

Updated and refreshed 'A PSHE & Wellbeing Curriculum Framework and Resource Bank for primary schools'

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Aim

To understand the changes to the PSHE & Wellbeing Curriculum Framework and Resource Bank for Primary Schools, including:

- how to support your staff*
- whole school provision*
- quality assured work*
- ensuring impact in teaching and learning*

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PSHE Wellbeing provision in Schools

- Sadly, often tends to focus on 'circle time', solving a problem at lunch etc.
- Effective PSHE and Wellbeing education is discrete, regular and well planned
- PSHE and Wellbeing doesn't stop in PSHE lessons —whole school approach
- Should include careful changes / additions in response to observations –not blindly following unit plans
- Plus targeted work for identified groups – Healthy Schools London (HSL), councillors, art therapy, external contributors
- Often 'lost' in the curriculum and seen as 'soft skills'

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Understanding Southwark's PSHE & Wellbeing Curriculum Framework

The Curriculum Framework is split into 2 documents:

-Format 1: 'Three Themes per Term' model

-Format 2: 'One Theme per Term' model

You can choose which document to use to support your planning – both are spiral and build skill sets.

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Healthy Schools Partnership
London Borough of Southwark

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A PSHE and Wellbeing Curriculum Framework for Primary Schools (Version 4, March 2019)

Format 1: 'Three Core Themes Per Term' Model

This model revisits each core theme per term and has 9 boxes, part of spiral approach.

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London Borough of Southwark

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A PSHE and Wellbeing Curriculum Framework for Primary Schools (Version 4, March 2019)

Format 2: 'One Core Theme Per Term' Model

This model splits 3 Core Themes into 3 terms. Each Core Theme is divided between 2 half terms and therefore has 6 half term boxes across the year. Content builds year upon year in a spiral approach.

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Introduction

This document provides a Curriculum Framework (CF) for school and curriculum leaders aiding the delivery of PSHE & Wellbeing Education, an education that is relevant and necessary for today's learners in the 21st century. This Curriculum Framework helps schools fulfil the statutory obligations of supporting pupil wellbeing and is fully aligned with the Ofsted Framework (Sep 15) as well as to National Curriculum (NC) themes – personal development, health & safety, emotional health, anti-bullying, inclusion & equality, children's rights, behaviour & welfare, Citizenship, British values and Social, Moral, Spiritual, Cultural education (SMSC).

This curriculum is not fixed, it is evolving and ephemeral; it is designed for curriculum leaders and teachers to amend, change and add to, ensuring it matches the real and actual needs of all children and young people (C&YP). It also contributes to your school achieving the Healthy Schools London award.

Our Learning Partnership - www.schools.southwark.gov.uk/pshe-healthy-schools

This Curriculum Framework has been developed with support from:

"PSHE, Wellbeing, Healthy Schools & Lives Strategy Group", PSHE and Citizenship Subject Networks, leading teaching practitioners from across many schools, LA's Education CPD Team, Public Health, Community Safety Team and Road Safety Teams.

Thank you specifically to the London Tri-Borough for commissioning the basis of this work (led by Health Education Partnership) and sharing its development at key stages with professional colleagues. Thank you also to PSHE, Citizenship and healthy schools colleagues locally and nationally as well as to The Brook, Sex Education Forum, National Health Education Group, National PSHE Association for Advisors, Inspectors & Consultants, Southwark Science STAR Group and the PSHE Association. Finally, a massive thank you to all the learners and C&YP who have kindly contributed to this new PSHE & Wellbeing curriculum over the past years.



'How to' use this Curriculum Framework

This PSHE and Wellbeing Curriculum Framework is designed to be flexible for schools to use. PSHE, Science, PE & Sport, RE, Pastoral and Safeguarding Leads should work together to design the most effective PSHE & Wellbeing curriculum model to meet the needs of all their students. There are also opportunities to link with other subjects including English, Drama, Geography, Computing, History, D&T and Food Tec. Subject leads and school leaders should seek to access staff training sessions, assessment guidance, walkthrough examples and tools for quality assuring resources.

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The health, relationships (primary) and 'relationships and sex' aspects of PSHE education will be compulsory in all schools from 2020.



PSHE
Association

We championed this government commitment to strengthening PSHE's status when the initial announcement was made last year.

We've got it covered...

Mapping the PSHE Association Programme of Study to the new statutory guidance on health education and relationships education/RSE

Updated February 2019

It certainly feels like the beginning of a new era for the subject, with huge potential for a leveling-up of PSHE standards across all schools, building on the fantastic work many of you are doing already.



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Overview

This PSHE and Wellbeing Curriculum Framework is based upon the PSHE Association's *Programme of Study* (Oct 14). The Programme of Study is a guide set out to help you build a PSHE Scheme of Work at your school by covering core and statutory PSHE curriculum content as stipulated by the DfE. The PSHE Association have just launched a new version of our 'We've got it covered' mapping document to reflect the latest statutory guidance by the DfE (2019). **This document outlines how the Programme of Study for PSHE education covers... and goes beyond... the health, relationships and RSE guidance.** This programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development and the school's statutory responsibility to promote pupils' wellbeing. There are three Core Themes within which there will be broad overlap and flexibility for teaching staff to adapt:

Core Theme 1: Health and Wellbeing Core Theme 2: Relationships Core Theme 3: Living in the Wider World



Key Stages 1 and 2: Programme of Study from the PSHE Association.

Core Theme 1: Health and Wellbeing (Including emotional intelligence, self-esteem, resilience and DATE – Christopher Winter Project)	Core Theme 2: Relationships (Including RSE - Christopher Winter Project)	Core Theme 3: Living in the wider world (Including, Children's Rights, Economic Wellbeing and Citizenship Education)
Pupils should be taught:	Pupils should be taught:	Pupils should be taught:
1. What is meant by a healthy lifestyle	1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts	1. About respect for self and others and the importance of responsible behaviours and actions
2. How to maintain physical, mental and emotional health and wellbeing	2. How to recognise and manage emotions within a range of relationships	2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. How to manage risks to physical and emotional health and wellbeing	3. How to recognise risky or negative relationships including all forms of bullying and abuse	3. About different groups and communities
4. Ways of keeping physically and emotionally safe	4. How to respond to risky or negative relationships and ask for help	4. To respect equality and to be a productive member of a diverse community
5. About managing change, such as puberty, transition and loss	5. How to respect equality and diversity in relationships.	5. About the importance of respecting and protecting the environment
6. How to make informed choices about health and wellbeing and to recognise sources of help with this		6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How to respond in an emergency		7. How money plays an important part in people's lives
8. To identify different influences on health and wellbeing		8. A basic understanding of enterprise.

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Key Stage 1: Year 1			
National Curriculum target links:	SAFEGUARDING LINKS: -Anti-bullying -Emotional Wellbeing & Mental Health (EWMH) -Healthy and Safe -Citizenship & British Values (PREVENT) -Science in Action - (biology/chemistry) - Chris Winter Project (CWP) Including Relationships & Sex Education (RSE) and Drugs, Alcohol & Tobacco Education (DATE)	OTHER LINKS: -United Nations Convention on the Rights of the Child (UNCRC) -Values, SMSC & RE - Inc. diversity and equal opportunities -PE/Sport & Physical Activity	
	Health and Wellbeing - Autumn Term	Relationships - Spring Term	Living in the wider world -Summer Term
Half term 1	<ul style="list-style-type: none"> Feelings UNCRC: Article 27 EWMH – self awareness Children will learn: <ul style="list-style-type: none"> How to tell how people are feeling Children should: <ul style="list-style-type: none"> Be able to show some self-awareness Keeping Well and Clean (CWP)-Healthy and Safe Children will learn: <ul style="list-style-type: none"> How some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others (biology) Children should: <ul style="list-style-type: none"> Know how to keep themselves clean and how to brush their teeth effectively (biology) Drug Education (CWP)-Healthy and Safe EWMH Children will learn: <ul style="list-style-type: none"> That household products, including medicines, can be harmful if not used properly (Working Scientifically) About feeling worried Children should: <ul style="list-style-type: none"> Know how to protect themselves 	<ul style="list-style-type: none"> Who Are Our Friends? UNCRC: Article 15 EWMH – self awareness Children will learn: <ul style="list-style-type: none"> About different types of friends, including grown-ups The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises Children should: <ul style="list-style-type: none"> Be able to talk about good and not so good feelings Be able to talk about friends Begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings Know how to get help if someone asks them to keep a secret that does not feel good 	<ul style="list-style-type: none"> Persuasion & Reality UNCRC: Articles 12 & 30 EWMH Anti-bullying Citizenship & British Values – Children's Rights Children will learn: <ul style="list-style-type: none"> More about differences between fantasy and reality Children should: <ul style="list-style-type: none"> Understand the difference between these Being Different Anti-bullying Values, SMSC & RE – diversity and equal opportunities Citizenship & British Values – sense of community Children will learn: <ul style="list-style-type: none"> More about other people's opinions and views Children should: <ul style="list-style-type: none"> Be able to construct a simple survey Begin to recognise that people are different and that is ok Sustainable Development Citizenship & British Values (chemistry) Children will learn: <ul style="list-style-type: none"> About the environment and take part in a class recycling activity
Half term 2	<ul style="list-style-type: none"> Parts of the Body (CWP) (biology) Healthy and Safe Children will learn: <ul style="list-style-type: none"> About their bodies and how they work (biology) About the physical similarities and differences between biological males and females (biology) Children should: <ul style="list-style-type: none"> Be able to name the main parts of the body (including external genitalia) (biology) Growing and Changing (CWP) Children will learn: <ul style="list-style-type: none"> More about what happens as things grow (biology) Children should: <ul style="list-style-type: none"> Be able to describe some elements of the growth cycle (biology) 	<ul style="list-style-type: none"> Memories and Growing Up EWMH – self-esteem Values & SMSC UNCRC: Article 29 Children will learn: <ul style="list-style-type: none"> About special memories Children should: <ul style="list-style-type: none"> Make a memory box and choose contents Loss and Finding EWMH – self-esteem Children will learn: <ul style="list-style-type: none"> About what happens when things get lost or change Children should: <ul style="list-style-type: none"> Be able to explain how they feel when they lose something or if things change (including moving home, losing toys, pets or friends) 	<ul style="list-style-type: none"> Looking After Myself Healthy and Safe UNCRC: Article 6 Citizenship & British Values – world of work Children will learn: <ul style="list-style-type: none"> More about road safety and who helps us keep safe Children should: <ul style="list-style-type: none"> Understand the role of the Emergency Services

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PSHE & Wellbeing Medium Term Lesson Planning Tool – How to turn a 'Scheme of Work' into a series of lessons (per half term).

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Title (Scheme of Work):	
Planning 'Steps to Success'	Planning Notes
Aim of the Scheme of Work What are we trying to achieve in this series of lessons?	
Baseline Assessment What knowledge, understanding, experience, skills, beliefs, values and attitudes do the learners already have? Do they have any special needs? How will this affect my planning?	
Learning Objectives What do the learners need to know? Is this developing a skill or exploring, challenging, confirming attitudes, beliefs or values, expanding a concept or increasing understanding?	1) 2) 3) 4) 5) 6)
Learning Outcomes What will the learner be able to do as a result of the learning? What are the Success Criteria? List...? Describe...? Manage...? Evaluate...? Which learning activities will best achieve this outcome?	
Assessment How will we incorporate AfL and give opportunities for reflection? How will we know we've achieved the objectives? Can we demonstrate 'progress'? And how do we measure this? Do we use peer/self assessment?	

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Charles Dickens Primary School
 PSHE Medium Term Plan – Friendship and Emotional Wellbeing
 Whole School – Autumn Term 2

UNICEF Rights Respecting School. Each week we will focus on one article in the UN Convention on the Rights of the Child and will link in with the PSHE curriculum

	Thinking stimulus (Monday Assembly)	Learning Intention	By the end of the lesson children will understand and/or know...	Focus language	Individual and Group Learning Opportunities
LESSON 1	UN Convention on the Rights of the Child – Article 27 : Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.	I am beginning to learn how to recognise emotions in myself and others	<ul style="list-style-type: none"> I know about the RULER project I have learnt some new vocabulary about emotions. 	<ul style="list-style-type: none"> emotions feelings recognise mood meter RULER 	Introduce to the RULER project and acquaint the chn with the 'Mood Meter' (you can find the 'Mood Meter' online if you type it into google) Class Discussion (10mins): What are emotions? What do emotions tell us? Why do we experience different moods? Can you recognise emotions in others and yourself? Are there any negative emotions? (NO! All emotions are important and valid) Continuum Activity (10mins): Statement: All emotions are positive. FALSE TRUE
LESSON 2	UN Convention on the Rights of the Child – Article 27 : Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.	I am learning to recognise and manage emotions within a range of relationships	<ul style="list-style-type: none"> I know some ways to calm down when I start to feel angry I can see things from someone else's point of view 	<ul style="list-style-type: none"> anger trigger calm empathy point of view 	Class Discussion (15mins): Ask chn how different people in their life make them feel in different situations e.g. how does your dad make you feel when make a mistake? Discuss how the other person might feel in that situation. Finish the sentence activity: 'When I am angry I...' Discuss both the physiological responses and social reactions of feeling angry.
LESSON 3	UN Convention on the Rights of the Child – Article 15 : Every child has the right to meet with other children and to join groups and	I am learning how to make new friends	<ul style="list-style-type: none"> I have made a new friend from a different year group 	<ul style="list-style-type: none"> friend confidant counselling classmate 	FRIENDSHIP WEEK (renamed from Anti-Bullying Week) – 12 th - 16 th November 2018 – Power for Good

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Lesson 1

pshe
Personal Social Health Education



**RIGHTS
RESPECTING
SCHOOLS**

unicef
UNITED KINGDOM



[Extend Page](#)

UN Convention on the Rights of the Child

Article 27: Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

unicef

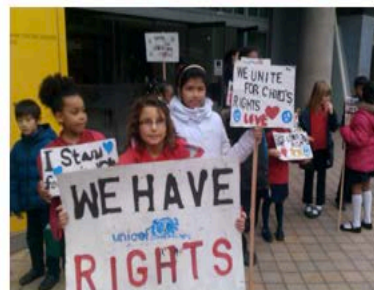
L1: I am beginning to learn how to recognise emotions in myself and others

What are emotions? What do emotions tell us?



Overarching PSHE & Wellbeing Concepts from the PSHE Association

- 1. Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- 2. Relationships** (including different types and in different settings)
- 3. A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- 4. Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- 5. Diversity and equality** (in all its forms)
- 6. Children's Rights** (including United Nations Convention on the Rights of the Child), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- 7. Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- 8. Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- 9. Career** (including enterprise, employability and economic understanding)





Essential Skills from the PSHE Association

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Although the Programme of Study has been set out per year group:

"It is important that schools do not simply attempt to cover all the suggested content contained in this document, as doing so could lead to a series of superficial experiences that would most likely be restricted to providing information. Instead, we encourage schools to select content that is relevant to their pupils and use this as a context through which to explore the overarching concepts and to develop the essential skills and attributes set out below."

Essential Skills

The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry
<ol style="list-style-type: none"> Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) Learning from experience to seek out and make use of constructive feedback Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) Making decisions (including knowing when to be flexible) Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers) Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) Self-regulation (including managing strong emotions e.g. negativity and impulse) Recognising and managing the need for peer approval Self-organisation (including time management) 	<ol style="list-style-type: none"> Active listening Empathy Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience) Negotiation (including flexibility, self-advocacy and compromise) Recognising and utilising strategies for managing pressure, persuasion and coercion Responding to the need for positive affirmation for self and others 	<ol style="list-style-type: none"> Formulating questions Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) Analysis (including separating fact from opinion) Planning and deciding Recalling and applying knowledge creatively and in novel situations Drawing and defending conclusions using evidence and not just assertion Identification, assessment (including prediction) and management of risk Evaluating social norms Reviewing progress against objectives

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Christopher Winter Project (CWP)

Southwark provides free training and resources for the Christopher Winter Project. This is a PSHE Association Quality Assured whole school scheme of work for *Relationships and Sex Education (RSE)* and *Drugs, Alcohol, Tobacco Education (DATE)*. There are 3 lessons per year group and all resources are provided.

Science Curriculum

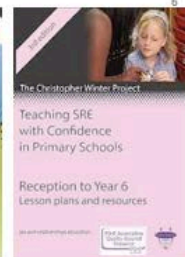
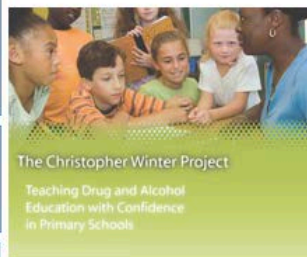
Sex Education is the **statutory** part of Relationships & Sex Education (RSE). It falls within the Science Orders - included in this Curriculum Framework are explicit links to the Science curriculum in **purple**.

Safeguarding & Ofsted - www.pshe-association.org.uk/news-and-blog/blog-entry/ofsted-blog-striving-good-or-outstanding-pshe

As Ofsted has stated, the provision of a comprehensive PSHE Programme of Study is essential for safeguarding pupils at schools. Ofsted highlights the links between PSHE, Citizenship and SMSC and the overall effectiveness of delivering national curriculum objectives in schools. As the PSHE Association has stated:

"We are very encouraged to hear Ofsted emphasising the importance of PSHE education in relation to such areas as pupil Spiritual, Moral, Social and Cultural development, safeguarding and safety. Ofsted inspectors are guided to consider how well a school's curriculum helps pupils to protect themselves from drug and alcohol abuse, eating disorders, gang culture, child sexual exploitation, extremism, FGM and forced marriage among other things. PSHE education may be a non-statutory subject in itself but that doesn't mean schools can get away with not delivering it. This may sound paradoxical but it is a fact that the PSHE education curriculum makes a major contribution to a whole range of schools' other statutory responsibilities, for example:

- The responsibility to promote children and young people's personal and economic well-being, and;
- The responsibility to offer sex and relationships education."



Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Drug & Alcohol Education Curriculum Overview	Lesson 1: Staying Healthy Lesson 2: Medicines Lesson 3: Who gives us medicines?	Lesson 1: Risk Lesson 2: Prescription Substances Lesson 3: Safety Rules	Lesson 1: Why People Smoke Lesson 2: Physical Effects of Smoking Lesson 3: Not Smoking	Lesson 1: Effects of Alcohol Lesson 2: Alcohol and Risk Lesson 3: Links to Drinking Alcohol	Lesson 1: Legal and Illegal Drugs Lesson 2: Attitudes to Drugs Lesson 3: Peer Pressure	Lesson 1: Cannabis Lesson 2: VSA and Getting Help Lesson 3: Help, Advice and Support	
Reception (Our Lives)	Lesson 1: Our Day Lesson 2: Keeping Ourself Clean Lesson 3: Healthy						
Year 1 (Growing and Caring For Ourselves)	Lesson 1: Keeping Clean Lesson 2: Growing and Changing Lesson 3: Families and Care						
Year 2 (Differences)	Lesson 1: Differences: Race and Culture Lesson 2: Differences: Risk and Hazards Lesson 3: Making the Body Parts						
Year 3 (Valuing Differences and Keeping Safe)	Lesson 1: Differences: Risk and Hazards Lesson 2: Personal Space Lesson 3: Family Differences						
Year 4 (Growing Up)	Lesson 1: Growing and Changing Lesson 2: What's Puberty? Lesson 3: Healthy Change and Relationships						
Year 5 (Puberty)	Lesson 1: Talking about Puberty Lesson 2: Stays and Menstrual Changes Lesson 3: Puberty and Hygiene						
Year 6 (Puberty, Relationships and Reproduction)	Lesson 1: Puberty and Reproduction Lesson 2: Understanding Relationships Lesson 3: Conception and Pregnancy Lesson 4: Contraception and Relationships						

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Southwark's PSHE & Wellbeing Resource Bank

- **Split into 2 documents:**
 - **Directory of Organisations and Resources**
 - **Reading List**
- **Organised into key themes**
- **Lists agencies, resources, collaborations (Healthy school's Champions)**
- **Links to National Curriculum and OFSTED**
- **Quality Assured - GoGivers and PSHE Association resources (subscription free to Southwark schools)**

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Healthy Schools Partnership
London Borough of Southwark

A PSHE & Wellbeing Curriculum Resource Bank

A directory of organisations and resources that support the teaching and learning of PSHE and Wellbeing in Primary Schools – March 2019

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Directory of Organisations and Resources that support Teaching & Learning of PSHE & Wellbeing

The coloured headings relate directly to the PSHE and Wellbeing Curriculum Framework National Curriculum Target Links. Organisations and resources are arranged under the following headings:

■ Anti-bullying

Including Homophobic, Biphobic and Transphobic bullying (HBT), bullying related to race, religion or culture, gender based bullying, bullying linked to health, special need or disability, sexual bullying and cyber bullying

■ Bereavement

■ Chris Winter Project (CWP)

Southwark funds Quality Assured resources from the Christopher Winter Project on Relationships and Sex Education (RSE) and Drugs, Alcohol and Tobacco Education (DATE) – you can attend training sessions in the CWP with Southwark.

■ Children's Rights – UNICEF Rights Respecting School

■ Citizenship & British Values

Resources based on becoming an active member of a democratic and multicultural society.

■ Difference & Diversity Inc. LGBTIQ+

Resources for exploring identity and diversity amongst society including: Lesbian, Gay, Bisexual, Transsexual, Queer and Intersexed.

■ Domestic Violence and Abuse

■ Eating Disorders

■ Emotional Wellbeing & Mental Health (EWMH)

Resources for supporting the emotional wellbeing of pupils and staff.

■ Female Genital Mutilation (FGM)

■ Mindfulness

■ Physical Education & Sport

Resources to enhance PE/ Sport Physical Activity sessions enabling pupils to become more physically active and develop an understanding as to why physical activity should be part of a healthy lifestyle.

■ Personal, Social, Health and Economic (PSHE)

Resources for all areas of PSHE and Wellbeing including: Health and Financial Education.

■ Philosophy

■ Pornography, Grooming and Online Safety

Resources including online safety and sexting

■ Resilience

■ Safety and SAFEGUARDING

Resources for protecting pupils in school and online.

■ Social and Emotional Aspects of Learning (SEAL)

■ Values, SMSC & RE and 'The Arts'

Resources for spiritual, moral, social and cultural aspects of learning, links to RE and Art curriculum documents

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Children's Rights

UNICEF Rights Respecting Schools Award

<https://www.unicef.org.uk/rights-respecting-schools/>

The Rights Respecting Schools Award puts children's rights at the heart of schools in the UK.

UNICEF works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. Our Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

Using the UN Convention on the Rights of the Child (UNCRC) as our guide, we are working with more UK schools than almost any other organisation.

Look for the links in the Curriculum Framework.



Our Rights

In 1989, governments across the world promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention says what countries must do so that all children grow up healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.

These are our rights.



- Article 1** Everyone under the age of 18 has all the rights in the Convention.
- Article 2** The Convention applies to everyone, whatever their race, religion or belief, whether they live in our country, live in another country, or live in another part of the world.
- Article 3** The best interests of the child must be the primary concern of all who act on their behalf.
- Article 4** Governments must do all they can to make sure everyone can enjoy their rights.
- Article 5** Governments must ensure the rights and responsibilities of parents and others to their children are respected in the way they exercise their rights.
- Article 6** Every child has the right to life. Governments must do their best to ensure that children survive and develop to their fullest.
- Article 7** Every child has the right to a high standard of health care and to the highest attainable standard of physical, mental, spiritual, moral and social well-being.
- Article 8** Children must be registered with their birth name, a nationality and family name.
- Article 9** Children must not be separated from their parents unless it is in their best interests. If a parent is in prison, the child must not be separated from their parents, unless the right to do so is in their best interests.
- Article 10** Children must not be separated from their parents unless it is in their best interests. If a parent is in prison, the child must not be separated from their parents, unless the right to do so is in their best interests.
- Article 11** Children must not be recruited into the armed forces or allowed to take part in military operations.
- Article 12** Children must be able to express their views on all matters affecting them, and their views must be given due weight in accordance with their age and maturity.
- Article 13** Children must be able to express their views on all matters affecting them, and their views must be given due weight in accordance with their age and maturity.
- Article 14** Children must be able to express their views on all matters affecting them, and their views must be given due weight in accordance with their age and maturity.
- Article 15** Children must be able to express their views on all matters affecting them, and their views must be given due weight in accordance with their age and maturity.
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- Article 25** Children must be able to express their views on all matters affecting them, and their views must be given due weight in accordance with their age and maturity.
- Article 26** Children must be able to express their views on all matters affecting them, and their views must be given due weight in accordance with their age and maturity.
- Article 27** Children must be able to express their views on all matters affecting them, and their views must be given due weight in accordance with their age and maturity.
- Article 28** Children must be able to express their views on all matters affecting them, and their views must be given due weight in accordance with their age and maturity.
- Article 29** Children must be able to express their views on all matters affecting them, and their views must be given due weight in accordance with their age and maturity.
- Article 30** Children must be able to express their views on all matters affecting them, and their views must be given due weight in accordance with their age and maturity.
- Article 31** Children must be able to express their views on all matters affecting them, and their views must be given due weight in accordance with their age and maturity.
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- Article 40** Children must be able to express their views on all matters affecting them, and their views must be given due weight in accordance with their age and maturity.
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Healthy Schools Partnership
London Borough of Southwark

A PSHE & Wellbeing Curriculum Resource Bank Reading List

A directory of books that support the teaching and learning of PSHE and Wellbeing in Primary Schools – March 2019

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Introduction

We have listed books under the following main categories:

- Bullying
- Children's Rights and Citizenship
- Difference and Diversity (Inc. LGBTQI+)
- Domestic Violence and Abuse
- Emotions and Feelings
- Friendship
- Mindfulness
- Sex & Relationships
- Worry, loss, grief and bereavement

The following two publications have been the "Awarded the Quality Assurance Mark" by the PSHE Association.

Health for Life

Health for Life has a series of teaching materials for primary and secondary schools. Lessons explore essential issues including self-esteem, gangs, relationships, emotional literacy, personal safety, medicines and drugs and sexual health.

www.health-for-life.org.uk

Understanding Personal, Social, Health and Economic Education in Primary Schools" Boddington, King and Mc Whirter. Sage

This book, written for those training to teach and early career primary teachers, provides clear guidance on how to tackle sensitive issues and informed ideas to help you to develop into a confident PSHE educator

www.uk.sagepub.com/booksProdDesc.nav?prodId=Book240562

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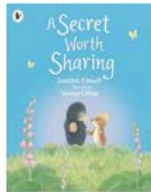
Friendship

A home for Mc Tippa.
Percival, Tom. [HarperCollins, 2011.](#)

It's a hard life for **Mc Tippa**, a frightened stray cat who lives under an old dustbin - until he meets a lonely boy and a wonderful friendship is formed. But one day, the boy doesn't come to play and **Mc Tippa** finds himself lost and in danger. Will the two friends ever see each other again?

A secret worth sharing
Emmett, Jonathan and [Cabban, Vanessa. Walker, 2012.](#)

One hot summer's day, when Mole is out exploring, he discovers a newcomer to the forest - a newcomer called Mouse! The two quickly become friends, but Mole isn't keen to introduce Mouse to the other forest animals. Meanwhile, Rabbit, Squirrel and Hedgehog are wondering why they haven't seen Mole for so long. When they finally discover his secret, they're so pleased to meet Mouse that Mole realizes it's much nicer for everyone to be friends.



Dandy Lion.
Finlay, Lizzie. [Red Fox Picture Books, 2009.](#)

When the 'delightfully different, bright yellow and rather scruffy' **Dandy Lion** joins Miss Gardener's neat and tidy class, chaos and fun follow. But after one messy incident too many he's told to go home - he just doesn't fit in. It doesn't take long, however, for everyone to **realise** that too much neatness and order isn't always a good thing and everyone's desperate for **Dandy Lion** to return!

Fox Tale
[Eccleston, Michael, Anderson, 2007.](#)

A young fox cub is just emerging from the safety of the den. His father takes him and the other cubs to the railway station to meet a kind man, who feeds them. But one day a group of rowdy boys jostle the man, and he has to be taken to hospital. The cub is very wary of the boys, but he is also very hungry, so when one of the boys comes back bringing food, the cub risks eating it. It is the start of an unusual friendship!

Gilbert the Great
Clarke, Jane and [Euge, Charles. Simon and Schuster, 2006.](#)

'From the time Gilbert the Great White Shark was a tiny pup, Raymond the Remora stuck to him like glue...' Then one day, Gilbert wakes up to discover that Raymond has gone. **Mrs Munch** does everything she can to help her little shark come to terms with his loss and - slowly but surely - Gilbert learns to smile a wobbly smile through his sadness. He knows that Raymond will always be in his heart and, when mum takes Gilbert to the wreck, a chance meeting helps him find happiness once more.

Grub in Love
[Burlingham, Abi & Warburton, Sarah. Piccadilly, 2011.](#)

Grub is a mucky pup. What happens when Tilly moves in next door?

I don't want to be a pea!
[Boonwill, Ann and Rickerty, Simon. Oxford University Press, 2012.](#)

Hugo is in no doubt as to what he and Bella should go as to the Hippo-Bird Fancy Dress Party. They will go as the princess and the pea and he will be the princess. She has a better suggestion - they will go as a mermaid on a rock and she will be the mermaid. They just can't decide on a costume and things reach a crisis when they both flounce off saying they don't want to go to the party at all. After time to consider,

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The Department for Education has launched its statutory guidance on health, RSE and relationships education.

This sets out what schools must cover from 2020 – the guidance is marked as draft as it is awaiting final parliamentary sign-off, but we don't expect any significant changes.

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

February 2019



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Relationships Education (Primary)

54. The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

55. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

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We've got it covered

The PSHE Association have launched a new version of our 'We've got it covered' mapping document to reflect the latest statutory guidance.

This document outlines how the **Programme of Study for PSHE education covers – and goes beyond – the health, relationships and RSE guidance.**



PSHE
Association

We've got it covered...

Mapping the PSHE Association Programme of Study to the new statutory guidance on health education and relationships education/RSE

Updated February 2019



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"With the publication of the statutory guidance for RSE, relationships education and health education, schools have been asking us whether our existing PSHE education Programme of Study has already got this covered. Whilst we are already working on updating the Programme of Study and planning toolkits in line with the new guidance, rest assured that schools using our existing Programme of Study to plan high quality, regular PSHE are all set up to cover the new statutory requirements... This mapping document will help you to ensure your school's ahead of the game as you prepare to deliver the statutory elements as part of a comprehensive PSHE programme."

– Deputy CEO and Senior Subject specialist, Jenny Barksfield



PSHE
Association

We've got it covered...

Mapping the PSHE Association Programme of Study to the new statutory guidance on health education and relationships education/RSE

Updated February 2019



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Sex Education (Primary)

65. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

66. The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

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68. Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. Schools will want to draw on the good practice for conversations with parents around the right to withdraw as set out in paragraphs 45 and 46. Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

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Lesbian, Gay, Bisexual and Transgender (LGBT)

Equality Act 2010

36. In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

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Protected Characteristics under the Equality Act 2010

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy & maternity
- Race
- Religion and/or belief
- Sex
- Sexual orientation



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Scenarios

- **Work as a group/pair to consider the scenario. What are you going to do if parents try to withdraw their children from RSE lessons?**
- **How might you use the framework and resource bank to help you to engage parents?**
- **What role does governing body have?**

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