



St Michael's
C.E. Primary School

PSHE Parent Consultation

Friday 25th September 2020

Introductions

Thank you for joining!

Please can we have all camera
and mics off.



Questions

A Q&A Session will take place on Friday 2nd October 2020.

Please submit your questions to our enquiry e-mail:
enquiry@stmicb32.bham.sch.uk by 12.00pm Thursday 1st October.

All questions will be answered. However, you will remain anonymous.



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Our new school logo



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Understanding the logo

Below, we unpick the logo for St Michael's, identifying the components that went into the development of the icon. The logo acts as an icon for St Michael's that holds within it a variety of messages as detailed below.



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Hands



Hands

The hands, supporting and covering, represent nurturing and protection.



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Circle



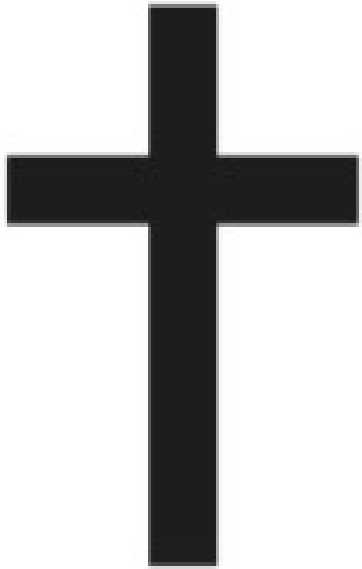
Circle

The circle that surrounds the icon references the circle present in the church cross, but also represents energy, strength and confidence.



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Cross



Cross

The cross is present in the logo and represents the Christian values the school is built upon.



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Wings



Wings

The shape of the hands is purposefully abstract so that it can be viewed in many ways. The shape can also be seen as wings which represent the wings of Michael the arch-angel.



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Growth



Growth

The cross is rising up from the hand, which can also be seen as a landscape - representing growth and nurturing.



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FIRE
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AIR
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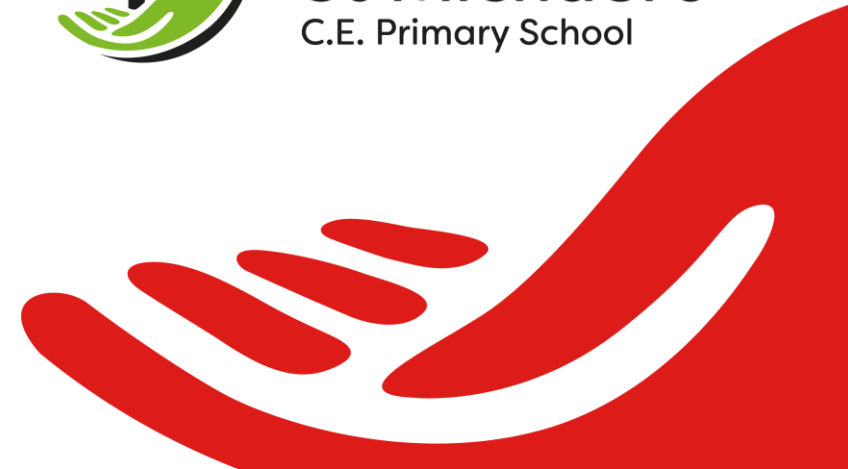
WATER
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EARTH
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Red



Red

The colour red is used in the logo. This links with the existing school branding, but also represents strength & confidence as well as linking to fire and St Michael.



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Continuity at St Michael's

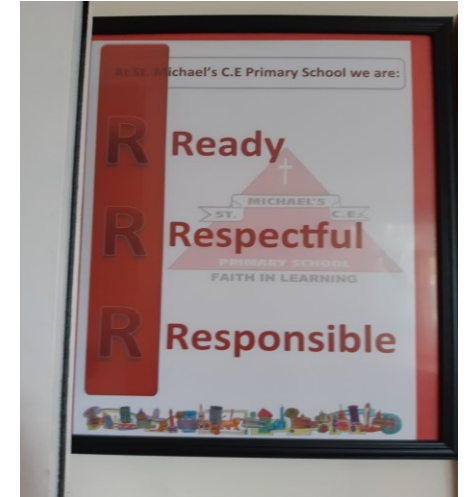
Christian Values

- Hope
- Peace
- Trust
- Forgiveness
- Compassion
- Friendship



3R's

- Ready
- Respectful
- Responsible



- New one to make 4R's
- Resilience



Our Mission

- Our mission is to set high standards and expectations to help all members of the school community to achieve the best in everything they do and to work towards reaching their full potential.



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Vision Statement

At St Michael's, our vision is to have confidence to raise up aspirations, to show gentleness to nurture each other and courage to enjoy and flourish, to achieve our very best.

In short:

Confidence to Aspire

Gentleness to Nurture

Courage to Enjoy and Flourish



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**Aspire, Nurture, Flourish in
the love of God.**

Our Vision

**Our new Scripture
Linked to the arch
angel St Michael and
his strength and
courage.**

**‘Be strong and
courageous’**



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PSHE

What is PSHE?

PSHE stands for Personal, Social, Health and Economic education.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.



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What is RSHE?

RHSE stands for Relationships, Sex and Health Education.

The opening paragraph of the Department for Education guidance states:

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”



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What must primary schools teach in Relationships Education, Health Education and Sex Education?

Relationships Education:

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being safe



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What must primary schools teach in Relationships Education, Health Education and Sex Education?

Health Education:

- Mental Wellbeing
- Internet safety and harm
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body



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Aims of RSHE

- The aim of RSE is to give young people the information needed to develop healthy, nurturing relationships of all kinds and to learn to respect themselves and others.



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Statutory Science Curriculum

Science Key Stage 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
- notice that animals, including humans, have offspring which grow into adults

Science Key Stage 2

- describe the differences in the **life cycles of a mammal**, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- **learn about the changes experienced in puberty**



Why is the RSHE curriculum needed?

“too little, too late and too biological”



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Jigsaw

Jigsaw, the mindful approach to PSHE (Personal, Social, Health Education), is a teaching and learning programme which includes the statutory RSHE (Relationships Education, Sex Education and Health Education) and has a strong focus on emotional and mental health and wellbeing.



Recovery Curriculum

- Coronavirus
- Belonging and feeling safe at school
- Reconnecting with friends
- Being positive and looking forward
- Managing worries and fears
- Gifts of gratitude
- Bereavement



What does this entail for my child?

Reception

Bodies

Respecting my body

Growing up

Growth and change

Fun and fears

Celebrations

Year 1

Life cycles – animal and human

Changes in me

Changes since being a baby

Differences between female and male bodies (correct terminology)

Linking growing and learning

Coping with change

Transition



What does this entail for my child?

Year 2

Life cycles in nature
Growing from young to old
Increasing independence
Differences in female and male
bodies (correct terminology)

Assertiveness
Preparing for transition

Year 3

Understanding a baby's needs
Outside body changes
Inside body changes
Family Stereotypes
Challenging my ideas
Community Support
with Mental Health and
Wellbeing (GOV
Resource Y3)
Preparing for transition



What does this entail for my child?

Year 4

Secrets and Surprises (GOV Resource Y4)
The Online Community (GOV Resource Y4)
Being unique
Confidence in change
Accepting change
Preparing for transition
Environmental change

Year 5

Self- and body image
Influence of online and media on body image
Puberty for girls
Puberty for boys
Conception (including IVF)
Growing responsibility
Coping with change
Preparing for transition



What does this entail for my child?

Year 6

Body image
Puberty and feelings
Conception to birth
Reflections about change
Physical attraction
Respect and consent
Boyfriends/girlfriends
Sexting
Transition



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Year 3	Healthy Me	Community support with mental health and well-being. The importance of recognising our feelings as unique and individual to us. To recognise that some feeling are harder to cope with than others and to develop coping strategies to support our mental health
Year 4	Secrets and Surprises	This includes knowing how the body gives signals when we are in danger. The importance of personal space and unwanted contact is also discussed.
Year 4	The Online Community	This is taken from the Year 3 unit and it includes how to stay safe online



Right to Withdraw

Can parents
withdraw their
children from
RSE?

From September
2020...

(Government guidance 2019
page 17)

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE”.
Not from Relationships or Health Education.

Parents do not have the right to withdraw their children from their statutory science lessons.



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Advice for Parents

- Safe, happy and healthy
- Needs
- Normalise talking about relationships, puberty and reproduction
- Challenge our own ways of thinking
- Choices
- Open communication



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Tips for talking to your child

- Honesty
- Curiosity
- Open communication
- Use correct terminology
- Don't be afraid to say "I don't know" but always respond
- Books and films
- Enjoy it!
- Work in partnership with us



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LGBT



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Year 2

Emma teases Liam every day because he finds reading difficult.

Ava gets called silly names by Mason and Mia because she has two Mums.

Oliver keeps making silly phone calls to Logan on his mobile. Logan doesn't like it.

Scarlett and Ben always trip up Lily in the playground.

Sofia hides Luke's things so he can't find them.

Ellie likes playing games online. Henry and Ali deliberately keep shooting her character so she can't get to the next level.



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Year 6

Sexuality

Some ideas for your freeze frames:

- A boy is called 'gay' by classmates because he has a softly spoken voice.
- A girl is teased because she lives with her gay dads.
- Someone sends nasty text messages to a boy calling him a 'he-she' because the boy doesn't play football at breaktime and prefers to chat to the girls in his friendship group.



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What Jigsaw Does Not Do:

- Jigsaw does not teach or encourage children to be LGBTQ
- Jigsaw does not teach what LGBTQ people do sexually or how their relationships function
- Jigsaw does not promote LGBTQ lifestyles as a preferential way of living
- Jigsaw's advice about answering children's questions age-appropriately does not sexualise children, destroy their innocence, or encourage them to experiment.
- Jigsaw materials do not undermine 'family values'.



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What Jigsaw Does Do:

- Jigsaw teaches children to be kind, understanding and respectful of others even if they are perceived as different
- Jigsaw teaches children that people have rights but there are also responsibilities that go with these
- Jigsaw teaches children that there are laws to protect them and others from being hurt or abused and helps protect them from bullying
- Jigsaw helps clarify (age -appropriately) questions that children may have about the world



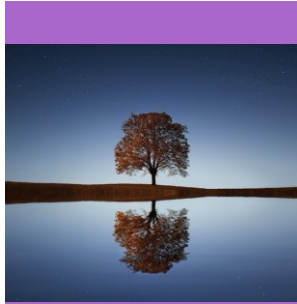
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The Lesson Structure



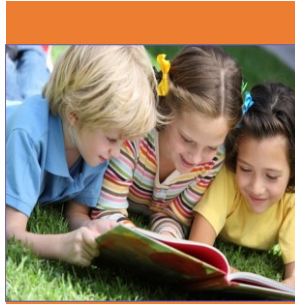
Connect
Us



Calm
Me



Open
My
Mind



Tell Me
or
Show
Me



Let Me
Learn



Help Me
Reflect



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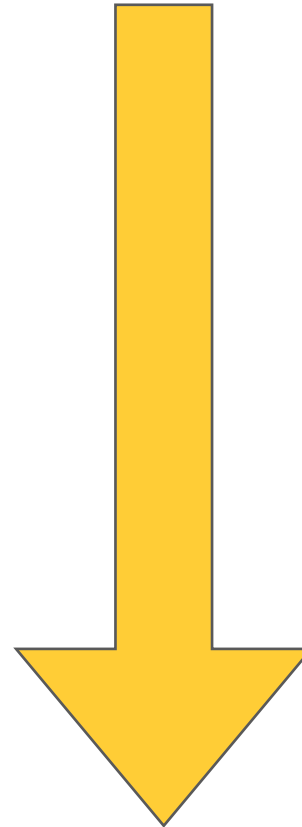


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Whole-school Approach

Being Me in My World
Celebrating Difference
Dreams and Goals
Healthy Me
Relationships
Changing Me



- Relationships
- Values
- Mental health
- SMSC
- Self-esteem
- Social skills
- Safeguarding including Internet safety



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Feedback

“Year 1 are enjoying the connect us activities and calm me time.”

“My class have enjoyed it so far and it has created some good discussions. They are getting more used to the calm me time and they are responding to it better each week.”

“The children are using the sessions to be able to share things that worry/scare them. The other children followed the jigsaw rules and gave positive suggestions about things they feel would help. It was a lovely thing to see.”

“The class charter reminds children to be respectful of their class friends. They love the calm me time and it gets them ready and focussed for their learning at different times in the day too.”



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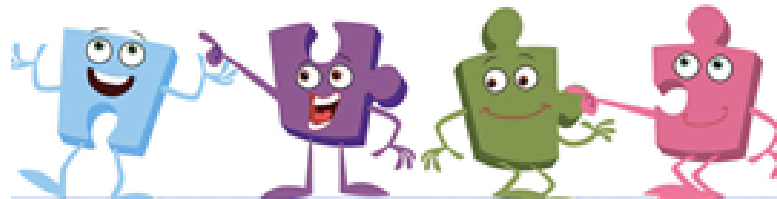


Celebrations



PSHE Celebration

This half term we are celebrating people who:
are responsible, caring and have worked hard to keep themselves and their friends safe in school.



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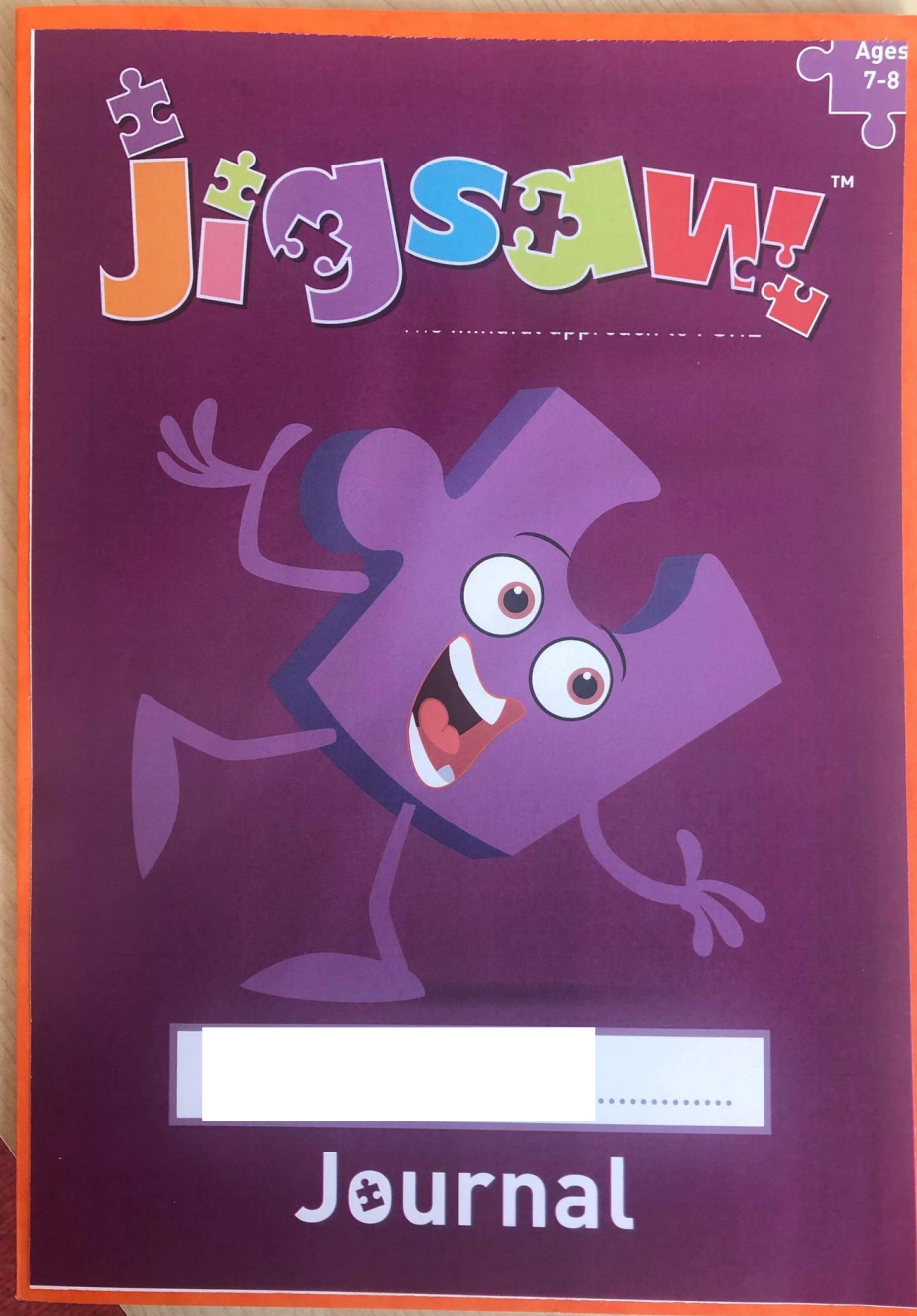


Displays



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Journals



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Coffee Morning

Mrs Bruten

The New Norm

Keep	Avoid	Minimise
Keep 2m apart wherever possible.	Avoid face to face conversations where possible.	If within 1m of someone, minimise the time you spend together. This includes working with individual children as well as adults.

- Classrooms are well ventilated with doors and windows open wherever possible.
- Children to use their own set of equipment and not share resources where possible.
- Extra cleaning has been organised to help with daily cleaning of resources.



One Way System

- One way system in place to avoid face to face contact on path from Scotland Lane and the corner of Year 1 and Nursery.
- Morning traffic through the playground is moving well.
- If you want to let your child walk down the path on Scotland Lane to save you a walk around, then staff are there and on the playground and on the exit gate and will direct your child to the correct entrance.
- End of day is trickier as families are waiting for siblings.
- Due to the new restrictions coming to Birmingham today, can I politely remind parents to:
 - 1) socially distance on the playground and in the street when waiting for the gates to open.
 - 2) leave the playground asap both in the morning and after school.
 - 3) avoid face to face conversations with staff on the playground – we can telephone if you need to talk to a member of staff.



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If someone has symptoms

- Stay at home if your child develops a:
 - New cough
 - Temperature
 - Loss of taste and/or smell
- Get tested at a centre immediately – do not apply for a home testing kit as this takes days as opposed to a result in 24 hours at a test centre.
- You can send your child to school with:
 - Common, cold symptoms
 - Sore throat
 - Runny nose
- Send them in with tissues where possible.



Toast and Snacks

- Toast and school fund has been re-introduced – school fund will be used to buy resources to enhance the curriculum in each year group. We cannot organise school trips and visits currently so we are trying to supplement each topic in the classroom and any contribution to school fund is very welcome.
- If you are sending your child in with a snack, please ensure it is a healthy snack and not crisps or chocolate bars at break time.





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Key Dates this term

All via Zoom

- PHSE Question & Answer session 9:15am
- 10th October – Mental Health Awareness day in school for the children
- Harvest Festival in school for children only – donations welcome for church food bank
- Wk beg 19th October – parents evening consultation via telephone consultation
- 23rd October – Teacher Training Day – children finish on Thursday 22nd October and return on Monday 2nd November.



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Behaviour Policy Update



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