

Cricklade Manor Parent Consultation April 1st 2021

Relationships and Sex Education as part of the PSHE Education Curriculum

Cricklade Manor Prep values:

Challenge: Pupils develop their **initiative** and **resilience** to accept new challenges and opportunities allowing them to build high levels of **skill, knowledge and understanding**.

Motivate: Pupils are **happy, enthusiastic** about learning and **contribute** to school. They grow in **independence** and develop self-discipline and **decision-making** skills in a **safe** environment.

Prepare: Pupils develop their **confidence** and **responsibility** whilst being **respectful and kind**. They **communicate** effectively, **collaboratively** with others and show **leadership** in their learning and in preparation for senior school.



CRICKLADE
MANOR PREP
SCHOOL & NURSERY

April 2021

James Barton - Director of Pastoral Care and Designated Safeguard Lead

- ❑ 21 years of teaching and caring for children at Prior Park and now Cricklade Manor Prep.
- ❑ Year 5 Tutor
- ❑ Year 5 and 6 Maths Teacher
- ❑ Games Teacher
- ❑ Parent to Year 6 and Year 3 pupil at CMP

Purpose for Consultation

- ❑ Agree Common Principles
- ❑ Share current practice in school with parents
- ❑ Share where to find information
- ❑ Share ideas on the direction of the PSHE / RSE Curriculum
- ❑ Get feedback from parents
- ❑ Answer any questions

Common Agreed Principles

- ❑ We all want what is best for children / support children to achieve the best possible outcomes
- ❑ We want to protect children and to keep them safe. Strong links with safeguarding
- ❑ We want children to be healthy and happy
- ❑ We collaborate as teachers and parents with children
- ❑ We recognise that teaching at school will compliment (not replace) and reinforce the lessons families teach their children as they grow up
- ❑ We agree that Relationship Education at Cricklade Manor Prep should include an element of human reproduction for Year 6 pupils ahead of their transition to senior school

Relationship Education in Primary Schools

Statutory Requirements

- ❑ Relationships Education is introduced at Primary and students explore the following areas:
 - Families and people who care for me
 - Caring Friendships
 - Respectful Relationships
 - Online Relationships
 - Being Safe

- ❑ Sex education is not compulsory in primary schools. Primary schools that choose to teach sex education should tailor teaching to take account of the age and the physical maturity of their pupils and must allow parents to withdraw their children where requested.

The Curriculum

Built around our pupils being safe in school, home and everywhere in-between:



Developing Steps in relationship and sex education

- Building respectful relationships with friends and identifying trusted adults.
- Keeping our Privates Private. (NSPCC PANTS)
- Dealing with our emotions and knowing that it is ok to be sad, happy, angry and how to deal with these emotions.
- Recognising that we grow up and our body changes
- internet safety, relationships and potential dangers
- Recognising the physical and emotional changes associated with puberty
- Romantic Relationships, civil partnerships and civil marriages
- Consent in different situations
- Human reproduction and birth as part of a loving relationship

English:
Guided Reader - 'Boy' by Roald Dahl and linked writing tasks including character description, autobiography writing, learning and performing a poem, spelling patterns, use of language techniques;

Maths:
Number and place value
Addition and subtraction
Multiplication and division
Fractions (including decimals and percentages)
MEASUREMENT
Properties of shapes
Position and direction
STATISTICS
Use and interpret data

Humanities:
Geography: Landscapes; Biomes; map skills/location knowledge
History: Baghdad AD900 (study of an ancient

Games:
Monday - Boys' Rugby and Girls' Netball
Tuesday - Boys' and Girls' Hockey
Thursday - Boys' and Girls' Cricket

Science:
Children will be able
• to describe and model how the earth, sun and moon move in relation to each other.
• describe the structure of our solar system.
• explain rotation of the earth effects shadows/lengths
• to show rotation causes a change in length of day and night.
• describe the solar system including the movement of the Earth and other planets around the Sun

Art: Patterns in Art from cultures around the world
Enjoy making patterns of many different styles and how these have hidden meanings and

PSHEE:
Rights and Responsibilities
The difference between rights and responsibilities
Discuss and debate health and wellbeing issues.
Rules and laws;
changing rules and laws;
anti-social behaviour;
respecting and resolving differences

French:
Developing a deeper understanding of language and grammar.
Global Citizenship:
To understand what fast fashion is and why we have this industry.
To understand what is Wealth?
Study Jewish Festivals of Passover and Shavuot.

PE:
Gymnastics
Health/Related Fitness/Cross Country

Music:
Autumn 1 – 'Livin' on a Prayer'
All the learning is focused around one song: 'Livin' On A Prayer'. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.
Autumn 2 – Classroom luzz
All the learning is focused around two tunes and improvising. Children will explore a wealth of instruments and develop their understanding of formal musical notation

Things you might not know!

Pupil Choice Chart	
<p>Making a 'Good Choice' Reward 1 (House Point)</p> <p>Kind to others Worked collaboratively and Respectful Taking responsibility Positive attitude Communicating well Contributing a good answer in class</p>	<p>Making a 'Wrong Choice' Consequence 1 (Warning)</p> <p>Off task Disruptive Missing equipment no homework Inappropriate behaviour Lateness</p>
<p>Reward 2 (2 House Points)</p> <p>Demonstrated good knowledge applying skills leadership Self-discipline in class or independently Demonstrating resilience and overcoming difficulty</p>	<p>Consequence 2 (Missed Break Minute)</p> <p>inappropriate language Overly physical contact with another pupil Repeated C1 behaviour Second C1 behaviour</p>
<p>Reward 3 (Postcard)</p> <p>excellent independent work excellent knowledge understanding Achieved an excellent assessment mark Excellent collaboration and communicated well Excellent performance when representing the school Other significant achievements</p>	<p>Consequence 3 (Deputy Headmaster)</p> <p>Refusal to follow instructions / complete work Persistently disrupting learning Damaged / to another pupils / school property Extremist / racist comments repeatedly kicking or punching another pupil / staff Swearing aggressively at another pupil / staff Bullying another pupil Theft</p>
<p>Reward 4 (Headmaster Award)</p> <p>Outstanding independent approach Outstanding leadership and initiative Outstanding academic progress, demonstrating Outstanding knowledge and understanding Being an outstanding ambassador for the school</p>	<p>Consequence 4 (Headmaster)</p> <p>Persistently bullying another pupil Maliciously damaged school property Assaulted another pupil or member of staff Inappropriate sexual activity Using or supplying drugs or alcohol</p>

Year 5B Classroom Rules

As a class we have decided that classroom rules will help us:

- keep everyone safe
- ensure that school life is fair for all
- understand what is expected to be happy and reduce disagreements
- maximise our learning opportunities

We have agreed to:

- arrive smartly dressed and ready to learn with the correct equipment.
- take responsibility for and respect school, our own and other pupils' equipment.
- listen to instructions from teachers and respect opinions of other pupils.
- present work to the best of our ability.
- focus on the task that has been set and don't distract others.
- be prepared work with everyone and contribute to class and group discussion.
- be kind, support other members of the tutor group and wider community.

Signed: *[Signatures]*



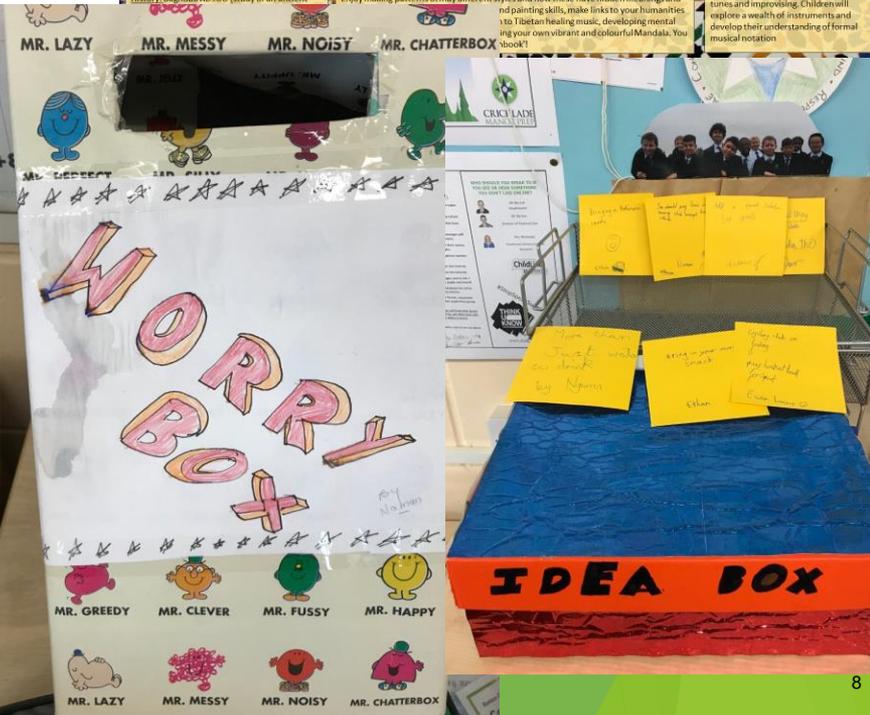
WORRY BOX

MR. LAZY MR. MESSY MR. NOISY MR. CHATTERBOX

MR. GREEDY MR. CLEVER MR. FUSSY MR. HAPPY

MR. LAZY MR. MESSY MR. NOISY MR. CHATTERBOX

IDEA BOX



Questionnaire feedback and Questions Posed

Q1) Would it be possible to receive advanced notice of what is being discussed in PSHE to enable parents to be prepared to discuss topics at home?

A1) Absolutely, on top of the curriculum grids that are shared at the start of the term we will share the finalised plans for PSHE on the website to give parents as full a picture as possible.

Q2) Can I withdraw my child from Relationship and Sex education?

A2) There is no right to withdraw from Relationships Education or Health Education the contents of these subjects- such as family, friendships, safety (including online safety) - are important for all children to be taught.

You are able to withdraw your children from Sex Education lessons taught in the Summer term of Year 6 and alternative education will be provided. Request to withdraw should be completed using the request form and submitted to the Headmaster.

Questionnaire feedback and Questions Posed

Q3) Could I have Clarification on how the discussion around LGBTQ+ and gender reassignment is addressed?

A3) We believe that all pupils should be taught about the society in which they are growing up. Relationships Education is designed to foster respect for others and for difference and educate pupils about healthy relationships. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist is very important.

In Year 1 children learn what it means to be a family and that families are different, eg. Single parents, same-sex parents, etc.

In Year 3 children learn to recognise and respect different types of families, including single parent, same-sex parents, step parents, blended families, foster and adoptive parents. That being part of a family provides support, stability and love and it doesn't irrespective of what the family makeup is.

In Year 5 pupils learn to recognise that everyone should be treated equally and what discrimination means including different types of discrimination. Eg. Racism, sexism and homophobia.

Questionnaire feedback and Questions Posed

In the Year 6 Planned Curriculum:

Q4) Can the topics for Year 6 be condensed to ensure that they have a broad coverage of the content as possible?

A4) Absolutely the curriculum has been prioritised. This year we have focussed on internet safety. We have shared [Parentzone youtube](#) links for parents to help keep their children safe, had an online internet legends assembly for Year 3-6 and gave out the build your own Internet legend with online quiz. Since returning to school we are focussing on relationships and mental wellbeing in line with government advice and our planning grids. We are investing in external speakers and working with senior schools and the police to support and prepare our pupils for the transition to senior schools. The Science and PSHE curriculum is being planned to support the human reproduction and birth topics sensitively and informatively.

Q5) Can the pupils have input on the laws around sharing indecent images?

Absolutely, the school recognises the pressures on young people and the ease at which young people can inadvertently break the law around sharing indecent images of children. This will be included in the police workshop.

Questionnaire feedback and Questions Posed

In the Year 6 Planned Curriculum:

Q6) At an age appropriate time can the pupils learn about the Black Lives Matter movement?

Q6) This topic fits into C4 documentary titled “The school that tried to end Racism which acts as an excellent mead into the topic of unconscious bias and the Black Lives Matter movement. This topic is covered under valuing diversity; challenging discrimination and stereo-types.

Questionnaire feedback and Questions Posed

In the Year 6 Planned Curriculum:

Q7) I would like to understand what is meant by “lad culture”, what data and evidence do you have to support the requirements. Is there a female equivalent?

A7) The school has invested in IDU providing a workshop for Year 6 pupils. As part of growing up and going through puberty, emotional changes in adolescence results in a change of perception of the opposite sex. The booked workshop aims to promote conversation about what this looks like and promoting positive conversation and appreciation of others. The reference to “lad culture” refers to a perception of objectification of women by some proportions of society.

The focus for the workshop will be:

- Friendship online and offline
- Managing technology
- The importance of being you - " Be brave , Be you"

Additional question asked during presentation 01.04.2021

Q1) Should I talk to my child about the PSHE topic before it is covered in class?

This is one positive way to engage with your child but it is not necessary. We would always recommend talking to your child about what they are learning at school and we would definitely recommend this with PSHE Education and RSE. Try to engage with the topics that they are learning and show an interest.

Support for Parents

- ❑ DfE has produced guides for parents of primary and secondary aged children which can be used by schools to communicate how relationships and health education will be taught. The guides provide details of topics that will be covered and information of parent's rights to withdraw. (DfE, 2019c).
- ❑ You may access relevant guides following the link below:
- ❑ <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- ❑ The NSPCC is an excellent source of information for parents and you may like to look at the following site:
- ❑ <https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/>