

## Widnes Academy

### Parent Overview of PSHE and Relationships Education

Welcome to the PSHE and Relationships Education guide for parents at Widnes Academy.

**The relationships and health aspects of PSHE education will be compulsory in all schools from 2020 (revised to Summer 2021).**

#### PSHE

PSHE education is a partnership between schools and parents and carers (henceforth referred to as 'parents'). Engaging with parents about the content of your PSHE programme – including relationships education – is therefore an important part of providing a high-quality programme.

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

What PSHE could look like in the context of statutory Relationships and RSE and will also consider age-appropriate content and guidance.

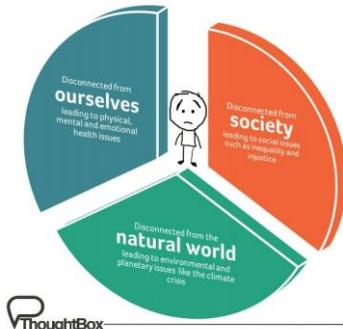
We would expect this to cover the three core learning themes of:

- health and wellbeing
- relationships
- living in the wider world

At Widnes Academy we use the scheme ThoughtBox to support our PSHE curriculum. We chose this as it allows children time to reflect and think about areas of the curriculum being taught, using a 'Think & Thrive, Triple Wellbeing Curriculum.' This is a 3 year rolling programme, of which we are currently using second year topics.

## OUR APPROACH

At the heart of ThoughtBox stands the knowledge that education needs to nurture the whole child. When children are given the space to think deeply about - and connect to - the things that really matter, they develop a broader sense of knowledge, compassion, values, confidence and resilience, giving them the opportunities to flourish.



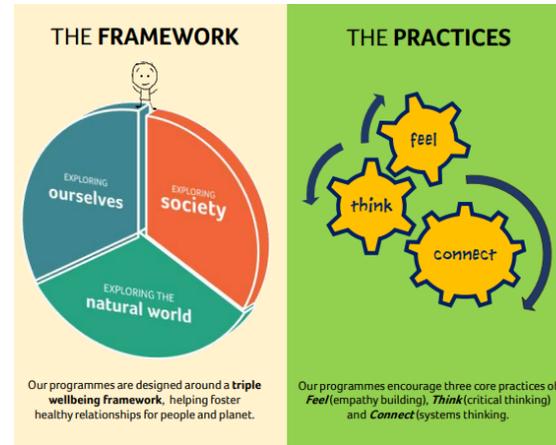
Our work is built upon a foundational framework of **triple wellbeing**.

We developed this approach in response to what many leading thinkers call the *three disconnects* in our societies: disconnected from ourselves, from society and from the natural world.

Using a *whole-child approach* to learning, we support young people in developing a deeper sense of connection to themselves, others and the natural world through a framework which we call *triple wellbeing*, helping to nurture healthy relationships for people and planet.



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Our programmes are designed around a **triple wellbeing framework**, helping foster healthy relationships for people and planet.

Our programmes encourage three core practices of **Feel** (empathy building), **Think** (critical thinking) and **Connect** (systems thinking).

## THE PROCESS



Each curriculum contains four lesson plans for students to **engage, understand, explore perspectives and feel empowered**.

## OUR TOPICS

<b>IDENTITY</b> EXPLORING OURSELVES	<b>HOME</b> EXPLORING SOCIETY	<b>HABITATS</b> EXPLORING THE NATURAL WORLD
<b>HAPPINESS</b> EXPLORING OURSELVES	<b>JOURNEYS</b> EXPLORING SOCIETY	<b>WASTE</b> EXPLORING THE NATURAL WORLD
<b>SOCIAL MEDIA</b> EXPLORING OURSELVES	<b>LOVE &amp; RELATIONSHIPS</b> EXPLORING SOCIETY	<b>FOOD</b> EXPLORING THE NATURAL WORLD
<b>GLOBAL CULTURES</b> EXPLORING OURSELVES	<b>KINDNESS</b> EXPLORING SOCIETY	<b>CLOTHES</b> EXPLORING THE NATURAL WORLD
<b>FAITH</b> EXPLORING OURSELVES	<b>BELONGING</b> EXPLORING SOCIETY	<b>WATER</b> EXPLORING THE NATURAL WORLD
<b>AWE &amp; WONDER</b> EXPLORING OURSELVES	<b>EQUALITY &amp; JUSTICE</b> EXPLORING SOCIETY	<b>CHANGING CLIMATES</b> EXPLORING THE NATURAL WORLD



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## **Relationships Education**

Under the Children and Social Work Act 2017 the government committed to making Relationships Education statutory in all primary schools, including local authority-maintained schools, academies, free schools, and independent schools.

Teaching about relationships is nothing new for schools – relationships education is covered through PSHE education, an established curriculum subject taught in the vast majority of schools – but there have been concerns about consistency of quality and time allocated to it. The statutory changes have huge potential to ensure support for safe, effective PSHE practice across all schools – a ‘levelling up’ of standards.

Sex education has **not** been made compulsory in primary schools, though the Department for Education ‘continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will likely focus on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships.
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships.
- how relationships may affect health and wellbeing, including mental health.
- healthy relationships and safety online;

## **The right to withdrawal:**

### **In primary education from September 2020:**

- Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).
- Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age appropriate sex education)
- Head teachers in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum (although the guidance makes clear that good practice is ‘likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child’).
- Where pupils are withdrawn from sex education, schools should document the process and will have to ‘ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.’

## How and where we teach aspects of Relationship Education not taught through ThoughtBox:

<b>AREAS NOT COVERED BY PSHE   Health education</b>				
These areas in the Health Education Ofsted Guidance are not covered by ThoughtBox topics:				
Pupils Should Know:	ThoughtBox Topic Year 1	ThoughtBox Topic Year 2	Cross-Curricular Links	Years Taught in
1. Physical health and fitness			PE Daily Mile	All years
2. Healthy eating		Food – Healthy eating, habits and relationships with food	D&T Science Health Improvement Team courses –	All years
3. Drugs, alcohol and tobacco			Health Improvement Team courses – KS2 – Topic – Visitor into school	Year 5&6
4. Health and prevention			Health Improvement Team courses –	range of years 3/4/5/6
5. Basic first aid			Contact School Nurse Health Improvement Team courses –	Year 6
6. Changing adolescent body			Science Health Improvement Team courses –	Healthitude - Year 5&6