



*We aim to be the school of choice at the heart of our community.  
Through living our Christian values, all children and adults at WCEJS have the opportunity to flourish as individuals.  
We nurture the curiosity to learn, the courage to lead and the compassion to care.*

## PSHE Update for Parents

Dear Parent

As you may be aware, PSHE became statutory for primary schools in September 2020, with particular emphasis on teaching relationships and health education. We have reviewed our existing PSHE curriculum to ensure that it meets the new requirements. Our new scheme of work is based on the Coram SCARF resources (safety, caring, achievement, resilience and friendship).

In this new scheme, lessons are delivered under the following headings:

- My and my relationships, including feelings, emotions, conflict resolution & friendships;
- Valuing difference, including British Values;
- Keeping myself safe, including aspects of internet safety, drugs and relationships education;
- Rights and responsibilities, including money, living in the wider world & the environment;
- Being my best self, including keeping healthy, growth mindset, goal setting, achievement;
- Growing and changing, including relationships and sex education related issues.

The table below sets out what children are expected to know by the end of Y6:

<b>Families and people who care for me</b>
<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability;</li><li>• The characteristics of healthy family life;</li><li>• That other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong;</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</li></ul>
<b>Caring friendships</b>
<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• How important friendships are in making up feel happy and secure, and how people choose to make friends;</li><li>• The characteristics of friendships, including: mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and support with problems;</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right;</li><li>• How to recognise who to trust and who not to trust;</li><li>• How to judge when a friendship is making them feel unhappy or uncomfortable;</li><li>• How to manage conflict and how to seek help and advice from others, if needed.</li></ul>

## Respectful relationships

Pupils should know:

- The importance of respecting others, even when they are very different from them for example, physically, in characters, personality or background), or make different choices or have different preferences or beliefs;
- Practical steps they can take in a range of different contexts to improve or support respectful relationships;
- The conventions of courtesy and manners;
- The importance of self-respect and how this links to their own happiness;
- That in school and in wider society, they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority;
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;
- What a stereotype is, and how stereotypes can be unfair, negative or destructive;
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## Online relationships

Pupils should know:

- That people sometimes behave differently online, including by pretending to be someone they are not;
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when they are anonymous;
- The rules and principles for staying safe online, how to recognise risks, harmful content and contact and how to support themselves and others;
- How to critically consider their online relationships and sources of information including awareness of the risks associated with people they have never met;
- How information and data is shared and used online.

## Being safe

Pupils should know:

- 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 difference between appropriate and inappropriate or unsafe physical, and other, contact;
- How to respond safely and appropriately to adults they may encounter (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 resources

## Mental well-being

Pupils should know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health;
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings;
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate;
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness;
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support;
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing;
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

Pupils should know:

- That for most people the internet is an integral part of life and has many benefits;
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing;
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private;
- Why social media, some computer games and online gaming, for example, are age restricted;
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health;
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted;
- Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

Pupils should know:

- The characteristics and mental and physical benefits of an active lifestyle;
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise;
- The risks associated with an inactive lifestyle (including obesity);
- How and when to seek support including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

Pupils should know:

- What constitutes a healthy diet (including understanding calories and other nutritional content);
- The principles of planning and preparing a range of healthy meals;
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### **Drugs, alcohol and tobacco**

Pupils should know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

Pupils should know:

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body;
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer;
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn;
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist;
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing;
- The facts and science relating to allergies, immunisation and vaccination.

### **Basic first aid**

Pupils should know:

- How to make a clear and efficient call to emergency services if necessary;
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **Changing adolescent body**

Pupils should know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes;
- About menstrual wellbeing including the key facts about the menstrual cycle.

**As part of the new curriculum, we would like to make you aware of the following:**

- Puberty is now statutory and covered as part of health education. This includes menstruation, names of body parts and the changes that take place during puberty.
- Different types of relationships and family set ups (including same sex couples) is now covered under statutory relationship education.
- Sex education takes place in Year 6. Children will learn about a variety of ways in which the sperm can fertilise the egg to create a baby; know the legal age of consent and what it means. Parents have the right to withdraw from this lesson.

We would like to reassure you that lessons will be delivered in an age-appropriate way. As previously, parents will be given the opportunity to view the new video resources relating to sex education lessons nearer the time.

Please note: units that were not taught during the summer term of 2020 will be covered by the end of this academic year.

If you would like to comment on the new expectations, please email [admin@wendoverjunior.co.uk](mailto:admin@wendoverjunior.co.uk) by Wednesday 2 December 2020.

Yours faithfully

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PSHE / RSE Leader