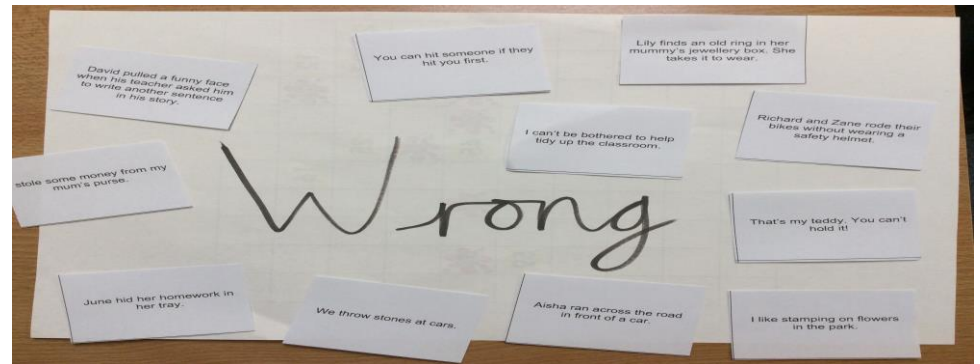




PSHE at Orrets Meadow



RSE

RsE (Relationships Sex Education) - in September 2020 Relationships Education became statutory in Primary Schools in England.

The Process

- This policy was developed by the PSHE Lead, a parent working party, SLT and Teaching staff.
- Different views were taken into account when developing this policy and the Relationships and Sex Education (RSE) programme. The consultation and policy development process involved the following steps:
- Review – R Warren pulled together all relevant information including relevant national and local guidance.
- A parent working party was invited to attend a meeting about the policy and the best way to relay information to parents.
- A document went out to all parents giving information about RSE and the adaptations required by law.
- Staff consultation – staff were given the opportunity to look at information and make recommendations.
- Senior Leadership Team – looked through policy and see if it meets the stated guidelines and checklist provided.
- Governor’s consultation – to share information on the policy.
- Parent working party to review policy and make recommendations and look at policy against the checklist provided.
- Policy placed as a draft copy on the website for parents to have the opportunity to discuss before ratified.
- Staff consultation to look at final version of policy.
- Ratification – once amendments were made, the policy was shared to governors and ratified.

PSHE Book Scrutiny

Strengths:

- long term plan followed.
- In some books the title and learning objective are clearly displayed on each piece of work.
- There is a lovely range of activities evidenced; card making, reading books, power points, poster making, matching game, debates.
- You can see progression through the school of skills taught.

Examples of strengths

Friday 5th March

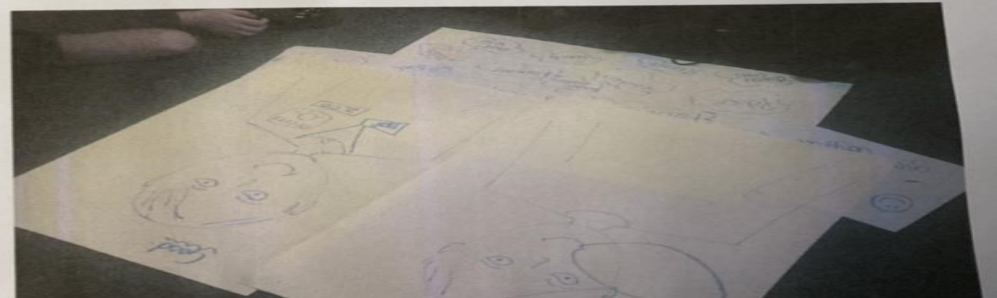
PSHE



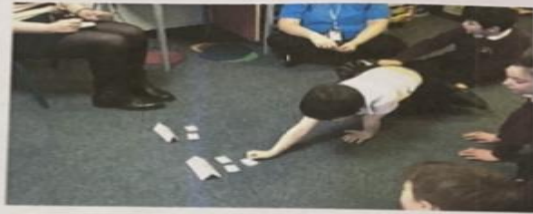
Getting Help

Learning Objectives

- Know 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).
 - Learn about who to go to for help and advice
- PW5 Recognise what they like and dislike
PW18 Recognise that there are people who care for and look after them
PW19 Identify different relationships that they have and why these are important
PW22 Seek help from an appropriate adult when necessary
HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help



Secret Surprise



Learning Objectives

- Learn about the difference between secrets and surprises
 - Understanding when not to keep adults' secrets
 - Understand that it is acceptable to say 'no'
- PW18 Recognise that there are people who care for and look after them
- PW19 Identify different relationships that they have and why these are important
- PW22 Seek help from an appropriate adult when necessary
- HW1 Know how to keep safe and how and where to get help
- HW6 Recognise and manage risk in everyday

Monday 5th March

Today we watched a short cartoon called "Bully Boy". The children talked about how they would feel and what they would do if they, or someone they knew, was bullied.



What is a bully?

being mean.



What did Sam do to help Lily?

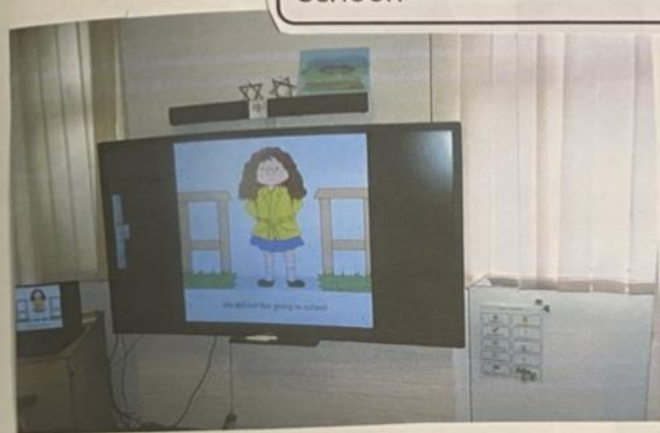


looked after her.



Time to talk!

Why did Lily not like going to school?



bullying



What should you do if someone is hurting you?



Tell a teacher

be a friend

Say "Stop"

Make a get well card or gift for someone in your class or a teacher who is poorly.



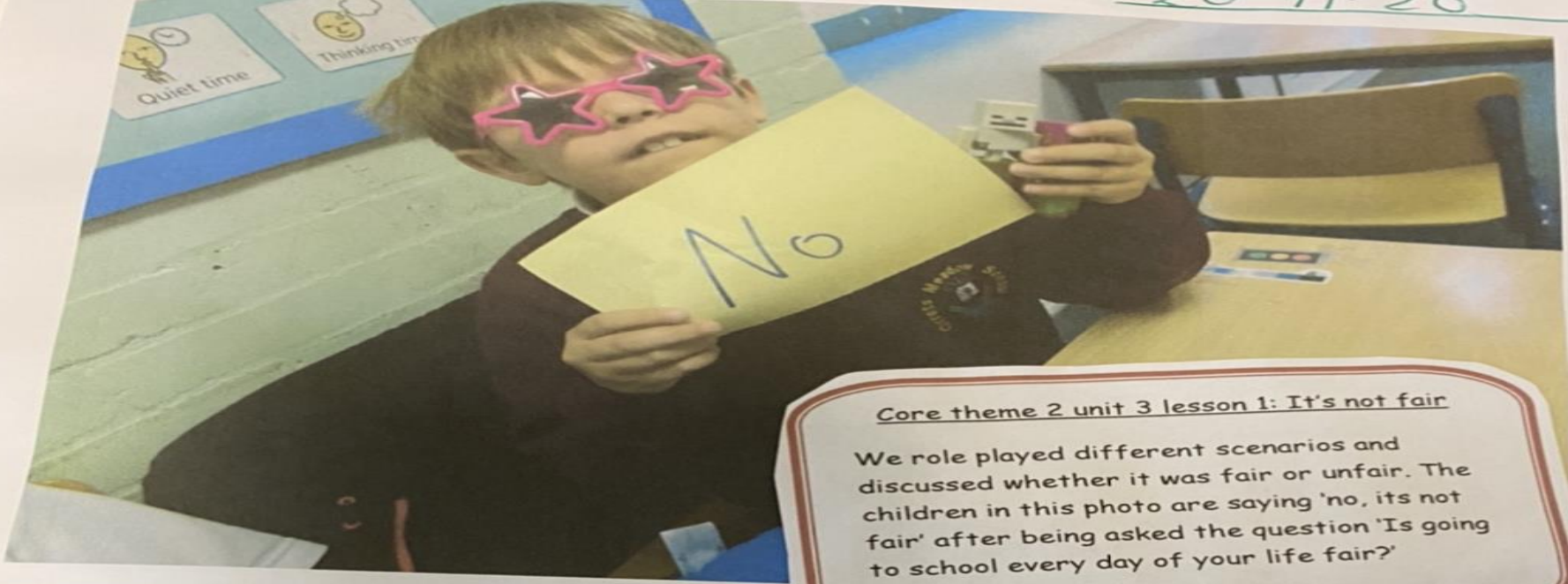
In PSHE today we looked at recognising what can cause different feelings such as sympathy, sadness and relief. We told a story about poppy being poorly, we then made get well cards for her.



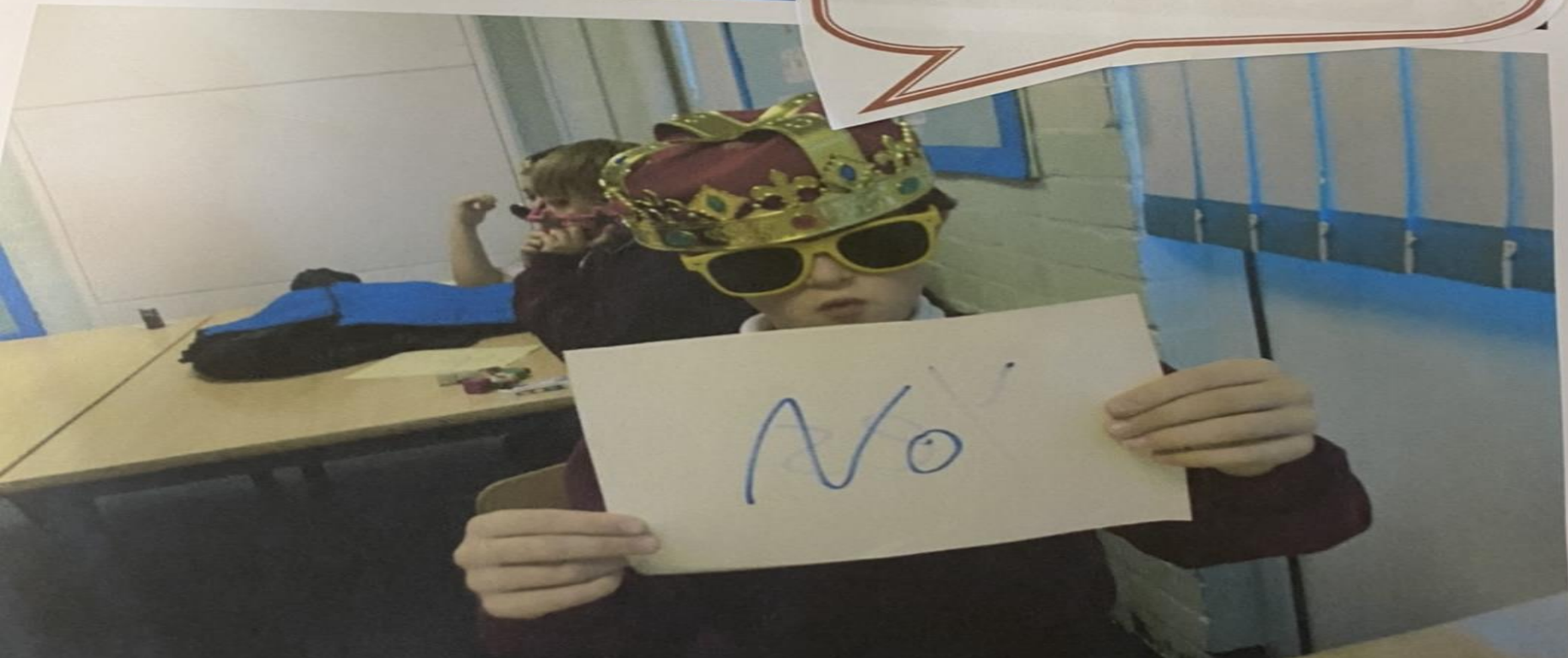
Autumn term 2: week 1

We have been talking about consequences of good and bad behaviour. We had a class debate.



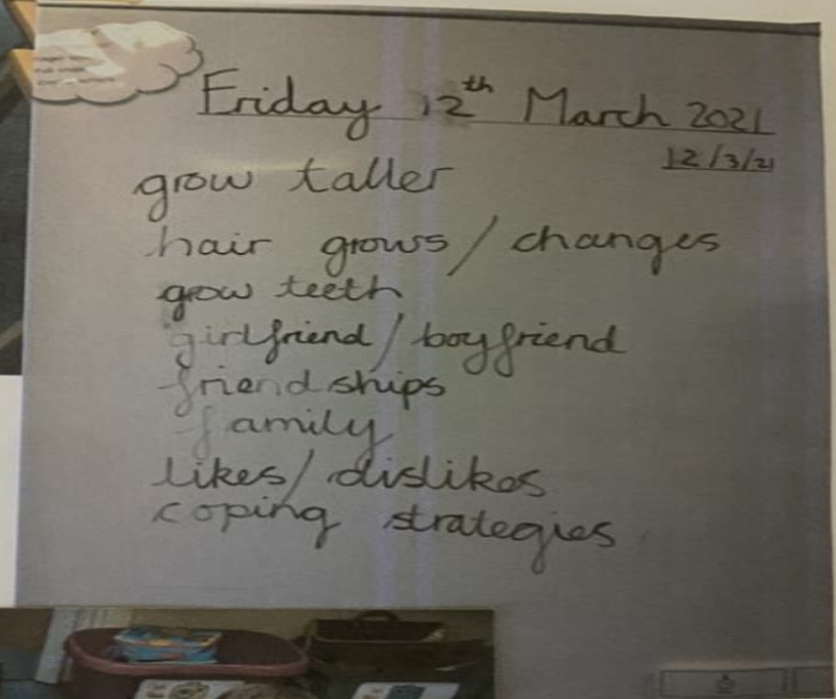


Core theme 2 unit 3 lesson 1: It's not fair
We role played different scenarios and discussed whether it was fair or unfair. The children in this photo are saying 'no, its not fair' after being asked the question 'Is going to school every day of your life fair?'



Friday 12th March 2021

Today in PSHE we discussed how we change as we grow up. As a class we discussed what we think happens as we go up. Mr Ferris explained that we have physical and emotional changes as we get older. We worked in groups to sort pictures of different people by their ages. We did this by discussing appearance and trying to think what their life might be like.



Friday 19th March 2021
Changing needs (C5 U3 L4)

Friday 19th March 2021
19.03.21

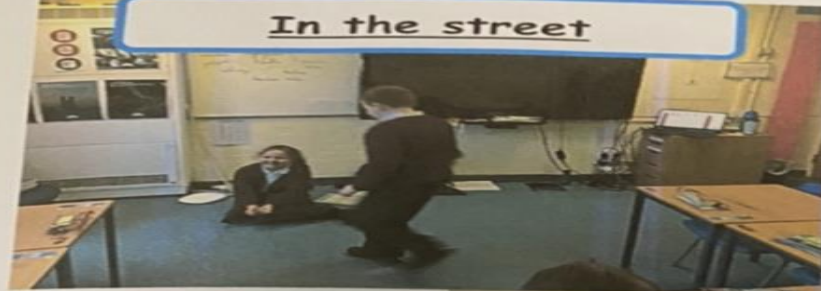
<u>Baby</u> milk/food warmth nappies/changing soothing safety cleaning	<u>Child</u> feed ourselves brush teeth support education
<u>Teenager</u> money need to be accepted knowledge of puberty guidance job	<u>Adult</u> job house/shelter partner/company help/support

Today in PSHE we discussed how our needs change as we get older. We thought about what we need at different stages of life and how we have changed and how we will change.

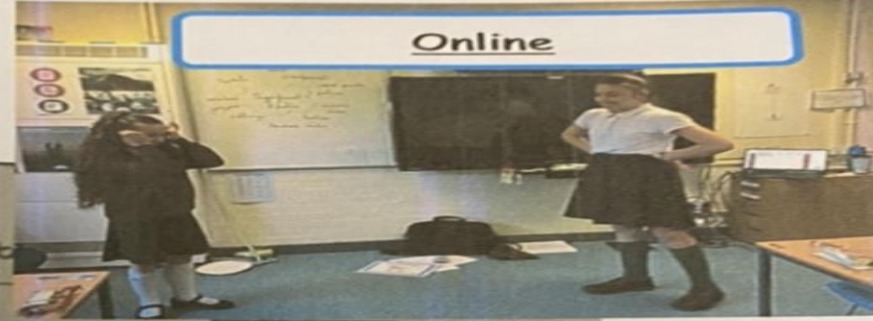


Friday 26th March 2021
Behaviour - Help me! (C2 U2 L5)

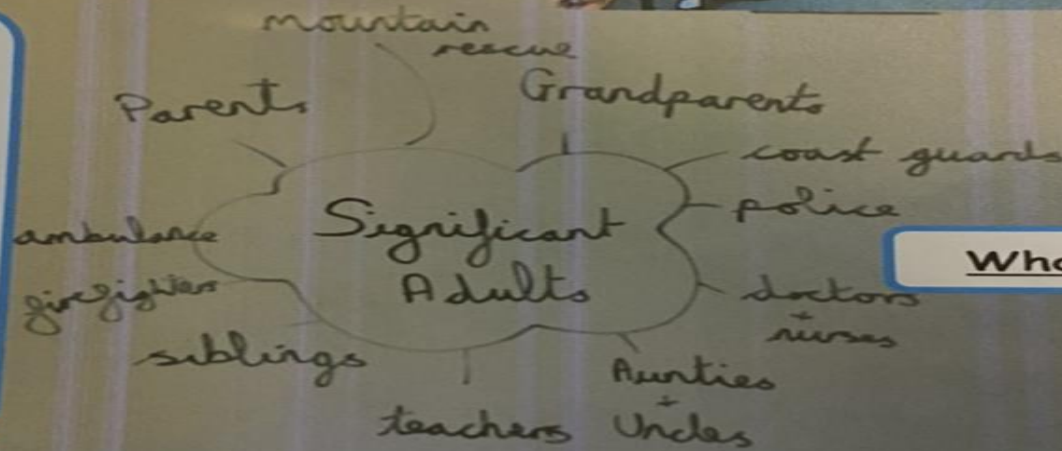
In the street



Online

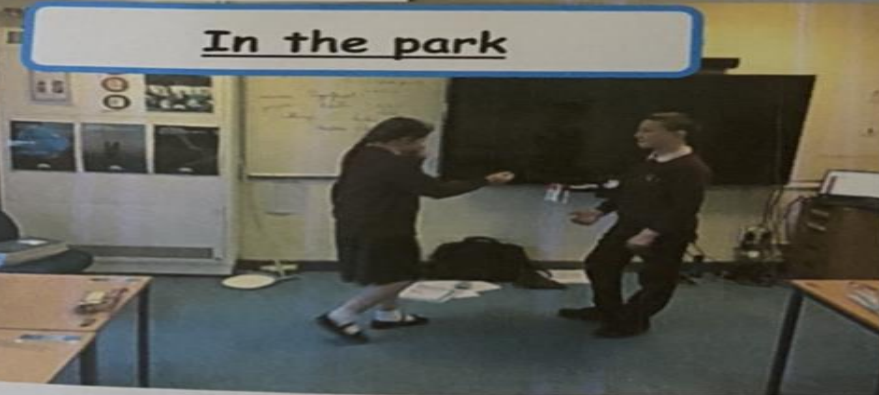


Today in PSHE we discussed significant adults in our lives and what bullying is. In pairs we created and acted in different scenes to show different types of bullying. As a class we discussed who could help in that situation.

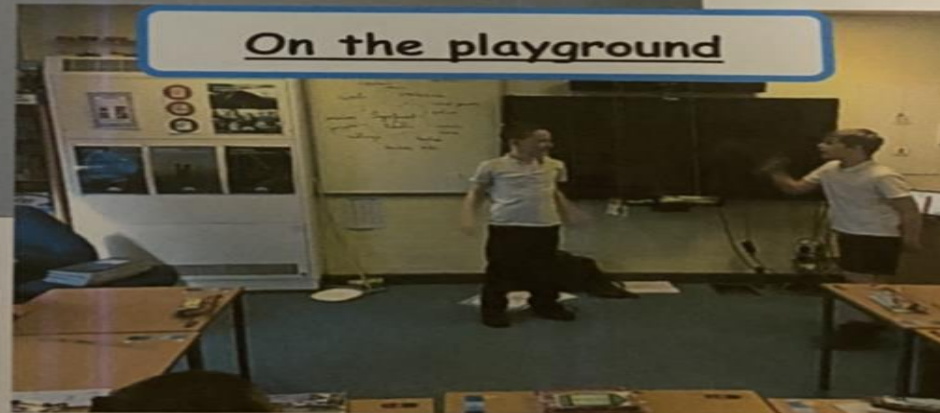


Who could help?

In the park



On the playground



The BAFA's

Today we discussed friendship and we complimented each other and read them out to recipient. This made us all feel nice about ourselves.



The Borrowers

We paid a visit to our beautiful new Library. We were taught how to behave and how to respect books. We were really excited to see how tidy it was and to browse some of the fabulous books.





The BAFAs

Unit 5: Healthy
Relationships

Lesson 3: Friendship

We had a friendship awards ceremony where all the children were recognised for their individual friendship skills. We spoke about the friendship features we had looked at in our previous lessons. The children all joined in in complimenting each other on their individual friendship skills. Each child received a certificate and then gave a speech thanking the other pupils and explain why being a good friend is important to them.

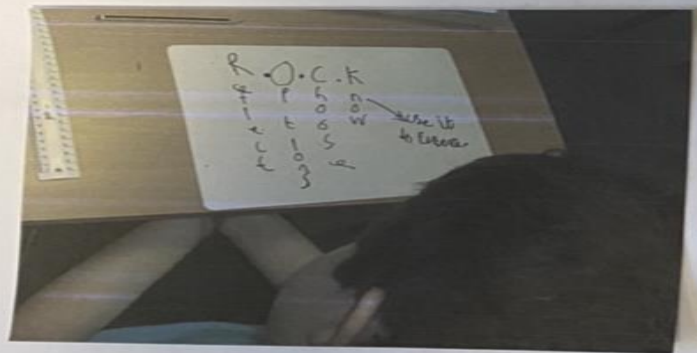
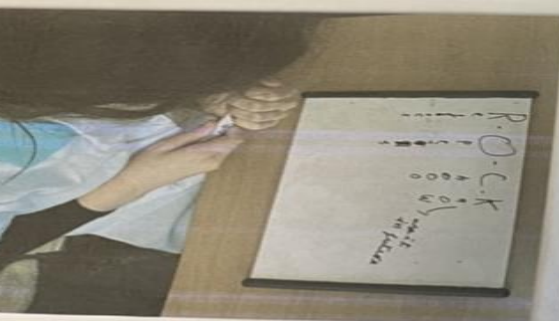
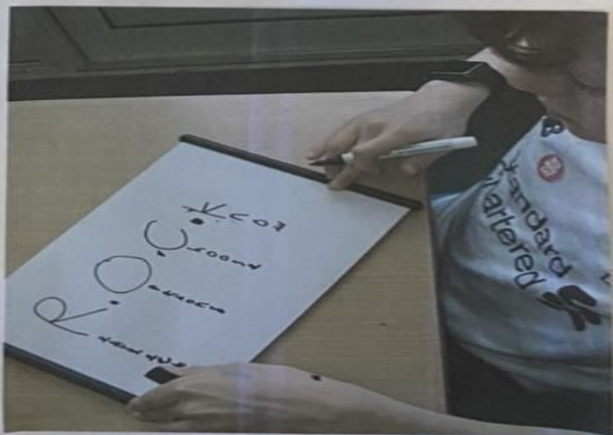
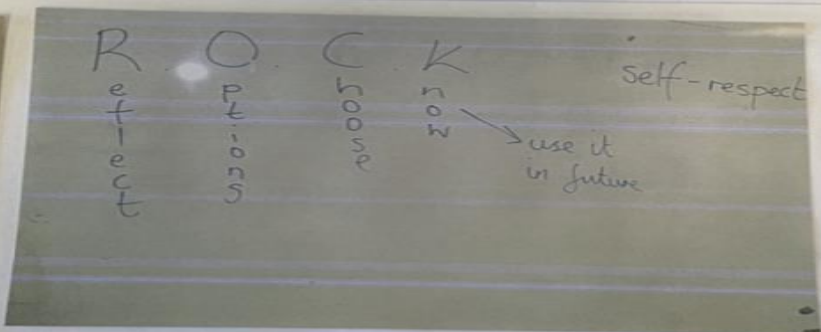
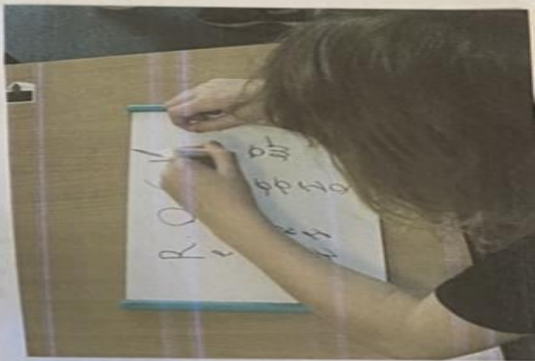
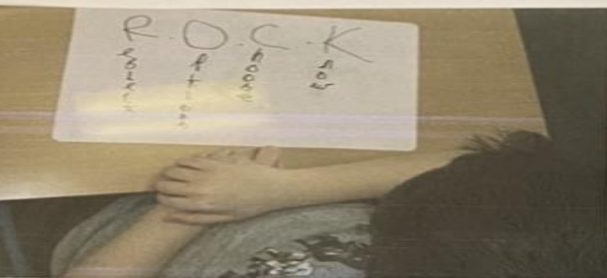
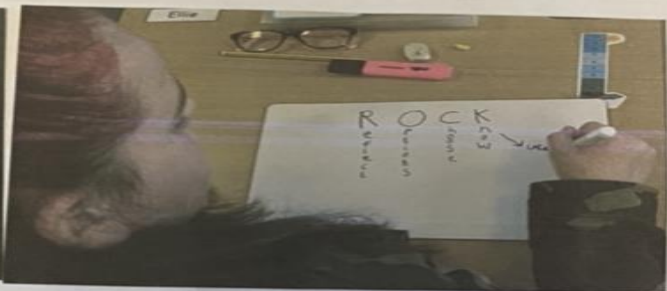
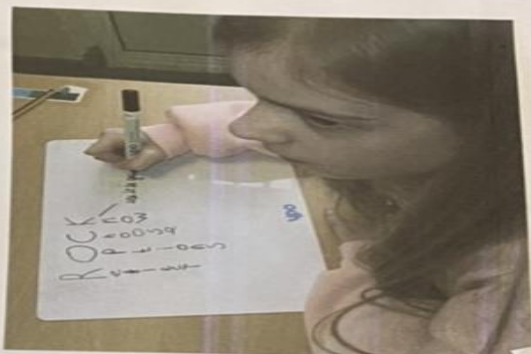


Don't be a Sheep

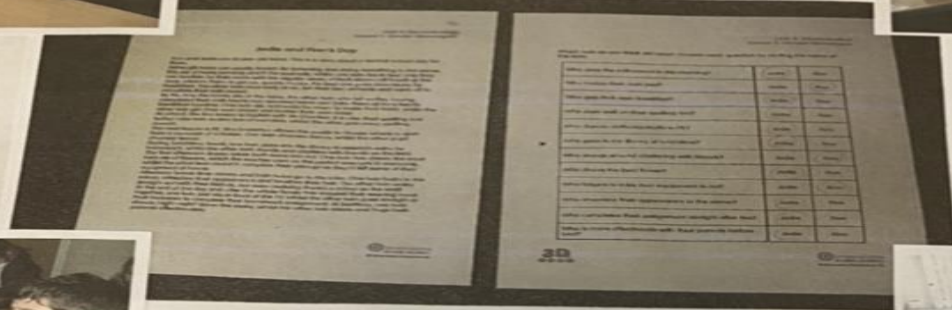
Extremism

Lesson 1: Building Courage and Resilience

Mrs Gordon asked the pupils had they ever heard the statement "If Jake told you to put your hand in the fire, would you?" a few of the had heard this statement but didn't understand it fully. So Mrs Gordon personalised it to the children in class and used the example, "Jacob would you climb on the roof if Theo told you to?" The children got into groups with an adult and where shown a picture of sheep. What did we notice about the sheep? They noticed that sheep aren't the cleverest of animals and they would follow the sheep in front of them. Then we mind-mapped ways people may act like sheep eg leaving children out of games, being mean, being silly, etc. In our groups we looked at a statement sheet and discussed what courage was and how we could be brave and not follow what everyone else was doing. Each child designed a poster to remind them not to be a sheep and shared them at the end of the session.



21/11/20



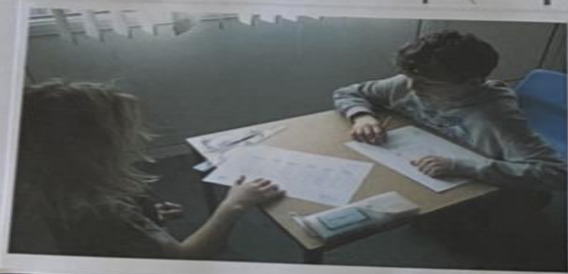
11.12.20



11-12-20

Unit 5: Emotions
Lesson 5: Feelings

Happiness	Rate (1 to 5)	Sadness	Rate (1 to 5)	Anger	Rate (1 to 5)
Ecstatic	5	Gloomy	1	Furious	4
Pleased	2	Miserable	3	Cross	1
Glad	1	Heartbroken	5	Raging	5
Contented	4	Fed up	2	Irritated	3
Delighted	3	Down-hearted	4	Annoyed	2





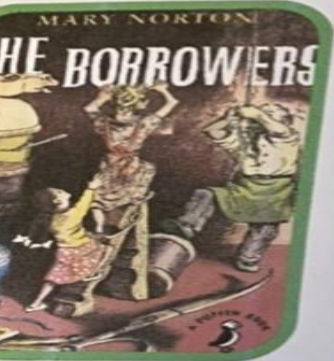
world book day



WORLD
**BOOK
DAY**
4 MARCH 2021



Our Library



We are so lucky in Orreets to have a full, organised library! We talked about borrowing and how we feel when things are not returned properly. We saw the library, and even got to take some books home.

