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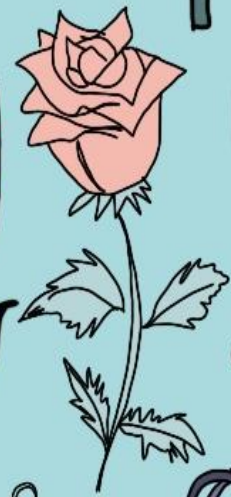
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Sacred Heart Catholic Primary School and Nursery School Improvement Priorities 2021-2022

Quality of Education

- To develop a mastery approach across all subject areas.
- Continue to prioritise Reading & Phonics, tailored to secure consistently high progress & outcomes for all supported by the new DFE Reading Framework - Teaching the foundations of literacy July 2021.

Behaviour & Attitudes

- Within a culture of high expectations for attendance & behaviour, support all children to demonstrate a return to pre-covid attitudes and a sense of wellbeing, developing an enthusiastic "can do" attitude.

Personal Development

- To further embed a culture of positivity towards self and others whilst providing opportunities to develop our children's character with an emphasis on challenge, stamina, resilience and self-esteem.
- To ensure the school has a robust whole school approach to RSHE.

Effectiveness of Leadership & Management

- Develop all leaders in their roles to ensure they have the skills and competencies to improve and be accountable for the outcomes of all children.

Early Years Provision

- Align all aspects of the reformed EYFS framework over 2021-2022 and continue to develop the learning environment.

Religious Life

- To reconnect the children and families with their parish through visits of Father Fitzgerald, collective worship, Gospel Assembly, Mass and prayer - inside and outside of school.

- Of the 12,000 children in the study, top line is:
- **only 14% of year 5 and 6 children have high mental health. (22% have low -which would equate to 3 or 4 children in each class) and 15/16 children don't think they have good mental health.**
- **Almost a third are too worried to sleep at night**
- **Less than half of children think it is easy to access mental health support at school**
- **50% feel lonely at times and 16% often feel lonely**
- **30% feel it is more difficult to focus on work compared to pre lockdown**
- **almost 60% don't do the recommended 6 hours a week of exercise (however 56% do more than they did prior to lockdown)**
-
- This will form part of our school priority under personal development as a drive towards a positive mental outlook, resilience and stamina (a can do attitude)- which will build high self-esteem.
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OxWell

Student Survey

Young People's Health and Wellbeing



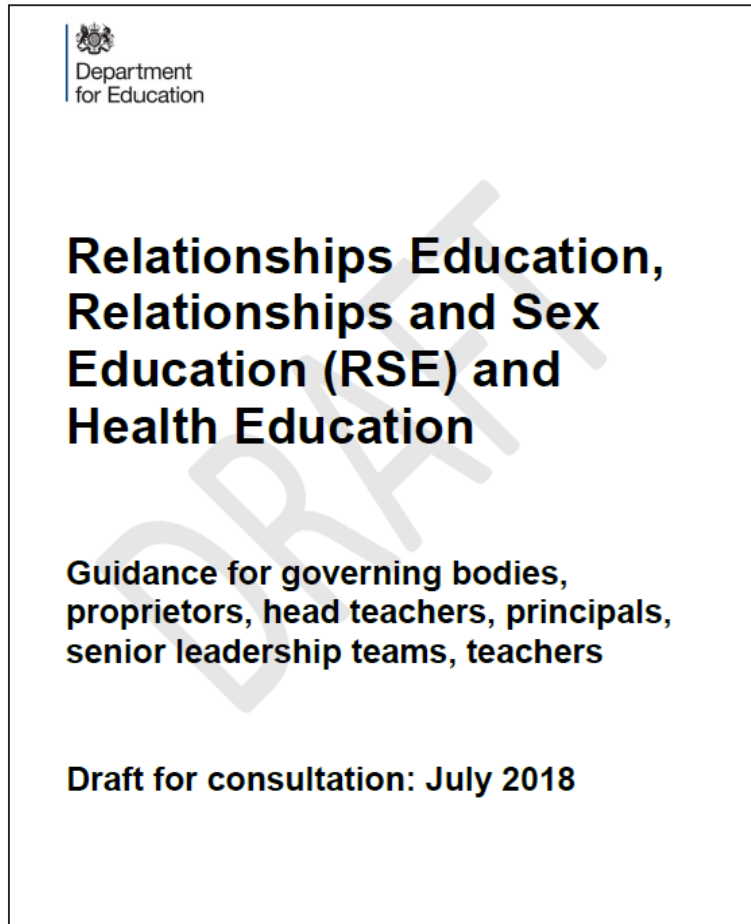


Information on Relationship and Health Education

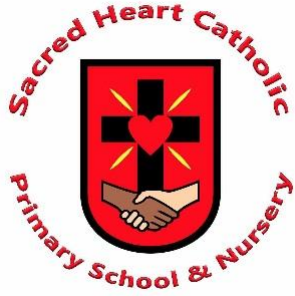
Intentions:

1. To explore the Relationships and Health Education: how, what and when we intend to teach our children through a Catholic lens (recognising that you as parents/carers are prime educators).
2. To address concerns and questions around teaching Relationship and Health Education
3. Understand the school's legal obligations on Relationships and Health Education

DfE guidance



- DfE developed draft regulations and accompanying statutory guidance for these subjects.
- Public consultation on the draft regulations and statutory guidance July and November 2018
- March 2019 response publication
- Anticipated implemented Sept 2020 with early adopter schools Sept 2019
- **This covers broad areas of particular relevance and concern to children and young people today.** It should ensure that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

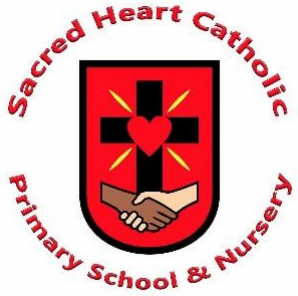


Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, inc all-through schools and middle schools	All schools providing secondary education, inc all-through schools and middle schools	All maintained schools inc schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, inc pupil referral units
		Statutory requirement does not apply to independent schools – PSHE already compulsory
Does not apply to sixth forms colleges, 16-19 academies or FE colleges, although we would encourage them to support students by offering these subjects. These setting may find the principles helpful, especially in supporting pupils in the transition to FE.		

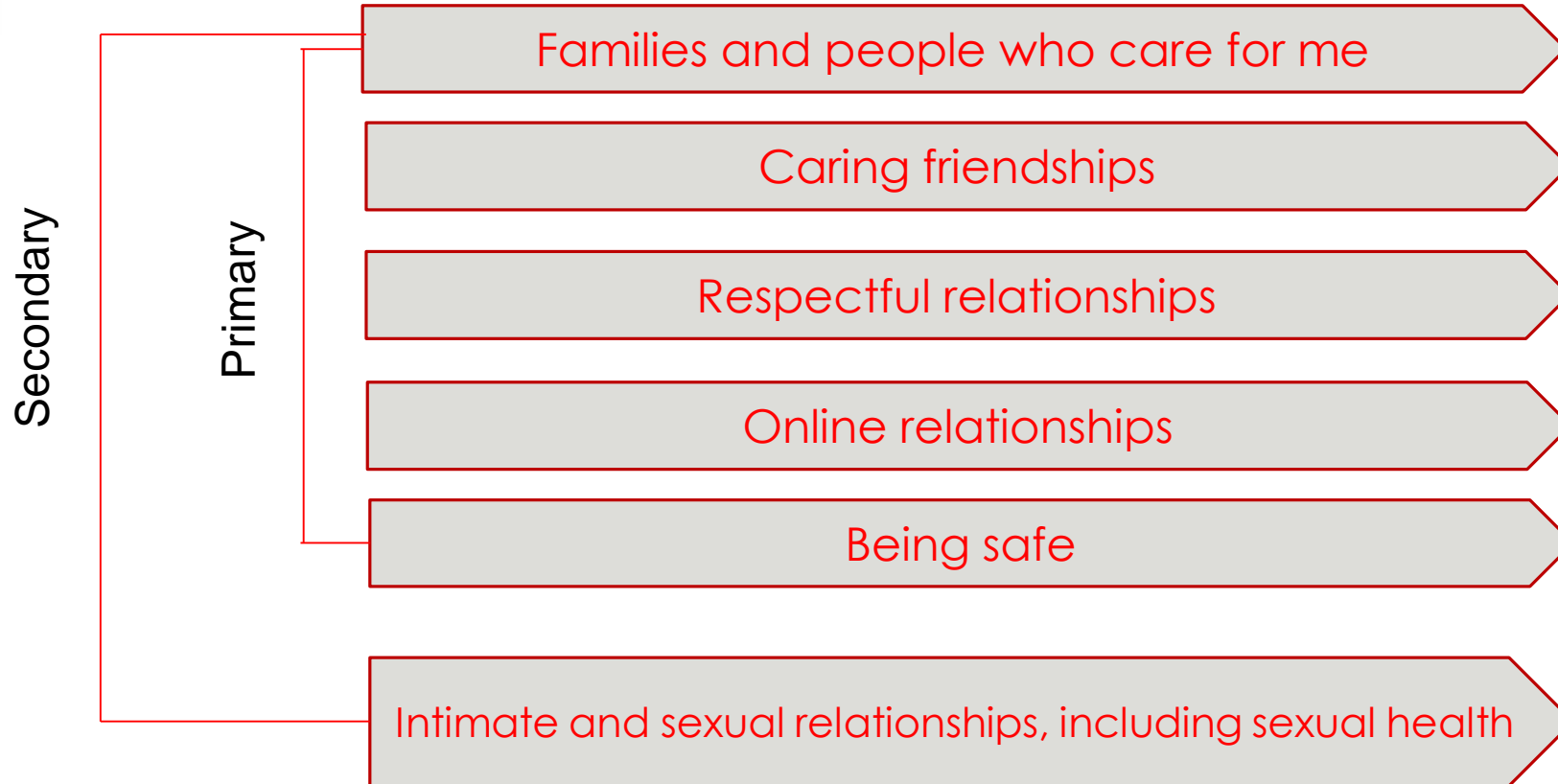
What we want from our curriculum at Sacred Heart Catholic Primary School:

- Support children to make their own informed decision-making from accurate and relevant sources of information through a Catholic lens with the integrity of our faith.
- Knowledge and capability to stay safe and healthy
- Preparation for the modern world
- Manage their personal and social lives in a positive way
- Understanding their contribution to society; understand, be kind to, respect and include people with backgrounds and beliefs different to their own





Relationships and sex education:



The government published statutory Health and Relationships Education guidance for schools from September 2020. Due to the circumstances of this academic year they extended this so that schools are to start teaching this from Summer 2021.

RELATIONSHIPS EDUCATION

- Families and people who care for me
- Caring friendships
- Online relationships
- Being safe
- ***The Wider World***

Parents of primary age children have the right to withdraw their children from some or all of the Sex Education that is outside the Science Curriculum, but not to withdraw from Relationships Education, Health Education or Science.

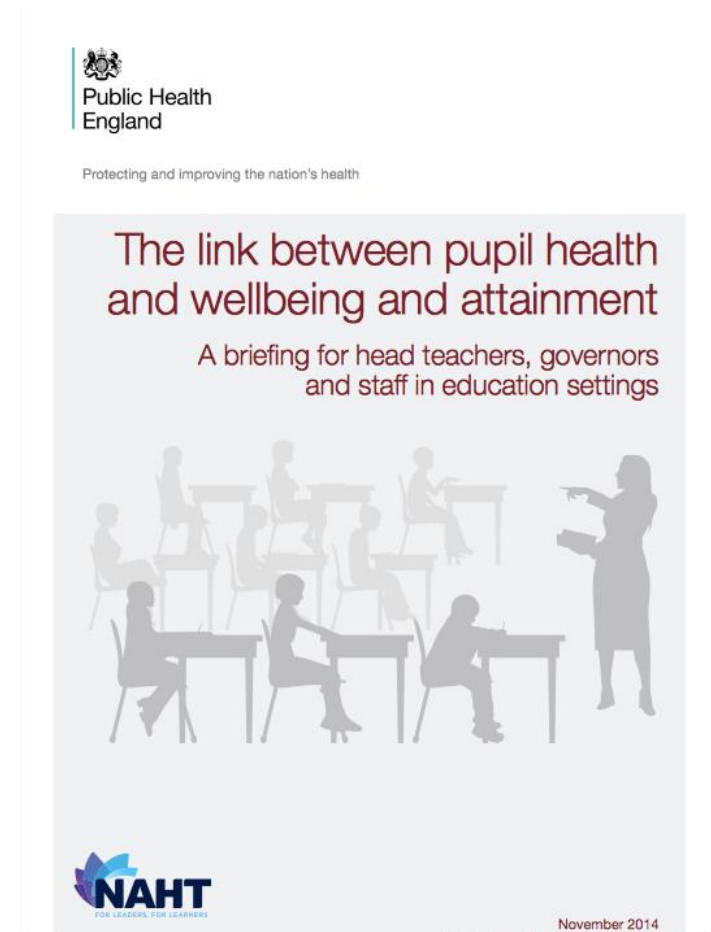
HEALTH EDUCATION

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohols and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body



Evidence – key messages

1. Overall pupils with better health and wellbeing are likely to achieve better academically
2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement
3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn
4. A positive association exists between academic attainment and physical activity levels of pupils.



Schools must comply with:

- The Equalities Act 2010
- Keeping Children Safe in Education (Safeguarding)
- Statutory guidance: Relationship, Health and Sex Education (June 2019)
- OFSTED guidance
- Green paper: Mental Health and Wellbeing
- British Values: Democracy, Mutual Respect, Rule of Law, Individual Liberty, Tolerance of others
- National Curriculum: Science

Alongside many other pieces of legislation designed to keep children safe.

Sex Education up to September 2020 (with extension to April 2021)

Legally:

- Schools **MUST** teach the Science curriculum which includes some 'sex education'

PLUS

- The DFE 2000 guidance **recommends** all schools have a Sex and Relationships programme

that ensures 'boys and girls know about puberty and how a baby is born'

How schools do this is left up to them – Science and Journey in Love (AOL)

Link to statutory government guidance

(This guidance to be taught from April 2021)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

What must schools teach under the Science curriculum?

Year 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.

Year 2

- 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)



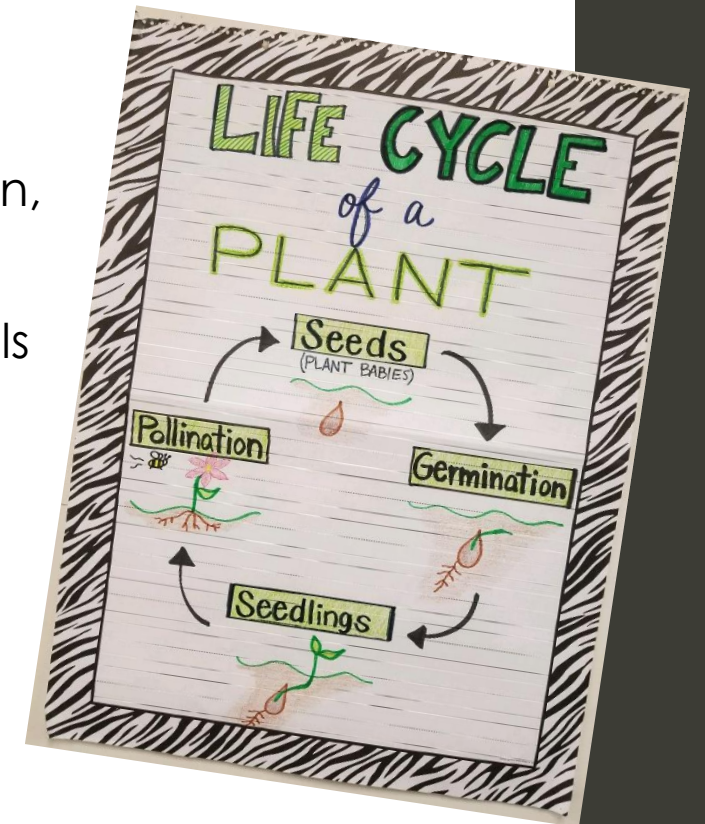


Year 3 & 4

- Nothing in the Science curriculum related to puberty or reproduction

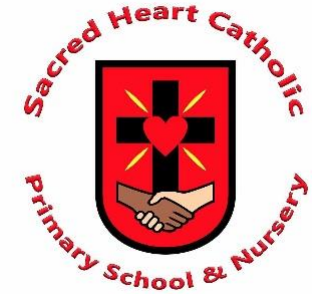
Year 5

- Describe the differences in the life cycles of a mammal, an amphibian, and insect and a bird
- Describe the life processes of reproduction in some plants and animals
- Describe the changes as humans develop to old age



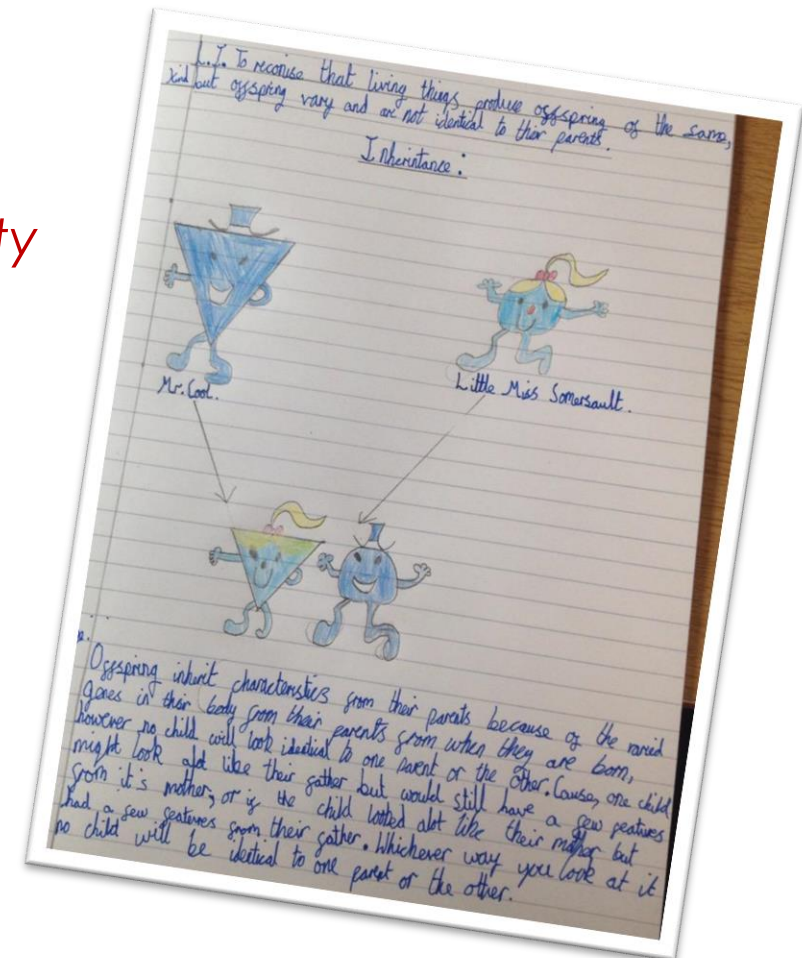
Year 6

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents



Is this enough to ensure children know about puberty and how babies are born?

Is this enough information to help children keep themselves SAFE in today's world?



Statutory Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a **relationship is**, what **friendship is**, what **family means** and **who the people are who can support them**.

From the beginning of primary school, building on early education, pupils should be taught:

- how to take turns,
- how to treat each other with kindness, consideration and respect,
- the importance of honesty and truthfulness,
- permission seeking and giving,
- the concept of personal privacy.





Our School Curriculum

PSHE Association's Programme Builders, thematic scheme.

Parents & Carers Survey

	N	R	1	2	3	4	5	6
Which year group(s) is your child/ren in?								
Are you aware of the school's current policy on Relationship, Sex & Health Education?	Yes	No						
Are you able to speak to your child about mental health matters?	Yes	No						
Are you able to speak to your child about the different kinds of family relationships?	Yes	No						
Are you able to speak to your child about general health and wellbeing?	Yes	No						
Which of the following topics would you like to see covered more/less in school? Please highlight or circle								
Growing and Changing								10
Feelings								9
Keeping safe (including internet and social networking)								13
Keeping yourself clean								14
Friendship								9
How to seek help if needed								10
Harmful substances (KS1)								8
Choices and consequences								11
General Wellbeing								12
Gender Stereotypes (KS1)								7
First Aid								9
Puberty (KS2)								10
Similarities and differences								7
Someone to talk to								7
Families of all different kinds								6
Drugs, alcohol and tobacco (KS2)								8
Mental Health								6
Gender and sexuality (KS2)								8
Male and female body parts								6
Reproduction and birth (KS2)								
Other								
Have you read the Journey in Love parents booklet and logged in to the parents portal of the ten360 website to explore the resources and program?								
	Yes	No						
	2	17						



Overview RSHE 2021-2022



	AUTUMN	SPRING	SUMMER
Nursery	<p>Journey In Love – Social & Emotional To recognise the joy of being a special person in my family.</p> <p>RSHE – I am me – we are special Good feelings, Bad feelings Being Kind That's not how you do it It's OK to be different</p> <p>PE – KQAW equipment needs to be used safely.</p>	<p>Journey In Love – Physical To recognise that we all different and unique.</p> <p>RSHE – Growing Up (Life Cycles) Keeping Safe Personal Relationships The judgemental Flower – Valuing difference of others</p> <p>PE - Understand the need for varied and healthy food. • Work and play cooperatively and take turns with others.</p>	<p>Journey In Love – Spiritual To celebrate the joy of being a special person in God's family.</p> <p>RSHE – Keeping Safe Me, You Us Mommy, mamma and me – Celebrate my family</p> <p>PE Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other's successes.</p>
Reception	<p>Journey In Love – Social & Emotional To recognise the joy of being a special person in my family</p> <p>RSHE – I am me – we are special The Big Hair swap Good feelings, Bad feelings Positive Friendships You Choose – Say what I think It's OK to be different No difference between Us – gender equality, respectful relationships, tolerance, acceptance.</p>	<p>Journey In Love – Physical To recognise that we all different and unique.</p> <p>RSHE – Growing Up (Life Cycles) Keeping Safe Personal Relationships Blue Chameleon – It's good to be friends with someone different My mouth is a volcano – respecting others</p> <p>PE – Use safety measures without direct supervision.</p>	<p>Journey In Love – Spiritual To celebrate the joy of being a special person in God's family.</p> <p>RSHE – Keeping Safe Me, You Us The family Book – Understand that all families are different Mommy, mamma and me</p> <p>PE - Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe</p>

<p>– Physical human life is wellbeing choices</p>	<p>Journey In Love – Spiritual To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.</p> <p>RSHE – Being a positive force in the community (Living in the wider world) Linked to Science – living things and their habitats Science innovation Science inventors</p> <p>PE - Awareness of how exercise can help support our mental wellbeing. Understanding the importance of exercise and sport in social environments</p>
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“Does ‘Life to the Full’ cover the national curriculum for PSHE?” This is a question which doesn’t have a simple yes/no answer!

PSHE as a whole is a non-statutory subject. **Life to the Full** only covers the statutory requirements of RHE. In practice, this means that much of “Living in the Wider World” within PSHE is not covered in our programme. However, you can be assured that **Life to the Full** does aim to meet all of the statutory requirements of the new RHE curriculum.

Life to the Full is based on the structure of the [Model Primary RSE Curriculum](#) from the Catholic Education Service and we use this as the basis for our lessons and resources. This itself is cited as a work of good practice by the DfE so it should mean that not only are you fully-compliant with the new curriculum but you are delivering a programme that puts Catholic education at the very heart.

A Journey in **LOVE**

*A developmental programme
for children in the primary years*



Sr Jude Groden RSM and contributors

Dr Sathi Aija / Ilse Brockling / Fr David Clemens
Sarah Feist / Shaun Kelliher / Patrick Harrison

With a foreword by Baroness Sheila Hollins

McCRIMMONS Great Wakering, Essex, UK

Social & Emotional Physical Spiritual

Eg:

**Year Three – How we live in
love**

Children know and understand the virtues essential to friendship, e.g. loyalty, responsibility... and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness.



PROGRAMME OF STUDY FOR PSHE EDUCATION

KEY STAGES 1-5



PSHE
Association

The national body for Personal,
Social, Health and Economic
(PSHE) education.

About the PSHE Association

- The PSHE Association is the national body for personal, social, health and economic (PSHE) education — the school curriculum subject that supports pupils to be healthy, safe and prepared for modern life. PSHE education incorporates health education, relationships education/RSE and economic wellbeing and careers.
- A charity and membership organisation, the PSHE Association works to improve PSHE education standards by supporting a national community of over 40,000 teachers and schools with resources, training and advice. Find out more at www.pshe-association.org.uk.

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Suggested Programme of Study for living in the wider world

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.



Statutory Health Education

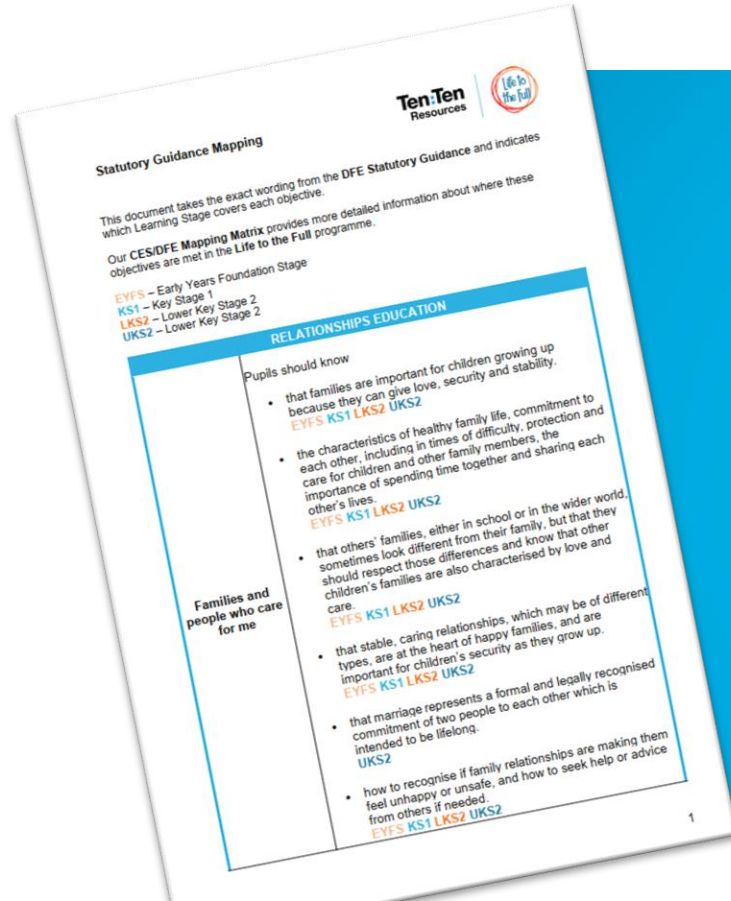
- The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is a normal part of growing up and what they may feel is an issue in themselves and others – such as friendships or low mood or even fitness -and, when issues arise, know how to seek support as early as possible from appropriate sources.
- Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
- Puberty including menstruation should be covered in Health Education and should, as far as possible be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Right to withdraw

- Parents DO NOT have the right to withdraw their children from relationships education.
- Parents have the right to withdraw their children from the non-statutory / non-science components of sex education within RSE.
- Requests for withdrawal should be put in writing.

Parent/Carer Comments

- If you have any questions or comments regarding any of this, please contact myself, Mrs Sim (Curriculum Lead) or Miss Kayayan (PSHE subject lead) on email or through the school office
- Thank you for taking the time to read all of this information.



Online PARENT Portal

- Further information
- Activities for home learning
- Links to family prayers

www.tentenresources.co.uk/parent-portal

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