

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

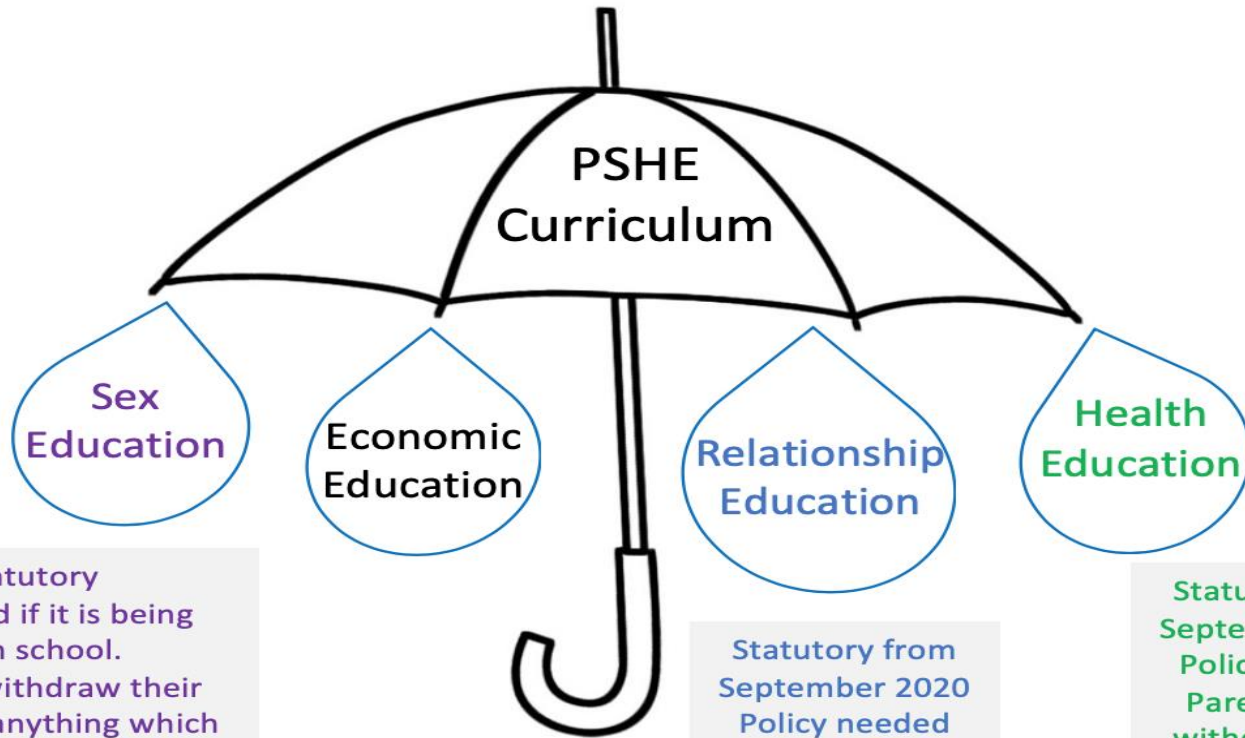
PSHRE/Behaviour Presentation

Statutory from September 2020

Primary Schools:

Relationships Education and Health Education (RHE)

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. **DfE 2019**



Not statutory
Policy needed if it is being
taught in school.
Parents **can** withdraw their
children from anything which
is addition to the science
curriculum or relationships
education. (This must be
clearly identified in policy)

Statutory from
September 2020
Policy needed
Parents **can't**
withdraw their
children.

Statutory from
September 2020
Policy advised
Parents **can't**
withdraw their
children.

**Respect the backgrounds
and beliefs of pupils and
parents**

**Provide pupils
with the
knowledge they
need of the law**

**Taught sensitively
and inclusively**

RSHE

Enable all to flourish

Be inclusive of all

**Provide a safe space
to discuss the world
in which they live**

**Age and
developmentally
appropriate
curriculum**

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Dfe

- ▶ ‘To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.’







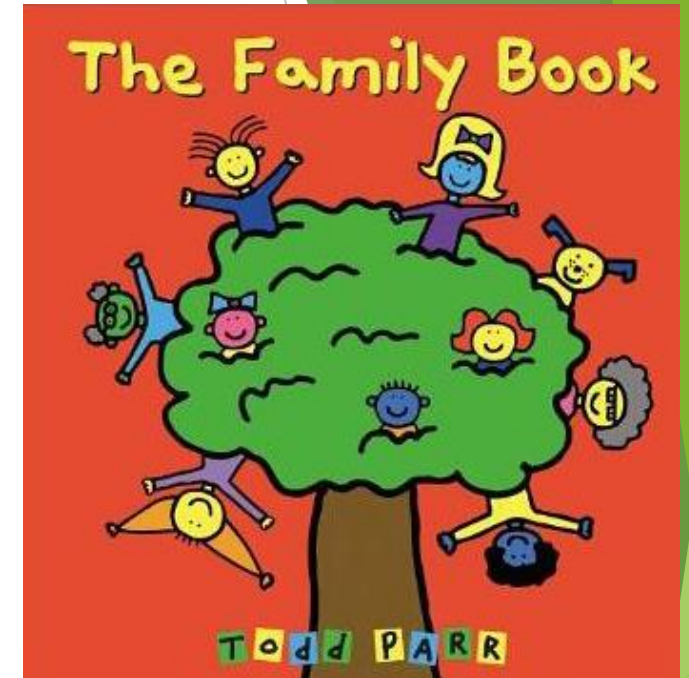
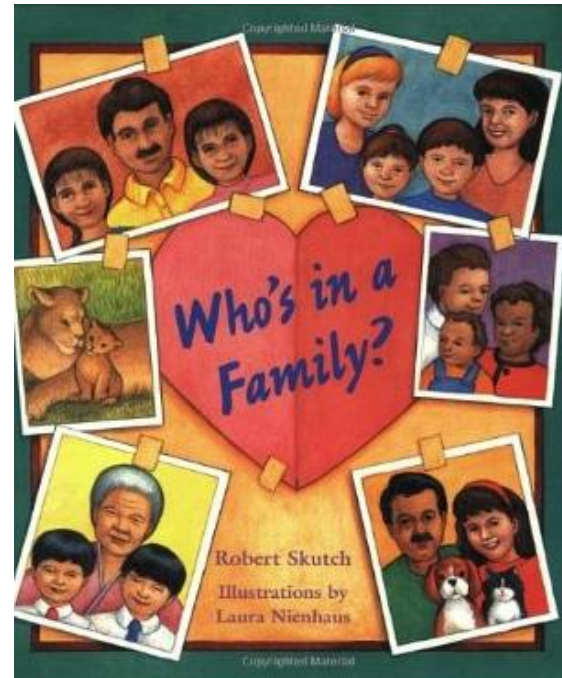
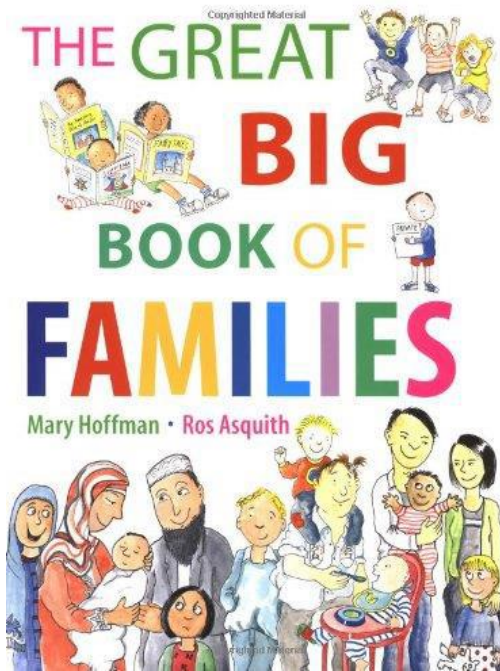
Relationships

- *‘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.’*

How do we do this at Thurnham?

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

Personal, Social and Emotional Development: Making relationships			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <p>30-50 months</p>	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> • Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults. • Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included. • Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried. • Plan support for children who have not yet made friends. 	<ul style="list-style-type: none"> • Plan activities that require collaboration, such as parachute activities and ring games. • Provide stability in staffing, key person relationships and in grouping of the children. • Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions. • Provide a role-play area resourced with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos. • Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying 'You can't play'.
 <p>40-60+ months</p>	<ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> • Support children in linking openly and confidently with others, e.g. to seek help or check information. • Model being a considerate and responsive partner in interactions. • Ensure that children and adults make opportunities to listen to each other and explain their actions. • Be aware of and respond to particular needs of children who are learning English as an additional language. 	<ul style="list-style-type: none"> • Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. • Ensure children have opportunities to relate to their key person, individually and in small groups. • Provide activities that involve turn-taking and sharing in small groups.



Some of the resources we use in Year R.





It was quite tricky, but we kept trying and challenged ourselves



(During C.I. time)
I'm going to make more cards because one is too easy and I want to do something harder.

"I helped my Dad build a rabbit hutch and I screwed the nail in with a big screwdriver."

Mutual Respect, Tolerance and Diversity

B.V.L.1.
2.11.18



'Lonely'
How does it feel to be left out?
SAD

Anthony Browne

Willy and Hugh



We made groups. Some people could not join. We only needed 4"



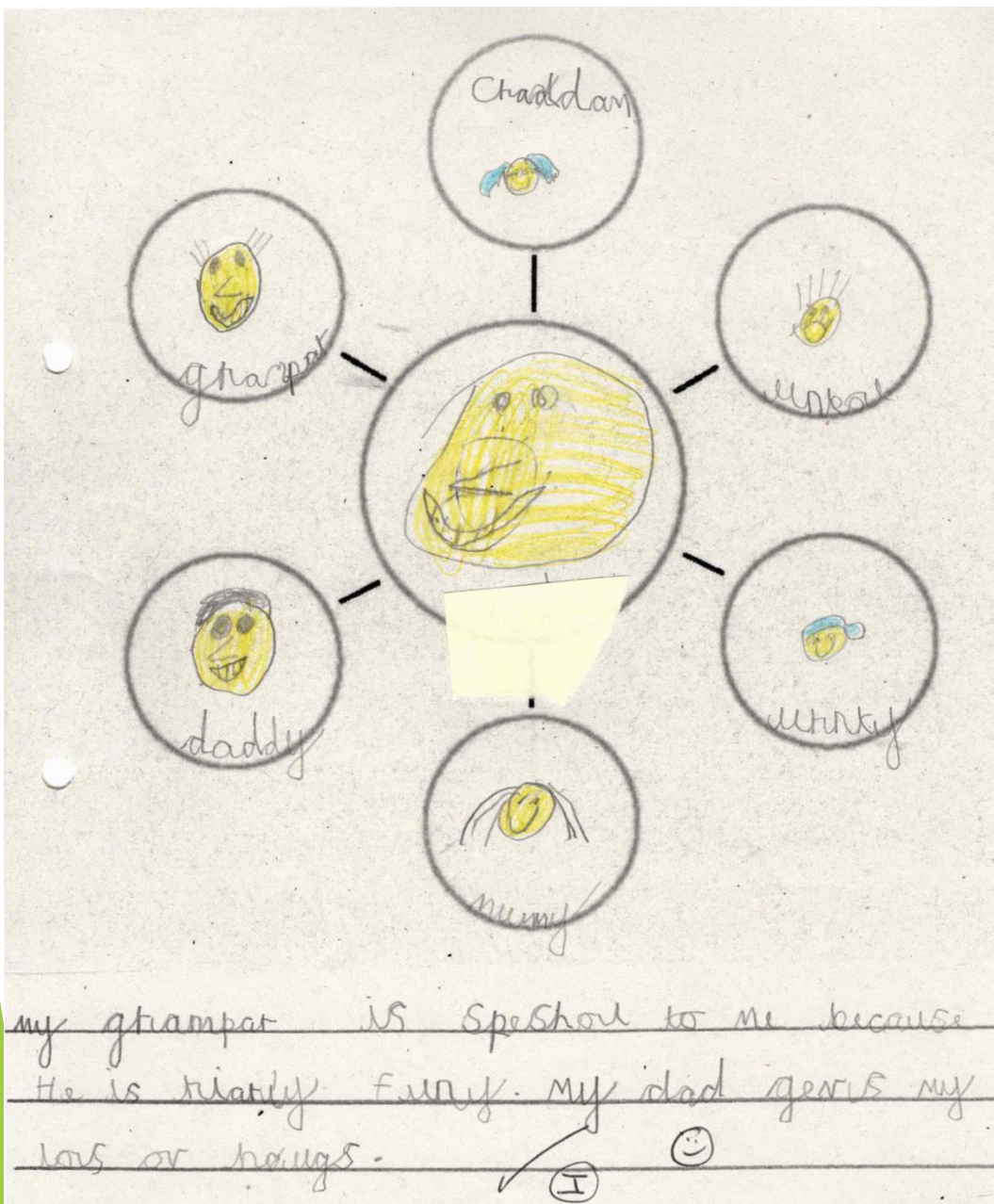
Sometimes people get left out because they are different!

Relationships in Year 1 and 2

- ‘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, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact’



Relationships



17/9/19

LO: for pupils to recognise that their behaviour can affect other people.

'I like Max because he's kind.'
Max 'I like Grace because she shares her toys.'

I like Madeline when she shares with her house.'
'Jessica is a nice friendly girl.'

'I like Oscar because if I fall he tells a teacher.'

I like Eliza because I like her shoes.'

I like Owen because he is kind to me in the playground.

I like Lottie because she is kind.'

I like Beth because she is really kind and a good friend to have.'

Emily 'I like Hattie's hair because it's curly.'


I like Jacob because he is good at football.'

Jacob-Jude 'I like Hugo because he is friends with all of us.'

'I like Theo because he is such a nice boy.'

I like Isabelle's blue eyes.'

How to grow your brain.



Growth Mindset Lessons

31.10.19

We have been thinking about what is a fixed mindset and what is a growth mindset.

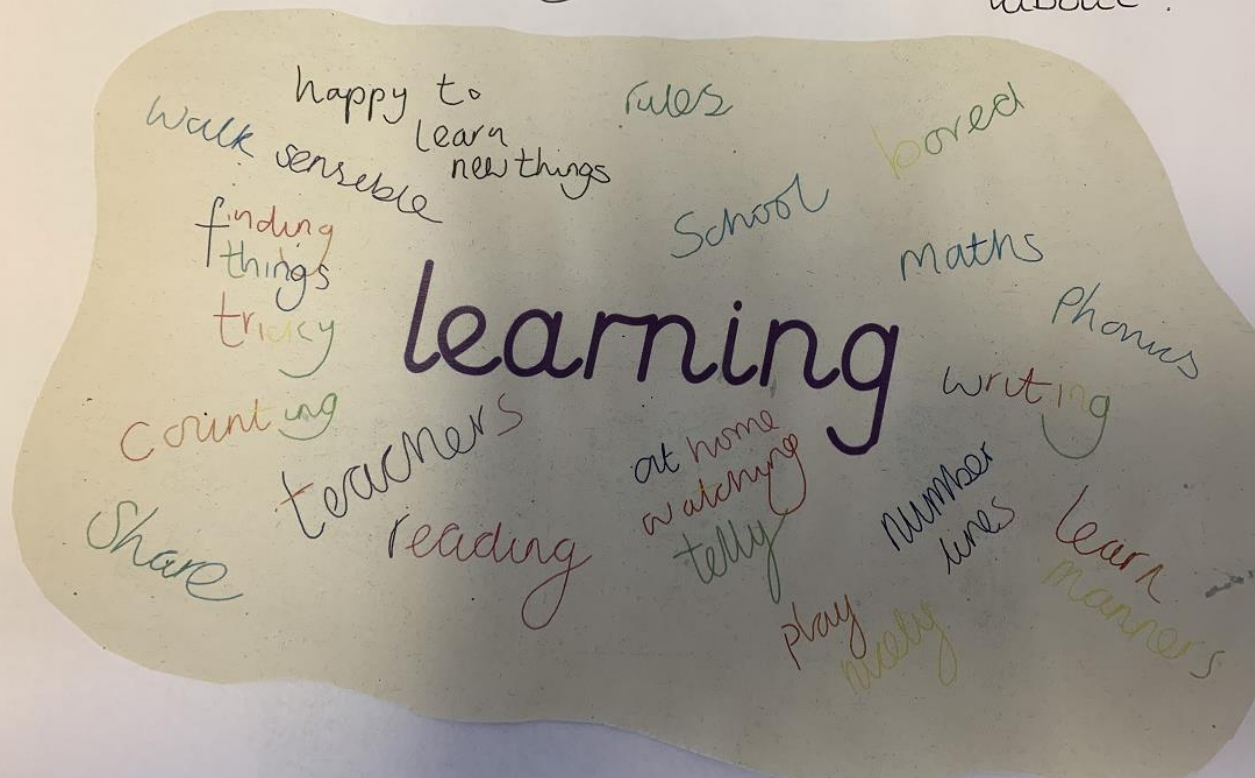
We looked the story of Charlie and Lola "Too many big words". We thought about how Charlie could help Lola when she didn't want to go to school.

Keep practising
Lola "Errr"
"You have to try loads of times"
"Keep on trying"

Lola Can't read the big words.
She found taking away hard.
Her brain is frozen.
She just gave up.

"I will help you Lola if you keep trying." (Phoebe T.)
"Keep going Lola" (Matey)

Class thought of all the things that the word 'learning' makes them think about.



learning

happy to learn new things
walk sensible
finding things tricky
counting
Share
teachers
reading
at home watching telly
play
mums
School
bored
maths
Phonics
writing
number lines
learn manners

Growth Mindsets

Year 2 Health and Well-being Spring Term

The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls

What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.

About growing and changing and new opportunities and responsibilities that increasing independence may bring.

Body parts labels

hands	head	vagina
arms	shoulders	vulva
legs	knees	ears
feet	toes	testicles
ankle	fingers	penis
eyes	tummy	chest
elbows	bottom	back
neck	wrist	mouth
teeth	hair	face



“During the next 15 years I am likely to...”

- Go out on my own for the first time
- Cross my first busy road without someone to watch over me
- Travel to school on my own for the first time
- Have my first 'sleep over' at a friend's home
- Travel into town on my own for the first time
- Experience my first 'dare'
- Make my first decision to spend my own money
- Question if my body image is okay
- Make my first independent decision about my diet and exercise
- Witness or experience my first incident of bullying, either in person or online
- Experience the start of puberty
- Experience my first bereavement
- Witness or experience my first incident of homophobia or transphobia
- Witness or experience my first incident of racism
- Open my first savings account
- Go on my first date
- Have my first kiss
- Fall in love for the first time
- Meet my first boyfriend or girlfriend
- Have my first sexual experience
- Be offered a cigarette for the first time
- Be offered and perhaps have my first taste of alcohol
- Make my first decision about drug use
- Have my first opportunity to become a member of different groups, perhaps have my first opportunity to join a gang
- Make my first choice of whether or not to carry a knife or weapon

“Who is going to teach the knowledge and skills I will need to manage these ‘first moments’ and stay healthy and safe?”

Personal, Social, Health and Economic (PSHE) education:
Preparing pupils for the challenges, opportunities and responsibilities of life

A warm, rustic living room with a stone fireplace in the center. A fire is burning brightly in the hearth. In front of the fireplace is a low wooden coffee table with a bowl of nuts, a small black pitcher, and some books. Two floral armchairs are positioned on either side of the coffee table. To the right, a window with a wooden frame lets in bright light. The walls are made of rough-hewn stone, and the floor is wooden.

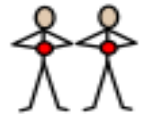
WARM FIRES OPEN DOORS

Our Church of England schools should be proudly inclusive, compassionate and loving **because** of our Christian foundation and vision.

New Behaviour Policy



3 new Rules



Our



School



Rules

=



Be safe

=



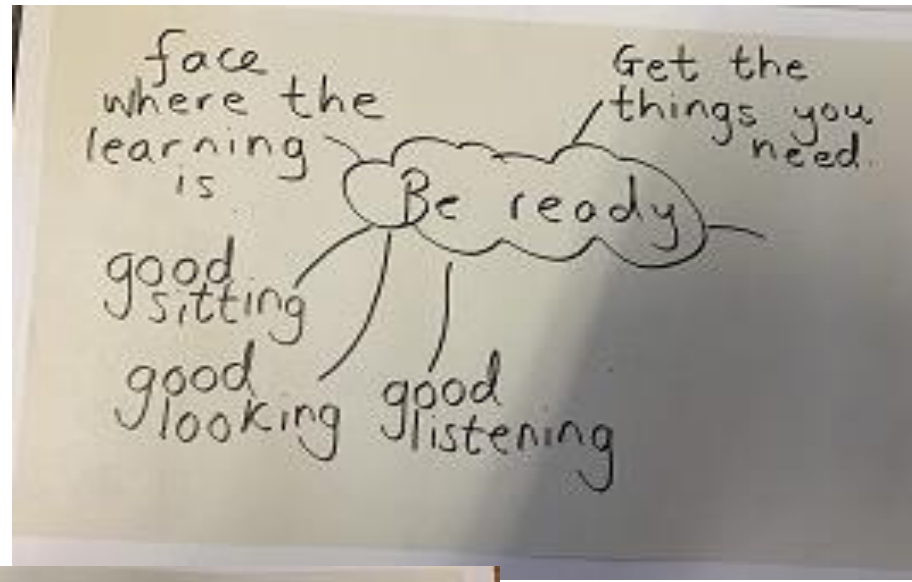
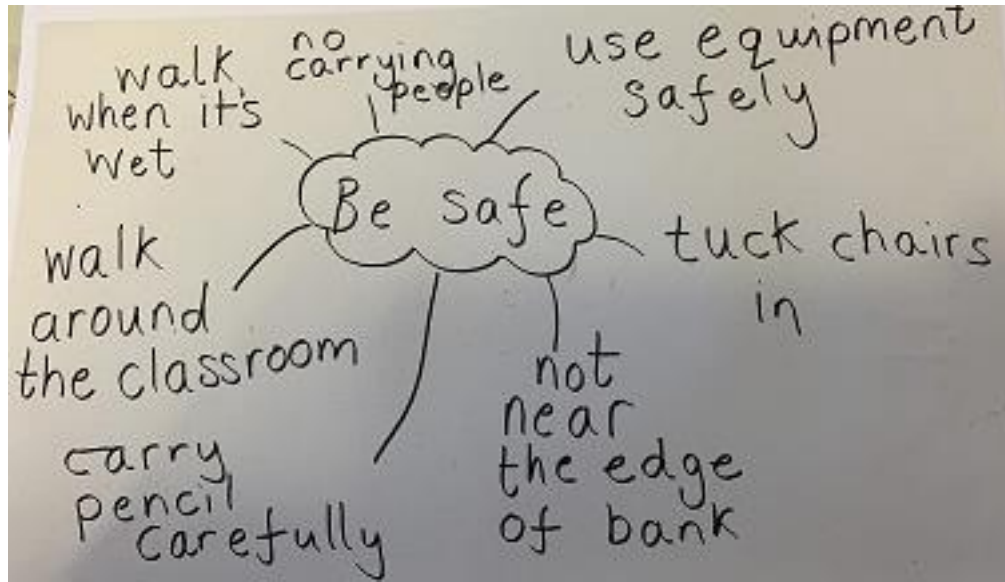
Be ready

=




Be respectful




We explored what they mean...



Behaviour Scripts



 ?
Are you being ...?

  
(insert school rule)

 =   = 
What is it you are doing?

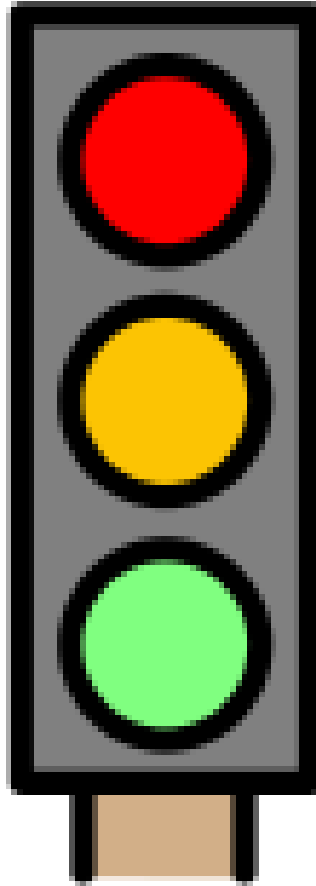
   
What should you be doing?

Traffic Light Behaviours

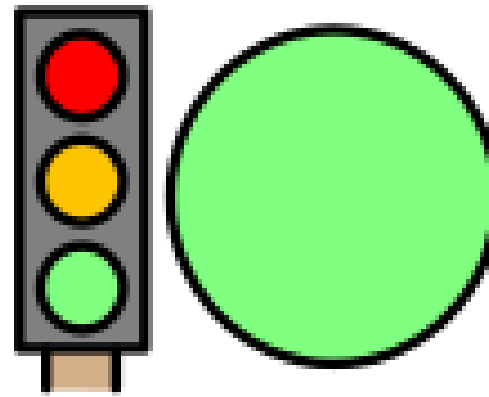
Red Behaviours

Amber Behaviours

Green Behaviours



Green Behaviours



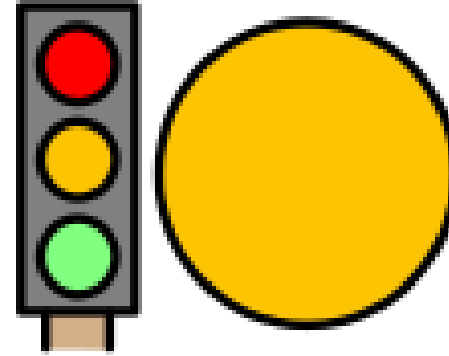
▶ Actions

- ▶ Thurnham Walking
- ▶ Holding doors open for others
- ▶ Showing good manners
- ▶ Behaviours for Learning
- ▶ Kind hands
- ▶ Respectful

▶ Rewards

- ▶ House points /Dojos
- ▶ Notes home
- ▶ Lunchtime table
- ▶ Head teacher sticker
- ▶ Lunchtime star
- ▶ Non-uniform winning house

Amber Behaviours



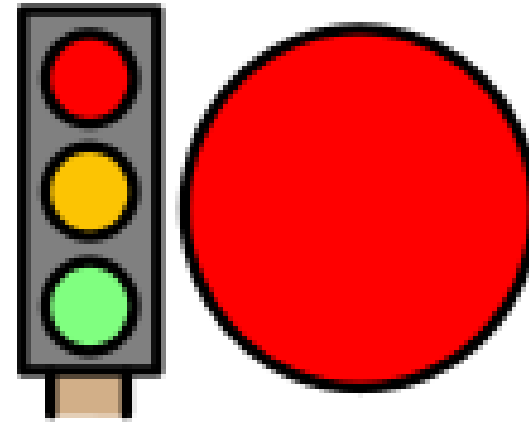
▶ ACTIONS:

- ▶ Teasing
- ▶ Calling out and talking when been asked not to several times
- ▶ Touching other people's things without their permission
- ▶ Running in school/classroom
- ▶ Saying unkind things/ unkind gestures
- ▶ Using outdoor voice in school

▶ SANCTIONS

- ▶ Behaviour Script
- ▶ Verbal reminders to move to Green behaviours
- ▶ Time out with a timer

Red Behaviours:



ACTIONS:

- ▶ Unwanted Physical Contact
- ▶ Something that endangers themselves or others
- ▶ Damaging another person's property
- ▶ Using hurtful or inappropriate language
- ▶ Consistently doing Amber behaviours

SANCTIONS:

Thinking time with egg timer in another class
- calming time

Miss some playtime/ activity

Visit to Mr James / Mrs Pateman

Phone call home

An apology letter/picture