



Policy for:	Relationships, Health and Sex Education Policy (RHSE)
Overarching Area:	Curriculum
Other Policy Links:	Anti-Bullying Policy Behaviour Policy Safeguarding & Child Protection Policy SEND Policy
Based on parent consultation on:	Parents' Forum 09.11.22 Parent Presentations November 2022
Governors' Ratification Date:	07.12.22
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1. Policy Rationale

This policy will explain our school's approach in the delivery of Relationships and Health Education as part of our commitment to children's personal development, whilst being sensitive to the needs of our community. All members of the Governing Body, Teaching and Non-teaching staff have been involved in the production of this document. Parents have also contributed to this policy during parent's forum and during parent presentations. This policy is available to parents through our school website and a copy is available in the school office. In order for this policy to be accessible to all irrespective of their language, we will provide additional support to our families through translation.

2. Definition of Relationship, Health and Sex Education

- **Relationships Education** focuses upon the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. **This is a statutory component of primary education and is taught at Mount Pleasant Junior School. There is no right for parents to withdraw their children.**
- **Health Education** focuses upon physical health and mental wellbeing, so that children are able to make good decisions about their own health and wellbeing. This should enable them to recognise what is normal and what could be a cause for concern and, when issues arise, to know how to seek support as early as possible from appropriate sources. **This is a statutory component of primary education and is taught at Mount Pleasant Junior School. There is no right for parents to withdraw their children**
- **Sex Education** focuses on exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health. **This is not a statutory component of primary education and is not taught at Mount Pleasant Junior School. Parents have the right to withdraw their children from these lessons at primary level. As this content is not taught at MPJS, there is no requirement to withdraw.**

3. Links to other Policies

This policy is based upon the following documents:

- [DfE Relationships Education, Relationships and Sex Education \(RSE\) and Health Education 2019](#)
- [Keeping Children Safe in Education 2022](#)
- [Equality Act 2010](#)
- [Public Sector Equality Duty](#)
- [The National Curriculum](#)
- [SEND Code of Practice](#)

In addition, utilised guidance from the:

- PHSE Association
- Joint Strategic Needs Assessment Southampton & Public Health England

4. Aim

Culture statement:

'The child is at the centre of all that we do. We work to ensure that every learner has a voice and develops resilience within a setting where they belong and their personal story, culture and history matter.'

Our aim is always to celebrate and identify our differences, whilst emphasising that there is much more than unites and connects us. We work to empower children with relevant knowledge by developing their spiritual, moral, cultural, mental and physical development. In doing so, children will be able to make informed choices about their wellbeing, health and relationships in order to prepare them for a successful adult life.

5. Pupil Voice

At Mount Pleasant Junior School, we place high regard on pupil voice. When planning the Relationships and Health Education curriculum, leaders consulted children who expressed what these lessons meant to them. Children expressed that they felt more knowledgeable and could make decisions that are more informed. This led to the development of the curriculum being termed 'WISE,' which stands for:

- Wellbeing
- Identity
- Safety and
- Empowerment

6. British Values

We promote fundamental British Values during our WISE lessons and within our whole school approach. We aim to develop children's understanding of these rules in order to create well-informed citizens, who understand they can positively contribute to society locally and globally. The British Values are:

- Democracy
- Individual Liberty
- The Rule of Law and
- Mutual Respect

These values are taught when children are given the right to vote during School Council Elections and when they are encouraged to take responsibility of their behaviour by learning the difference between right and wrong. Children are taught about the laws that form part of society and how to respect each other's cultures, for example through our Council of Beliefs. These values encompass our commitment as a Rights Respecting School to educate our children about the UN Convention on the Right of the Child (UNCRC).

7. Teaching and Learning

• 7.1 Content: What will our children learn?





Children will learn about:	
<ul style="list-style-type: none"> • Relationships • Health and Wellbeing • Living in the Wider World (covering economic wellbeing) 	
From Relationship Education and Physical Health & Mental Well-being (DfE statutory requirement; see pages 20-22 & 32-35)	From PSHE Association Programme of Study for PSHE Education: Living in the Wider World
<ul style="list-style-type: none"> • Families and people who care for me 	<ul style="list-style-type: none"> • Belonging to a community
<ul style="list-style-type: none"> • Caring friendships 	<ul style="list-style-type: none"> • Shared responsibility
<ul style="list-style-type: none"> • Respectful ourselves and others 	<ul style="list-style-type: none"> • Media literacy
<ul style="list-style-type: none"> • Safe relationships including online 	<ul style="list-style-type: none"> • Digital resilience
<ul style="list-style-type: none"> • Growing and changing 	<ul style="list-style-type: none"> • Economic wellbeing: money
<ul style="list-style-type: none"> • Keeping safe 	<ul style="list-style-type: none"> • Economic wellbeing: work and career
<ul style="list-style-type: none"> • Physical health and Mental wellbeing 	

Appendix 1 details the long-term overview of themes covered in each term and year group.

Appendix 2 outlines the WISE lesson structure.

Appendix 3 details what children will learn from DfE statutory requirement (pages 20-22 & 32-35).

• 7.2 Pedagogy: How do our children learn?

How?	Details:
WISE Lesson 	<ul style="list-style-type: none"> • Weekly session taught by class teachers • Learning Question focus • Oracy based (discussion, turn taking, speaking and listening) • Ground rules to ensure a safe, supportive and respectful learning environment • 'Ask it Basket' ensuring that all questions can be raised, including anonymously • Procedures to support children who indicate they may need additional support • Broad outcomes in which children can apply their knowledge • Pre and post assessments, including quizzes to review children's learning on topics previously taught • Where appropriate, these will be taught in single-gender classes to encourage robust discussions and children to ask questions
WISE Assembly 	<ul style="list-style-type: none"> • Year group assemblies lead by SLT • Building upon knowledge and skills learnt during WISE lessons • Oracy based (discussion, turn taking, speaking and listening) • Expert Visitors to enhance children's learning of topics
Cross Curricular Links 	<ul style="list-style-type: none"> • Literacy: English texts link to themes on risk, equality, discrimination and friendships • Computing: Staying safe online and how to communicate online using TEAMS • Science: Year 3 Bones and the body; Year 4 Dental hygiene; Year 5 puberty education; Year 6 Drugs and Alcohol • RE: Identifying connections between different religions • Physical Education: Staying active, resilience in developing skills
Whole School Projects 	<ul style="list-style-type: none"> • Special projects (Ukraine and Afghan Refugee projects) • Responsible Roles • Expert Visitors to enhance children's learning of topics • School Awards (RRSA) • Whole School Posters promoting WISE themes (Appendix 4)

8. Inclusion

At Mount Pleasant Junior School, we promote the needs and interests of all pupils irrespective of their gender, age, ability or personal circumstances by teaching them about protected characteristics. We create a rich balanced curriculum that is accessible to all learners.

8.1 Pupils with Special Educational Needs and Disabilities (SEND)

Relationships and Health Education must be accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility for all. As far as is appropriate, pupils with SEND will follow the same curriculum as all other pupils but leaders and teaching staff will ensure that teaching is sensitive, age-appropriate and developmentally suitable. We recognise that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and therefore, Relationships Education is especially important for these pupils so they will not be excluded from these lessons.

8.2 English Language Learners (ELL)

We will ensure that pupils who are new to English are able to access the curriculum by teaching lessons in a variety of ways, including visual representation of key themes through posters, visual media and pre-teaching of key concepts. For all pupils, our learning in our WISE curriculum is designed to increase each pupil's confidence, independent thought and self-esteem, as well as their relationships with others. Children will not be routinely withdrawn from RSE lessons in order to catch up with other areas of the curriculum. These aspects of personal and social development are as important to all pupils as their academic achievement.

9. Home School Partnership and Collaboration

We believe that:

- Parents are their children's first teachers
- Partnership work with our families is central to our children's personal development
- All of us are protected by all of the Protected Characteristics of the Equalities Act 2010

Therefore, we recognise that:

- There may be questions or comments by children, which are better answered or responded to away from the classroom or by their parents
- As children will ask questions at home, we will ensure that parents know what is taught and when it is taught through regular communication and inviting them to WISE Parent Presentations, in which children can showcase their learning in WISE and parents are informed about the next unit of learning
- We encourage discussion of topics taught in WISE lessons at home by empowering parents with resources, including useful websites, to facilitate their discussions

Comments during Parents' Forum and WISE Parent Presentations on Protected Characteristics can be found in **Appendix 5**.

10. Roles and Responsibilities

The leader of WISE is responsible for the leadership of the curriculum across the school and prepares the schemes of work for each year group following consultation with the Wellbeing Curriculum Team, national guidance and local guidance, whilst taking into account the needs of our children and community. The curriculum has been planned to be sequential, building upon children's knowledge of topics. The leader of WISE regularly meets with WISE Teacher Champions from each year group to ensure teachers are adequately supported in the planning and preparation of lessons and are using quality assured resources, appropriate to the age and needs of the children. Teachers are also provided CPD through half-termly safeguarding sessions led by Designated Safeguarding Leads.

The Deputy Headteacher is responsible for the line management of the WISE leader and Wellbeing Curriculum Team across the school.

11. Monitoring and Evaluation

School monitoring will consist of:

- Lesson observations
- Pupil conferences
- Scrutiny of sample work
- External SIO monitoring
- ACT Safeguarding Annual Review
- LA Safeguarding Annual Review
- Staff and pupil questionnaires
- Annual Parent surveys (OFSTED format)
- Discussions and notes made at Parents' Forum Meetings and Parent Presentations

The leader of WISE and Wellbeing Curriculum Team will review this policy to ensure it is meeting the needs of the pupils in the school. The programme will be evaluated annually through questionnaires, surveys, assessment reviews with pupils, staff and parents. Feedback from each party will be shared with all stakeholders and suggestions for improvement will be sought. Any evaluations will be shared with the Governing body for them to review before amending the policy.

Appendix 1 – MPJS Long-term Overview for Relationships Education

Relationships	Health and Wellbeing	Living in the Wider World
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	Autumn		Spring		Summer	
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	How do we treat each other with respect?	How can Mindfulness support my wellbeing?	What strengths, skills and interests do I have?	How can we manage our feelings?	How can our choices make a difference to others and the environment?	What makes up a person's identity?
Year 5	How can we manage risk in different places?	How can we help in an accident or emergency?	What decisions can people make with money?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would I like?
						How will we grow and change? (1 week)
Year 6	How can the media influence people?	How can Mindfulness support my wellbeing? (4 weeks)	How can we keep healthy as we grow?		What will change as we become more independent?	What does a healthy relationship look like?

Appendix 2 – WISE Lesson Structure



- Lesson 1 – What is it? Define
- Lesson 2 – Ranking/evaluation activity
- Lesson 3 – Example of...
- Lesson 4 – Create a good example
- Lesson 5 – I'm not sure!
- Lesson 6 – What to do

Appendix 3 – DfE statutory requirement (pages 20-22 & 32-35) and PSHE Association Programme of Study for PSHE Education: Living in the Wider World

<p>From Relationship Education & Physical Health & Mental Well-being (DfE statutory requirement; see pages 20-22 & 32-35)</p> <p>Children will learn:</p>	
<p>Families and people who care for me</p>	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy
<p>Caring friendships</p>	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

From **PSHE Association Programme of Study for PSHE Education: Living in the Wider World**

Children will learn:

<p>Shared responsibility</p>	<ul style="list-style-type: none"> to recognise reasons for rules and laws; consequences of not adhering to rules and laws. to recognise there are human rights, that are there to protect everyone. about the relationship between rights and responsibilities. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).
<p>Communities</p>	<ul style="list-style-type: none"> to recognise ways in which the internet and social media can be used both positively and negatively. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. about some of the different ways information and data is shared and used online, including for commercial purposes. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify
<p>Economic well-being: money</p>	<ul style="list-style-type: none"> about the different ways to pay for things and the choices people have about this. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). to recognise that people make spending decisions based on priorities, needs and wants. different ways to keep track of money. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.
<p>Economic well-being: aspirations, work and career</p>	<ul style="list-style-type: none"> to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. about stereotypes in the workplace and that a person's career aspirations should not be limited by them. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs). that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. to identify the kind of job that they might like to do when they are older. to recognise a variety of routes into careers (e.g. college, apprenticeship, university).

Appendix 4 – Whole School Posters promoting WISE themes





1 DEFINITION OF A CHILD	2 NO DISCRIMINATION	3 BEST INTERESTS OF THE CHILD	4 MAKING RIGHTS REAL	5 FAMILY GUIDANCE AS CHILDREN DEVELOP	6 LIFE, SURVIVAL AND DEVELOPMENT	7 NAME AND NATIONALITY
8 IDENTITY	9 KEEPING FAMILIES TOGETHER	10 CONTACT WITH PARENTS ACROSS COUNTRIES	11 PROTECTION FROM KIDNAPPING	12 RESPECT FOR CHILDREN'S VIEWS	13 SHARING THOUGHTS FREELY	14 FREEDOM OF THOUGHT AND RELIGION
15 SETTING UP OR JOINING GROUPS	16 PROTECTION OF PRIVACY	17 ACCESS TO INFORMATION	18 RESPONSIBILITY OF PARENTS	19 PROTECTION FROM VIOLENCE	20 CHILDREN WITHOUT FAMILIES	21 CHILDREN WHO ARE ADOPTED
22 REFUGEE CHILDREN	23 CHILDREN WITH DISABILITIES	24 HEALTH, WATER, FOOD, ENVIRONMENT	25 REVIEW OF A CHILD'S PLACEMENT	26 SOCIAL AND ECONOMIC HELP	27 FOOD, CLOTHING, A SAFE HOME	28 ACCESS TO EDUCATION
29 AIMS OF EDUCATION	30 MINORITY CULTURE, LANGUAGE AND RELIGION	31 REST, PLAY, CULTURE, ARTS	32 PROTECTION FROM HARMFUL WORK	33 PROTECTION FROM HARMFUL DRUGS	34 PROTECTION FROM SEXUAL ABUSE	35 PREVENTION OF SALE AND TRAFFICKING
36 PROTECTION FROM EXPLOITATION	37 CHILDREN IN DETENTION	38 PROTECTION IN WAR	39 RECOVERY AND REINTEGRATION	40 CHILDREN WHO BREAK THE LAW	41 BEST LAW FOR CHILDREN APPLIES	42 EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54 HOW THE CONVENTION WORKS	CONVENTION ON THE RIGHTS OF THE CHILD					

passive
Afraid and powerless
Are you avoiding saying how you feel?

confident and calm

aggressive
Bossy and forceful
Are your words and actions hurtful?

assertive
Can you articulate your thoughts and feelings?

Are you being assertive?

unicef UNITED KINGDOM
RIGHTS RESPECTING SCHOOLS

2 NO DISCRIMINATION
12 RESPECT FOR CHILDREN'S VIEWS
13 SHARING THOUGHTS FREELY
14 FREEDOM OF THOUGHT AND RELIGION
15 SETTING UP OR JOINING GROUPS

Are you on a path to success?

STOP



THINK



ORATE



PERSEVERE



Take a moment to pause.
What are you feeling?



Think about your next action.
What are your choices?



Use oration to explain your feelings.
Can you use assertiveness?



Keep challenging behaviour.
Have you told a trusted adult?





unicef
UNITED KINGDOM


RIGHTS
RESPECTING
SCHOOLS



2
NO DISCRIMINATION



12
RESPECT FOR
CHILDREN'S VIEWS



13
SHARING
THOUGHTS FREELY



14
FREEDOM OF
THOUGHT AND
RELIGION



15
GETTING UP AS
A STRONG LEADER

BULLYING IS...

WHEN SOMEONE IS HURT REPEATEDLY



OR THEIR FEELINGS

IT MAY HURT THEIR BODY

IT MAY FEEL LIKE THE BULLY IS STRONGER


AS THOUGH THEY HAVE THE CONTROL

STOP! THINK! TELL!




FIGHTING


FIGHTING IS WRONG. WE SHOULDN'T HURT OTHER PEOPLE WITH OUR BODIES OR OUR WORDS.



ROUGH PLAY



THIS IS WHEN THE GAME STOPS BEING A GAME, OR WHEN SOMEONE GETS HURT



DISAGREEMENT



THIS COULD BE WITH ANYONE.
IT MIGHT BE WITH YOUR FRIEND OR IT MIGHT NOT BE WITH A FRIEND.
THIS IS WHEN PEOPLE HAVE DIFFERENT OPINIONS.

FRIENDSHIP PROBLEM



THIS SOMETIMES HAPPENS WITH FRIENDS.
IT COULD BE A DISAGREEMENT, FALLING OUT
OR FEELING LEFT OUT.



Appendix 5 – Parent Forum and WISE Parent Presentations

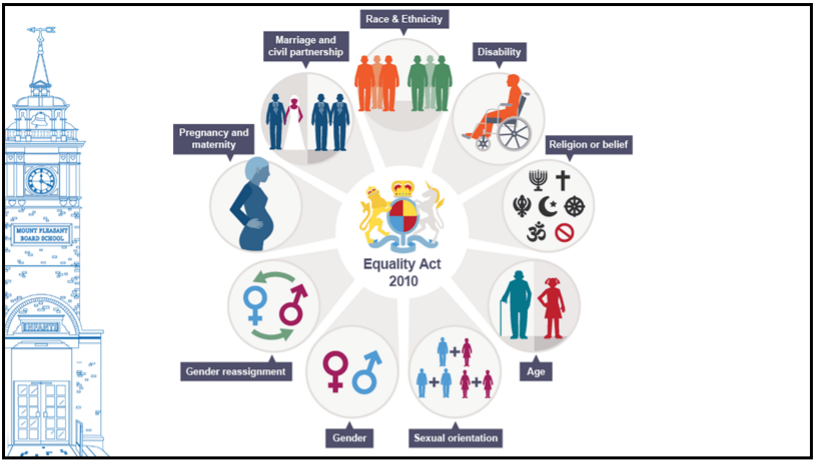
Parent Forum 09.11.22

7 Parents attended (all female)

Comments about Protected Characteristics:

- “It is important to have the same message at home and at school.”
- “The MPJS Protected Characteristics Poster is clear.”
- “This poster should be shared with more parents.”





Equality Act 2010
Protected Characteristics
It is against the law to discriminate against someone because of their:

- AGE
- DISABILITY
- SEX
- MARRIAGE AND CIVIL PARTNERSHIP
- RACE
- PREGNANCY AND MATERNITY
- SEXUAL ORIENTATION
- RELIGION OR BELIEF
- GENDER REASSIGNMENT


Safe Schools Alliance UK
Putting Safeguarding First

2

Protected Characteristics

1. Age
2. Race
3. Gender
4. Religion
5. Relationship
6. Disability
7. Present yourself
8. Who you choose to love
9. To have a baby

MOUNT PLEASANT



WISE Parent Presentation

Mrs Kerrigan-Draper – Head teacher

Mrs Auckburally - Head of WISE

Miss Hanspal – PEO



W → Wellbeing


I → Identity

S → Safety

E → Empowerment



1



WISE


Relationships

Health and Wellbeing

Living in the Wider World

**W
I
S
E**

Rights Respecting School Award – aiming for Silver

CONVENTION ON THE RIGHTS OF THE CHILD

2

**W
I
S
E**



British Values



British Values

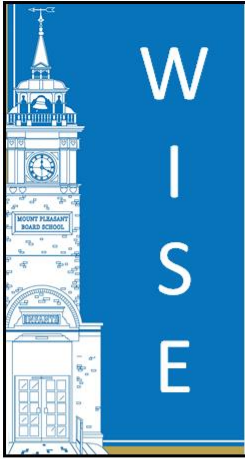
**W
I
S
E**

Protected Characteristics

The Equality Act 2010

3



WISE Rules


1. Active involvement by listening and responding respectfully
2. Right to pass/choosing to share
3. Judgement-free zone
4. Seek help and advice
5. Curious and responsible learners
6. Maintain confidentiality - safe zone







4



WISE Parent Leaflets

	Year 3	Now	January – February
Topic		Health and Wellbeing	Relationships
		What keeps us safe?	What are families like?
What will my child learn in school?		<ul style="list-style-type: none"> How to recognise hazards How to keep their body protected and safe 	<ul style="list-style-type: none"> The shared experiences of families that look different How families care for one another
What can I do at home?		Encourage children to brush their teeth twice a day for 2 minutes	Plan a family event – games night/cook a meal together/visit the library
Useful websites:		NSPCC: https://www.nspcc.org.uk/keeping-children-safe/away-from-home/	Southampton Library: https://www.southampton.gov.uk/libraries/

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Year 4	Now	January – February
Topic	Health and Wellbeing How can Mindfulness support my wellbeing?	Health and Wellbeing What strengths, skills and interests do we have?
What will my child learn in school?	<ul style="list-style-type: none"> What the key areas of the brain are How to interact and resolve disagreements 	<ul style="list-style-type: none"> How to recognise their personal qualities How to set goals
What can I do at home?	Practise mindful breathing together	Encourage children to write a list of 5 things they are good at and 5 things they enjoy doing
Useful websites:	Mentally Healthy Schools: https://mentallyhealthyschools.org.uk/resources/mindfulness-calendar-daily-five-minute-activities/	Things to do in Southampton: https://sid.southampton.gov.uk/southampton/directory/family-page?familychannel=4

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Year 5	Now	January – February
Topic	Health and Wellbeing How can we help in an accident or emergency?	Living in the Wider World What decisions can people make with money?
What will my child learn in school?	<ul style="list-style-type: none"> How to carry out basic first aid When to seek adult help 	<ul style="list-style-type: none"> The importance of saving money The difference between a want and a need
What can I do at home?	Ask your child – do they know they know what to do in an emergency?	Encourage children to keep a diary tracking all of their expenses
Useful websites:	St Johns Ambulance: https://www.sja.org.uk/get-advice/free-first-aid-posters/	Money awareness: https://natwest.mymoneysense.com/parents/ https://www.hsbc.co.uk/financial-education/first-steps/

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Year 6	Now	January	February - April
Topic	Health and Wellbeing How can we keep healthy as we grow?	Health and Wellbeing How can Mindfulness support my wellbeing?	Living in the Wider World How can the media influence people?
What will my child learn in school?	<ul style="list-style-type: none"> How mental and physical health are linked What harassment is and how to seek adult support 	<ul style="list-style-type: none"> The importance of sleep How to respond to virtual communication 	<ul style="list-style-type: none"> How the media can affect people's wellbeing To recognise suspicious content online
What can I do at home?	Support your child to eat a balanced diet	Encourage your child to have 10-11 hours of sleep per night	Agree on a set amount of time your child can be online
Useful websites:	NSPCC: https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/	Mindfulness in Schools project: https://mindfulnessinschools.org/free-resources/	NSPCC: https://www.nspcc.org.uk/keeping-children-safe/online-safety/

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