



St Michael's
C.E. Primary School

PSHE Q&A

Friday 2nd October

Introductions

Thank you for joining!

Please can we have all camera and mics off.

Thank you for your questions, we look forward to answering them today.



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When will LGBT be introduced to children?

LGBT issues are not directly taught as such in our PSHE curriculum. Opportunities for discussion within lessons may come up in Celebrating Difference and Relationships more than in other Puzzle pieces, but LGBT relationships are mostly reflected throughout the teaching that we are all different and equally important and it is often our differences that make us special . This allows for different types of relationships to be discussed openly without judgement and the resources we use reflect as much of our society as is possible.



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When will LGBT be introduced to children? (Continued)

In the Year 2 lessons on What Makes a Family?, there are a range of images of different people – extended families, single parents, one child families, and families with what some children will perceive as 2 dads, but some will not see as anything at all.

There is no specific teaching point on images showing a same-sex couple, but children with experience of same sex couples in their home lives will see it as normal and accepted, and this will be important for them.



When will LGBT be introduced to children? (Continued)

Year 2, Celebrating Difference, Piece 5, 'Gender Diversity'. This lesson looks at whether it makes a difference when choosing friends, toys etc if someone is a girl or boy and has a character in the example who the children do not know is a girl or a boy. There is no reference to LGBT, but if a school does have a child who is struggling with their gender identity, or a family member who is transgender, it may help to reflect that child's experience of the world.



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When will LGBT be introduced to children? (Continued)

Year 3, Celebrating Difference, Piece 3, 4 and 5. These lessons are considering how the words we use can harm people, why people do this and what is and is not bullying. The word gay is used as an example in these lessons amongst others, and it is explained for children who may not understand what it actually means.



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When will LGBT be introduced to children? (Continued)

Year 5, Celebrating Difference Piece 3 there is a lesson about different types of bullying, and one group may choose homophobic bullying to develop a scenario. The unit overall has more of a focus on racism.



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When will LGBT be introduced to children? (Continued)

Year 6, Celebrating Difference, Piece2 'Understanding Difference' . This lesson looks at how the Equality Act is important to support those who are vulnerable for a wide range of reasons. It use the story of Robert/Roberta Cowell, a transgender racing car driver and fighter pilot in Show Me/Tell Me, and then the Let me Learn part of the lesson moves on to looking at other examples of people who may benefit from the Equality Act and why this is important.



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When will LGBT be introduced to children? (Continued)

The most descriptive lesson in the scheme relating to LGBT is in a Year 6 lesson on Celebrating Difference. As part of a lesson on respecting differences and inequalities, a story is told of a racing mechanic and WW2 Fighter pilot who after many years of marriage and unhappiness, realised he wanted to live as a woman and changed his name and appearance and identity to that of a woman. The focus of the lesson is on how difficult it was for this person to be accepted by society and the lesson is then about how people who are different in all sorts of different ways to feel accepted and valued.



Can teachers encourage students to ask any questions in a confidential environment instead of asking open questions in class room?

Yes, teachers have been advised to timetable PSHE at a time in the week where TA support is available should a child need to be taken out of the room for further individual discussion .



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Is 'Body Positivity' part of the curriculum?

Yes! The following slides have some examples of resources used in the Jigsaw lessons.



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Year 5 – Healthy Me

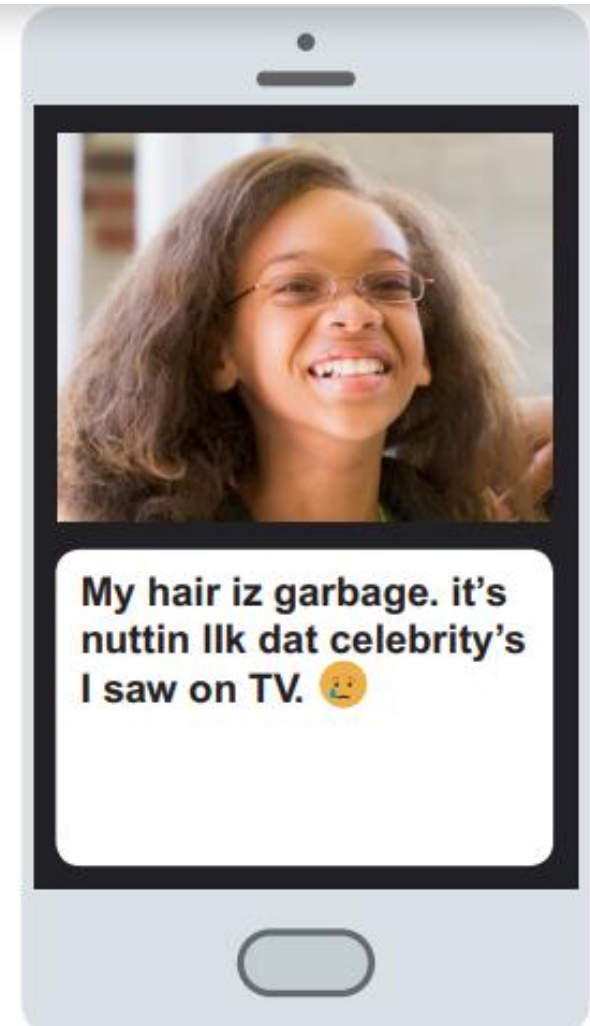
Children will learn to:

- Understand how the media, social media and celebrity culture promotes certain body types
- Reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am



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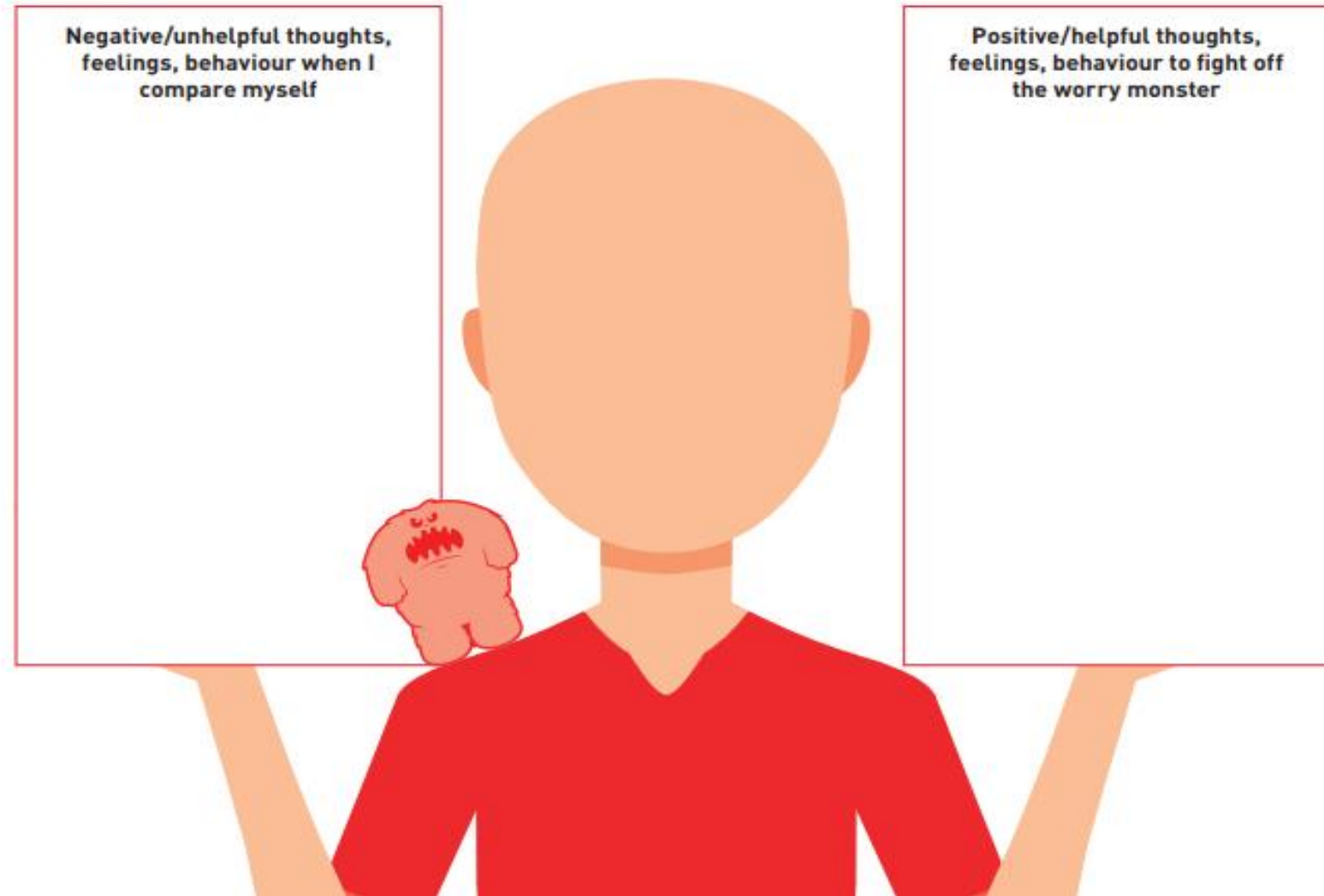


When we feel down, what can we do?

- Spend time on and off-line with people you know, treat you well and help you feel good about yourself
- Use positive self- talk, and celebrate your strengths as a person
- Remind yourself that you are unique, special, valued and important
- Participate in activities with your family and friends
- Be active
- Talk with a trusted adult or friend if you are feeling low
- Treat others with the kindness and respect. You might not be able to tell how they are feeling inside.



Year 6 – Changing Me



How often is PSHE taught?

Once a week, for one hour.

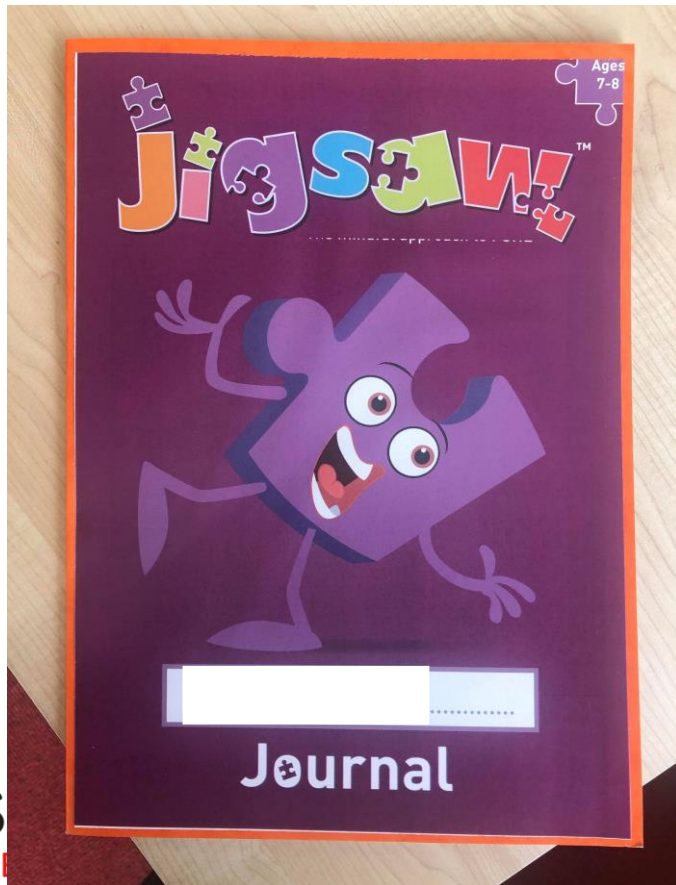


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How is PSHE evidenced?

In Jigsaw Journals and displays around school.



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Parent Information Video



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Concerns Around Safety

- **Keep Clear School Streets** – campaign resources to address school gate parking, supported by parking enforcement visits.
- **Slow Down School Streets** – a toolkit originally developed for the 20mph pilot that addresses speeding concerns, along with possible traffic calming measures
- **Switch Off School Streets** – a new toolkit with resources to help schools to run an 'anti-idling' campaign.
- **Staff CPD training sessions** on the topics of road safety and clean air with accompanying lesson plans and homework books



5 Minute Walking Bubble

5-MINUTE WALKING BUBBLE
#StaySafeGetActive on your journey to school

#Stay Safe
Get Active

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School

MODESHIFT
STARS
EDUCATION

Protect our children

If possible, walk, cycle or scoot to school

If you have to drive, park at least 5-minutes away

Supported by the
Department for Transport

For more hints, tips and information please visit www.modeshiftstars.org/staysafegetactive

This 5-minute walking zone represents a distance of 400m measured as a straight line, based upon an average walking speed of 3-miles per hour



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