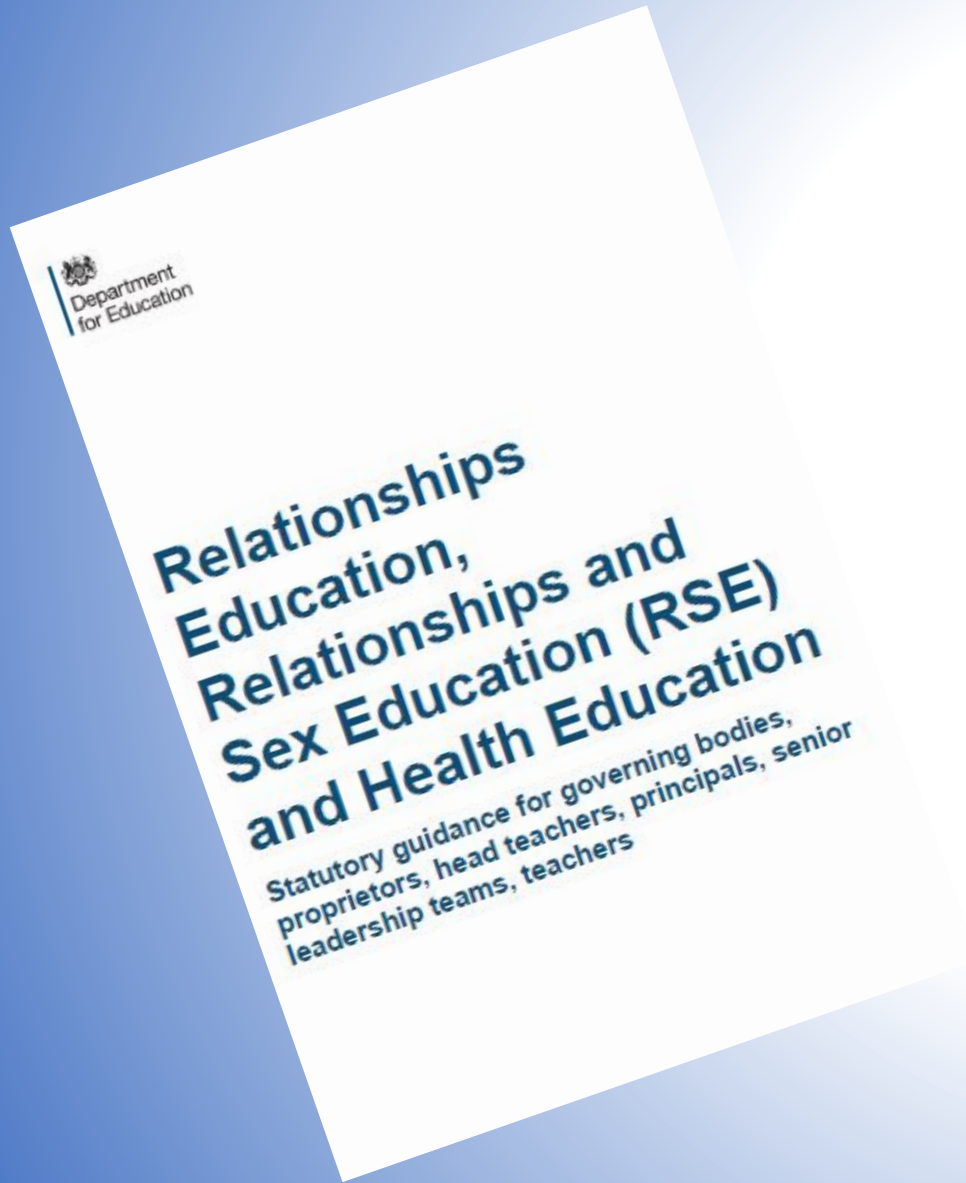
# What are the expectations for **Primary** Health Education?



- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- **Changing adolescent body**



# What are the expectations for **Primary** Relationships Education?



- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex  
Education is  
discretionary  
at  
Primary...what  
exactly does  
the guidance  
say?

- The Department continues to **recommend** that **all** primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils...drawing on knowledge of the human life cycle set out in National Curriculum Science- how a baby is conceived and born'

# Science and Sex Ed at KS1

## SCIENCE KEY STAGE 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults

NON STATUTORY NOTE: PUPILS SHOULD BE INTRODUCED TO ...THE PROCESSES OF REPRODUCTION AND GROWTH IN ANIMALS. THE FOCUS AT THIS STAGE SHOULD BE ON QUESTIONS THAT HELP PUPILS TO RECOGNISE GROWTH; THEY SHOULD NOT BE EXPECTED TO UNDERSTAND HOW REPRODUCTION OCCURS.



# Science and Sex Ed at KS2

## SCIENCE KEY STAGE 2

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Describe the life process of reproduction in some plants and animals

Describe the changes as humans develop to old age

Learn about the changes experienced in puberty

**NON STATUTORY NOTE:** PUPILS SHOULD FIND OUT ABOUT DIFFERENT TYPES OF REPRODUCTION, INCLUDING SEXUAL AND ASEXUAL REPRODUCTION IN PLANTS, AND SEXUAL REPRODUCTION IN ANIMALS. PUPILS SHOULD BE INTRODUCED TO ...THE PROCESSES OF REPRODUCTION AND GROWTH IN ANIMALS. THE FOCUS AT THIS STAGE SHOULD BE ON QUESTIONS THAT HELP PUPILS TO RECOGNISE GROWTH; THEY SHOULD NOT BE EXPECTED TO UNDERSTAND HOW REPRODUCTION OCCURS.

# Do schools have a choice?

After September 2020,

Legally:

1. Schools MUST teach the Science curriculum
2. The DfE guidance 2019 states that Relationships and Health Education (including changing adolescent body) are **compulsory**

Plus

a 'recommendation' that all schools have a Sex Education Programme

How schools do this is left up to them.

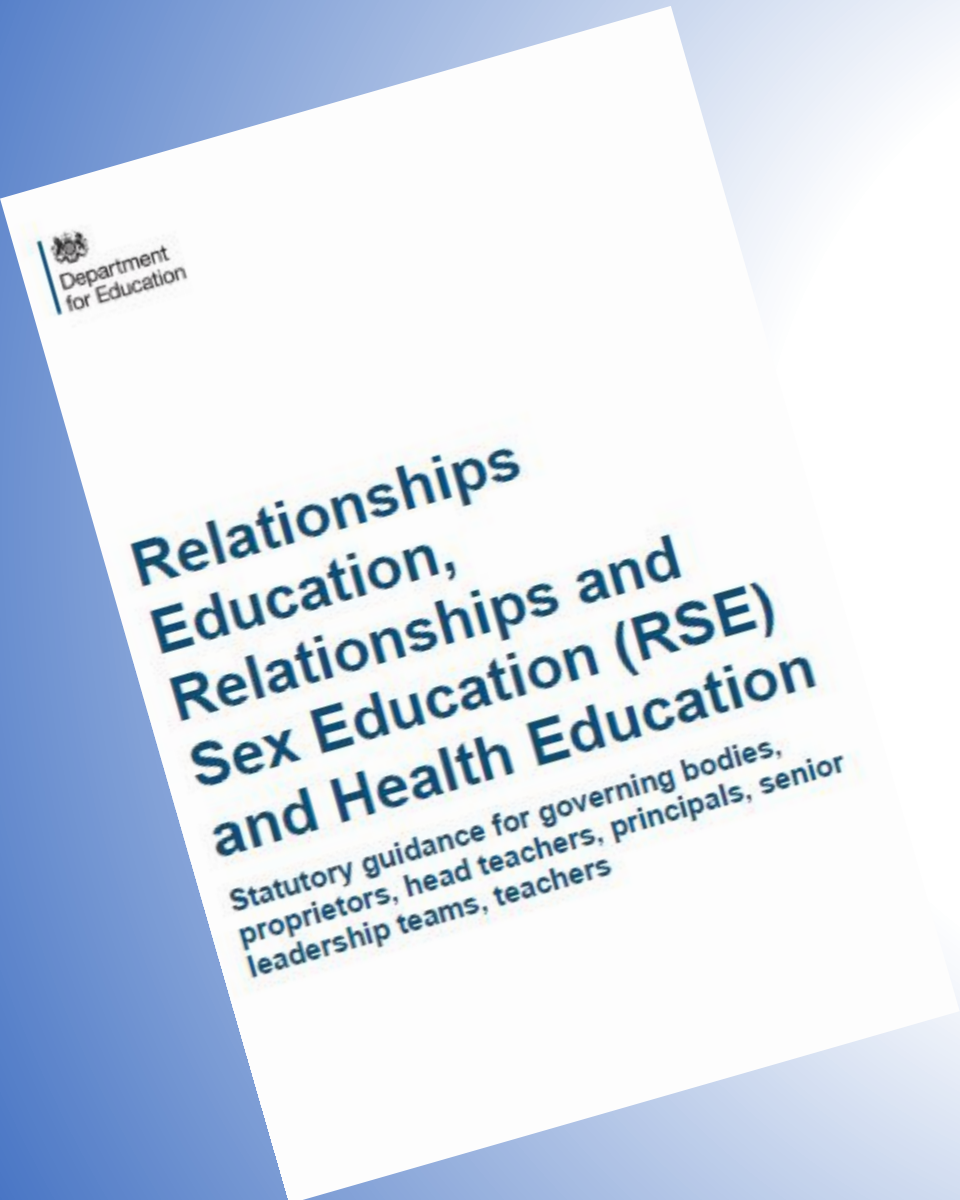
# Keeping children SAFE

Ignorance does not protect innocence...  
but may make children vulnerable.

PSHE (Personal, Social, Health Education) including Relationships Education, Health Education and Sex Education aims to keep children safe.

We believe we need to teach Relationships and Sex Education which goes further than the Science curriculum.

# Schools must comply with The Equality Act 2010



- 'Schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment...or sexual orientation (protected characteristics)
- 'Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated'

PSHE is a key part of this. All children are valued and included.



# Why is it changing?



- The Children and Social Work Act 2017 introduced a new legislation on Relationships Education, Relationships and Sex Education, and Health Education in schools
- Concerns about sexual abuse and exploitation
- Risks associated with children growing up in a digital world





# What/who has driven these changes?



According to a YouGov poll (2016) 92% of parents agree that pupils should be given PSHE lessons about staying safe from abuse and unsafe contact from strangers, both online and offline.

In 2017, Mumsnet users were asked if PSHE should be a statutory subject in all state-sector schools. 90% agreed that PSHE should be compulsory.



# What is changing?



Relationships Education (RE)	Relationships and Sex Education (RSE)	Health Education (HE)
All schools which are providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section of the 'Draft guidance').	All schools which are providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section of the 'Draft guidance').  Sex education is voluntary at Primary level and individual schools can decide their own approach.	All maintained schools including schools with a sixth form, academies, free schools, non maintained special schools and alternative provision, including pupil referral units.  The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014.

# Teaching Expectations



Relationships Education (Primary)	Health Education (Primary)
<ul style="list-style-type: none"><li>• Families and people who care for me</li><li>• Caring friendships</li><li>• Respectful relationships</li><li>• Online relationships</li><li>• Being safe</li></ul>	<ul style="list-style-type: none"><li>• Mental wellbeing</li><li>• Internet safety and harms</li><li>• Physical health and fitness</li><li>• Healthy eating</li><li>• Drugs, alcohol, and tobacco</li><li>• Health and prevention</li><li>• Basic first aid</li><li>• Changing adolescent body</li></ul>

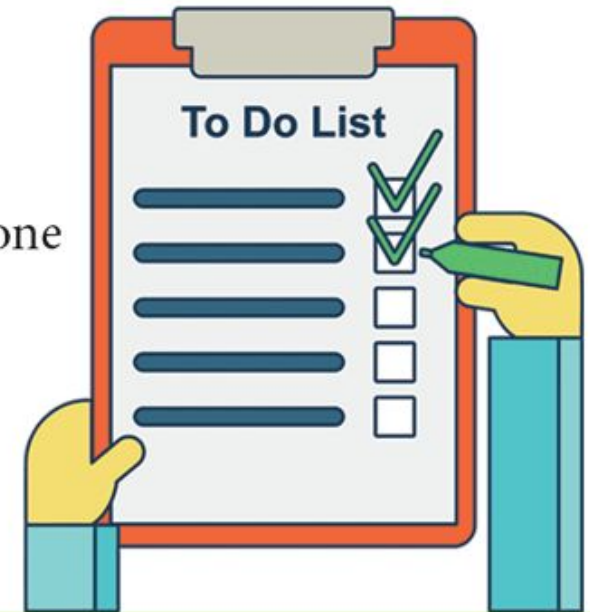
For more details on each subject area, please visit: [www.gov.uk](http://www.gov.uk)



# What Schools MUST do



- Create an official RE/RSE policy
- Consult with parents in developing and reviewing the RE/RSE policy
- Ensure the school complies with the relevant provisions of the Equality Act (2010)
- Provide a copy of the RE/RSE policy, free of charge, to anyone who asks for one
- Take into account the religious background of all pupils
- Must be accessible for all pupils set out in the SEND code of practice
- Must not encourage early sexual experimentation



# Our chosen resources



To enable us to fulfil these new statutory requirements, we have chosen a high quality resource to support teachers in their delivery.

1decision is a bank of video based lessons, which provide distancing techniques to subtly approach topics to enable students to explore sensitive subjects in a safe and structured environment.





# Our chosen resources



Shortlisted for the Teach Primary Awards in 2018, 1decision has been developed over the last seven years and has been kitemarked to the highest standard within this area of education.

Children are consistently surrounded by high quality imagery and we have chosen this resource as we feel it will support children in exceeding expectations within the new statutory subject areas.



# Our chosen resources



1decision provides video and lesson content, together with engaging activities which highlight students' progression and gaps in their learning.

Student Workbooks track attainment and parents will clearly be able to see how their children are progressing in each of the new subject areas. 1decision also allows students to assess their own learning through 'Student Self-Assessment' worksheets.



# Our chosen resources



Media coverage around these new subject areas has elevated fears amongst parents in the UK.

Within our school, we have carefully considered resources that will safely and subtly address each area. We hope, as parents/carers, you have the confidence that we are providing the highest quality education for your children.





# Module overview

## Module - Keeping/Staying Safe (5-8)

Our *Keeping/Staying Safe* module offers the opportunity to help children identify potential dangers in different environments, including dangerous gases, harmful sun-rays, etc.

Throughout this module, students will learn the rules for and practise simple ways of keeping safe and finding help.

The knowledge gained throughout this module will support students in acquiring the skills and vocabulary to help maintain their personal safety now and in the future.

### Suggested order of delivery



- **Assessment Guide** - Baseline
- **Topic** - Road Safety
- **Topic** - Tying Shoelaces
- **Topic** - Staying Safe
- **Topic** - Leaning Out of Windows
- **Assessment Guide** - Summative



### Topics within this module



#### Road Safety

**Suggested for Year 1/2**

Road Safety looks at how we can stay safe when crossing the road and travelling in a vehicle.



#### Tying Shoelaces

**Suggested for Year 1/2**

Tying Shoelaces looks at how we can prevent accidents that are often caused when rushing around.



#### Staying Safe

**Suggested for Year 2/3**

Staying Safe looks at the dangers of venturing off with people we don't know very well.



#### Leaning Out of Windows

**Suggested for Year 2/3**

Leaning Out of Windows looks at the risk of falling from heights and the various dangers we may find in our homes and communities.

## Module - Keeping/Staying Safe (8-11)

Building on our 5-8 *Keeping/Staying Safe* module, this module continues to support students in identifying ways of keeping themselves and others safe.

Students will deepen their understanding of the impact and consequences that can happen as a result of their actions, exploring areas such as peer pressure.

Students will have the opportunity to create their own documentaries, learn how to risk assess, recognise danger and warning signs, and further their understanding of the dangers that surround them.

### Suggested order of delivery



- **Assessment Guide** - Baseline
- **Topic** - Cycle Safety
- **Topic** - Peer Pressure
- **Topic** - Water Safety
- **Discussion Videos**
- **Assessment Guide** - Summative



### Topics within this module



#### Cycle Safety

**Suggested for Year 4**

Cycle Safety looks at distractions on the road and how our actions can cause others harm.



#### Peer Pressure

**Suggested for Year 5**

This video looks at how we can be influenced and pressured to make unsafe choices.



#### Water Safety

**Suggested for Year 6**

Water Safety explores the topic of trespassing and the dangers of swimming in open or unknown waters.

### Additional discussion videos



#### Children's and Adults' Views

**Suggested for Year 5**

Within the online portal, you will also find two short videos in which children and adults share their views on staying safe.



## Module - Keeping/Staying Healthy (5-8)

During our *Keeping/Staying Healthy* module, children will learn that food is needed for bodily health and growth, and will be able to identify what types of food are positive choices.

Students will also explore and practise simple personal cleanliness routines such as washing their hands. This will enable them to begin to understand that some diseases are infectious, and that transmission may be reduced when simple hand washing routines are introduced.

This module also helps children to know, understand, and explore simple safety rules related to medicinal drugs.

### Suggested order of delivery

Keeping/Staying Healthy

- Assessment Guide - Baseline
- Topic - Healthy Eating
- Topic - Washing Hands
- Topic - Brushing Teeth
- Topic - Medicine
- Assessment Guide - Summative



### Topics within this module



#### Healthy Eating

Suggested for Year 1/2

Healthy Eating looks at how we can make healthy food choices and what might happen if we choose to eat too much unhealthy food.



#### Washing Hands

Suggested for Year 1/2

This module looks at why we should wash our hands and the potential consequences of not doing so.



#### Brushing Teeth

Suggested for Year 2/3

This module looks at why we should brush our teeth and the potential consequences of not doing so often enough.



#### Medicine

Suggested for Year 2/3

This module looks at why we take medicine and the dangers of taking it without a trusted adult's permission and supervision.

## Module - Keeping/Staying Healthy (8-11)

Building on our 5-8 *Keeping/Staying Healthy* module, this module encourages children to research and gain more knowledge about healthy and unhealthy food choices.

Once children have researched how our bodies are affected by our food choices, they will then progress on to healthy lifestyle choices, and will learn about the ways smoking and alcohol can affect our bodies.

The activities encourage children to create balanced diets and to become food detectives. They will also have the opportunity to explore how we can stay healthy and the potential dangers of experimenting with cigarettes and alcohol.

### Suggested order of delivery

Keeping/Staying Healthy

- Assessment Guide - Baseline
- Topic - Healthy Living
- Topic - Smoking
- Topic - Alcohol
- Discussion Videos
- Assessment Guide - Summative



### Topics within this module



#### Healthy Living

Suggested for Year 4

Healthy Living looks at how certain types of food can affect our performance in a sports event.



#### Smoking

Suggested for Year 5

Smoking explores how someone can be pressured in to smoking.



#### Alcohol

Suggested for Year 6

This video explores the dangers of alcohol and how people can be affected by alcohol in different ways.

### Additional discussion videos



#### Children's and Adults' Views

Suggested for Year 5

Within the online portal, you will also find two short videos in which children and adults share their views on staying healthy.



## Module - Relationships (5-8)

The *Relationships* module helps children to explore and understand a range of feelings, how feelings can be communicated without words, and the importance of caring about other people's feelings.

The topics in this module help students to understand situations from another person's point of view.

Children will explore different types of relationships and from this they will gain an understanding of healthy and unhealthy relationships. They will also learn how to seek help and support if they feel uncomfortable in a relationship.

### Suggested order of delivery



- Assessment Guide - Baseline
- Topic - Bullying
- Topic - Friendship
- Topic - Body Language
- Topic - Touch
- Assessment Guide - Summative



### Topics within this module



#### Bullying

Suggested for Year 1/2

Bullying looks at how our actions and words can affect others, and it enables students to explore kind and positive behaviours.



#### Friendship

Suggested for Year 1/2

Friendship looks at how we behave with our friends and how these behaviours can affect others.



#### Body Language

Suggested for Year 2/3

Body Language looks at recognising how other people may be feeling and allows students to explore the different ways we can express our emotions.



#### Touch

Suggested for Year 2/3

Touch looks at appropriate and inappropriate touch and enables students to explore who they can talk to if they feel uncomfortable in a relationship.

## Module - Growing and Changing (8-11)

Our *Growing and Changing* module covers the expected statutory content for SRE.

Within this module, children will have the opportunity to look at how we change and grow, including how we grow at different rates.

Following on from our 5-8 module *Relationships*, students will continue to look at healthy and unhealthy relationships and will be provided with information on how to seek help if they feel worried or scared about a particular relationship they have with someone. This module also includes informative animations on puberty and conception.

### Suggested order of delivery



- Assessment Guide - Baseline
- Topic - Relationships
- Topic - Puberty
- Topic - Conception
- Discussion Videos
- Assessment Guide - Summative



### Topics within this module



#### Appropriate Touch (Relationships)

Suggested for Year 4

Appropriate Touch explores the difficult subject of how relationships can be unhealthy or uncomfortable.



#### Puberty

Suggested for Year 5

Puberty is a short animated video that looks at the different changes boys and girls go through during puberty. Unlike the other videos, there are no alternative endings.



#### Conception

Suggested for Year 6

Conception is a short animated video that looks at how a baby is conceived and the various stages of pregnancy. Unlike the other videos, there are no alternative endings.

### Additional discussion videos



#### Children's and Adult's Views

Suggested for Year 5

Within the online portal, you will also find two short videos in which children and adults share their views on relationships.



## Module - Being Responsible (5-8)

During our *Being Responsible* module, children will be able to identify what things they have learnt to do for themselves, what duties they are responsible for daily, and how this will change as they grow.

The topics offer children the opportunities to learn how they can help those around them and the importance of taking responsibility for their own actions. Children will also look at how they can set goals to improve their skills in an area of their choice.

### Suggested order of delivery



- **Assessment Guide** - Baseline
- **Topic** - Practice Makes Perfect
- **Topic** - Water Spillage
- **Topic** - Helping Someone in Need
- **Topic** - Stealing
- **Assessment Guide** - Summative



### Topics within this module



#### Practice Makes Perfect

**Suggested for Year 1/2**

Practice Makes Perfect looks at setting goals and developing skills and strategies to achieve those goals.



#### Water Spillage

**Suggested for Year 1/2**

Water Spillage looks at the different ways we can cause accidents and how we can prevent accidents from happening.



#### Helping Someone in Need

**Suggested for Year 2/3**

Helping Someone in Need looks at how we can help others at home and in the community and the risks of helping someone we don't know very well.



#### Stealing

**Suggested for Year 2/3**

Stealing looks at the differences between stealing and borrowing, and it enables students to identify emotions associated with losing a special possession.

## Module - Being Responsible (8-11)

Our 8-11 *Being Responsible* module helps children to develop a deeper understanding of being responsible for themselves and how their actions can affect those around them.

Throughout the topics, the children explore a range of situations that they may face now and in the future, which helps them to gain an understanding of how behaviour can be considerate, sensible, and responsible.

Students will also have the opportunity to create their own documentaries to teach younger students about being responsible.

### Suggested order of delivery



- **Assessment Guide** - Baseline
- **Topic** - Coming Home on Time
- **Topic** - Looking Out for Others
- **Topic** - Stealing
- **Discussion Videos**
- **Assessment Guide** - Summative



### Topics within this module



#### Coming Home on Time

**Suggested for Year 4**

Coming Home on Time looks at rules and guidelines children may have to follow.



#### Looking Out for Others

**Suggested for Year 5**

Looking Out for Others looks at the responsibility we have if we witness someone being bullied.



#### Stealing

**Suggested for Year 6**

Stealing explores the topic of taking something from a family member without asking.

### Additional discussion videos



#### Children's Views and Adults' Views

**Suggested for Year 5**

Within the online portal, you will also find two short videos in which children and adults share their views on being responsible.



## Module - Feelings and Emotions (5-8)

Our *Feelings and Emotions* module supports teachers to explore mindfulness. Children have the opportunity to recognise and name a range of emotions and develop an understanding of their physical effects, distinguishing between those that feel pleasant and those that feel unpleasant or uncomfortable.

Students will acquire a range of strategies for managing unpleasant/uncomfortable emotions and be able to apply these in real-world scenarios.

This module also offers a range of relaxation recordings that can be used to help children manage their feelings.

### Suggested order of delivery

Feelings and Emotions



- **Assessment Guide - Baseline**
- **Topic - Jealousy**
- **Topic - Worry**
- **Topic - Anger**
- **Topic - Grief**
- **Assessment Guide - Summative**



### Topics within this module



#### Jealousy

*Suggested for Year 1/2*

Jealousy emphasises the need to recognise our own strengths and those of the people around us, and teaches students to deal with feelings of jealousy.



#### Worry

*Suggested for Year 1/2*

Worry allows students to identify what they can do and who they can talk to if they feel worried about something.



#### Anger

*Suggested for Year 2/3*

Anger looks at the differences between healthy and unhealthy anger and enables students to identify ways they can manage their anger.



#### Grief

*Suggested for Year 2/3*

Grief looks at the different feelings we can experience when we lose someone or something we loved dearly, and enables students to identify ways they can cope when grieving.

## Module - Feelings and Emotions (8-11)

Building on our *Feelings and Emotions* module from our 5-8 portal, this module allows children to explore their own feelings further, as well as the feelings of those around them.

Within the topics, there are many opportunities to help students gain the skills to manage their emotions positively and to understand how and where to seek help if needed.

This module offers a range of relaxation recordings that can be used if required. Children can also create their own documentaries about feelings and emotions.

### Suggested order of delivery

Feelings and Emotions



- **Assessment Guide - Baseline**
- **Topic - Jealousy**
- **Topic - Anger**
- **Topic - Worry**
- **Discussion Videos**
- **Assessment Guide - Summative**



### Topics within this module



#### Jealousy

*Suggested for Year 4*

This video looks at how the feeling of jealousy can arise when someone new is introduced to a friendship group.



#### Anger

*Suggested for Year 5*

Anger looks at the ways in which we can manage our emotions when we are unable to do something we wanted.



#### Worry

*Suggested for Year 6*

This video looks at transition and the feelings a child can have when starting a new school.

### Additional discussion videos



#### Children's Views and Adults' Views

*Suggested for Year 5*

Within the online portal, you will also find two short videos in which children and adults share their views on feelings and emotions.



## Module - Computer Safety (5-8)

Our *Computer Safety* module helps children to understand the golden rules for staying safe online, how their online activity can affect others, and how to identify other positive and negative aspects of using technology.

Students will explore the potential outcomes for online bullying, sharing images, and making friends online with people who they do not know. They will also be introduced to a supporting network of helpful organisations.

This module includes a documentary about staying safe online.

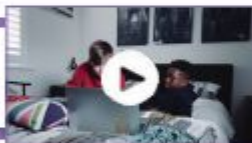
### Suggested order of delivery



- **Assessment Guide - Baseline**
- **Topic - Online Bullying**
- **Topic - Image Sharing**
- **Topic - Making Friends Online**
- **Topic - Computer Safety Documentary**
- **Assessment Guide - Summative**



### Topics within this module



#### Online Bullying

Suggested for Year 1/2

Online Bullying looks at being kind and thoughtful online and in real life and allows students to explore what they can do if they feel bullied online.



#### Image Sharing

Suggested for Year 1/2

Image Sharing looks at the types of images we shouldn't share online and how quickly an image can be shared.



#### Making Friends Online

Suggested for Year 2/3

Making Friends Online looks at the steps we should take to keep ourselves safe and the dangers of meeting someone from the internet in real life.



#### Computer Safety Documentary

Suggested for Year 2/3

The Computer Safety Documentary recaps all of the learning points from the topics and allows students to identify more ways to keep themselves safe online.

## Module - Computer Safety (8-11)

Our 8-11 *Computer Safety* module offers the perfect opportunity for students to deepen their understanding of the negative and positive aspects of using computers and being online, including laws that have been created to protect us.

Throughout this module, children will gain the skills and knowledge to enable them to cope in the media generation. The video topics cover image sharing, online bullying, and making friends online.

Students will also have the opportunity to create their own documentaries on computer safety.

### Suggested order of delivery



- **Assessment Guide - Baseline**
- **Topic - Online Bullying**
- **Topic - Image Sharing**
- **Topic - Making Friends Online**
- **Discussion Videos**
- **Assessment Guide - Summative**



### Topics within this module



#### Online Bullying

Suggested for Year 4

Online Bullying looks at the actions we can take if we feel like we are being bullied online.



#### Image Sharing

Suggested for Year 5

Image Sharing looks at how we can be pressured in to sending images and how to manage this.



#### Making Friends Online

Suggested for Year 6

Making Friends Online looks at the dangers of meeting people we have only spoken to online.

### Additional discussion videos



#### Children's Views and Adults' Views

Suggested for Year 5

Within the online portal, you will also find two short videos in which children and adults share their views on computer safety.



## Module - Our World (5-8)

*Our World* is the newest addition to the 5-8 portal. This unique module offers a series of animated films which help children explore the living world.

Within this module, students will be guided by our alien, Doolee and his intelligent computer, Dinkee whilst they visit the planet to find out more about the world we live in.

Children will learn about looking after our environment, and much more.

### Suggested order of delivery



- **Assessment Guide** - Baseline
- **Topic** - Growing in Our World
- **Topic** - Living in Our World
- **Topic** - Working in Our World
- **Topic** - Looking After Our World
- **Assessment Guide** - Summative



### Topics within this module



#### Growing in Our World

Suggested for Year 1/2

Growing in Our World explores the human cycle and how our families are special and unique.



#### Living in Our World

Suggested for Year 1/2

Living in Our World explores how humans can help take care of living things both inside and outside of the home.



#### Working in Our World

Suggested for Year 2/3

Working in Our World looks at why humans need money and the ways in which money can be used and received.



#### Looking After Our World

Suggested for Year 2/3

Looking After Our World looks at the ways in which we can help look after and protect our planet.

## Module - The Working World (8-11)

*The Working World* module supports children's understanding of the world around them, and introduces them to why and how we pay taxes and how these contribute to the services that look after us.

Students will gain an understanding of how they can contribute to their families and communities now and in the future.

Throughout the topics, students will explore many areas including enterprise skills, budgeting, and price comparisons.

### Suggested order of delivery



- **Assessment Guide** - Baseline
- **Topic** - Chores at Home
- **Topic** - Enterprise
- **Topic** - In-App Purchases
- **Discussion Videos**
- **Assessment Guide** - Summative



### Topics within this module



#### Chores at Home

Suggested for Year 4

Chores at Home explores the responsibilities that children may have now and in the future.



#### Enterprise

Suggested for Year 5

Enterprise looks at how children can help pay for items they would like.



#### In-App Purchases

Suggested for Year 6

In-App Purchases provides a subtle introduction to debt and looks at paying for items through apps or games.

### Additional discussion videos



#### Children's Views and Adults' Views

Suggested for Year 5

Within the online portal, you will also find two short videos in which children and adults share their views on the working world.



## Module - A World Without Judgement (8-11)

*A World Without Judgement* supports children in exploring and celebrating the diverse world in which we live. Students will have the opportunity to research British values and the laws that exist to protect us.

This module helps children to focus on people's strengths, celebrate differences, and understand that everyone has the right to live the life they choose as long as they are not hurting others.

The video topics look at discriminating against others due to disability, same sex marriage, and differences within religion.

### Suggested order of delivery

A World Without Judgement

- Assessment Guide - Baseline
- Topic - Breaking Down Barriers
- Topic - Inclusion and Acceptance
- Topic - British Values
- Discussion Videos
- Assessment Guide - Summative



### Topics within this module



#### Breaking Down Barriers

Suggested for Year 4

Breaking down Barriers explores removing barriers and supporting those who have physical disabilities.



#### Inclusion and Acceptance

Suggested for Year 5

Inclusion and Acceptance explores the topic of a child having same sex parents.



#### British Values

Suggested for Year 6

British Values looks at how we can be inclusive and ensure everyone's beliefs and needs are respected.

### Additional discussion videos



#### Children's Views and Adults' Views

Suggested for Year 5

Within the online portal, you will also find two short videos in which children and adults share their views on a world without judgement.

## Special Module - Fire Safety (5-11)

This additional module was created with Hertfordshire Fire Service, to help children identify potential dangers that could cause a fire or serious incident.

Throughout the topics, students will be able to follow fire safety rules and practise simple ways of staying safe and finding help.

The *Fire Service* module also offers a 10-minute fire safety documentary to help children understand the importance of being responsible, how their actions can affect others, and how to stay safe in the home and community.

Although this module is within the 5-8 portal, it is also suitable for older students.

### Suggested order of delivery

Fire Safety

- Assessment Guide - Baseline
- Topic - Hoax Calling
- Topic - Petty Arson
- Topic - Texting Whilst Driving
- Topic - Enya and Deedee Visit the Fire Station
- Assessment Guide - Summative



### Topics within this module



#### Hoax Calling

Suggested for Year 1/2

Hoax Calling looks at the risks of making a hoax call to the emergency services and how our actions can affect others.



#### Petty Arson

Suggested for Year 1/2

Petty Arson looks at the dangers of playing with lighters and the risk of causing fires.



#### Texting Whilst Driving

Suggested for Year 2/3

Texting Whilst Driving looks at the different types of actions that could distract a driver and how children can influence an adult's decision.



#### Enya and Deedee Visit the Fire Station

Suggested for Year 2/3

This video allows students to explore further how they can prevent fires and what they should do if a fire starts in their home.

# So what next?

Following our meeting for parents in the Autumn Term 2020 outlining our plans we are now consulting with you about our proposed scheme and policy for RSE.

The schools proposed policy has been posted on the website along with this presentation. The government guidance about RSE can also be found on our website. I would encourage you to read the guidance as well as our policy.

We invite all parents and carers to submit comments and questions regarding our policy and proposed scheme.

Please use the Google forms on the website If you wish to make submit a comment or query before 12.2.21

[https://docs.google.com/forms/d/e/1FAIpQLSenwoTOvZc9emKfh8fi2qXCSPkFly\\_8SRdTxS4RsN2obM-SQA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSenwoTOvZc9emKfh8fi2qXCSPkFly_8SRdTxS4RsN2obM-SQA/viewform?usp=sf_link)

**Thank you for taking the  
time to read through this  
presentation.**

**Dhanny Deeno - PHSE Lead Jan 2021**