



Redscope
Primary School



Part of the
newcollaborative
Learning Trust
Opening doors to a brighter future

Personal, Social, Health and Citizenship Education

As a part of your child's education at Redscope Primary School, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Citizenship Education (PSHCE) curriculum. PSHCE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. The Department for Education made it statutory for all schools to teach PSHCE.

Parental Questionnaire

A huge thank you to all parents who completed our PSHCE questionnaire.

We believe that it is important for parents to be aware of what is being taught in school and to ensure parents are fully informed about the statutory requirements. The questionnaire has also enabled us to provide additional information and answer your questions.

Please take a look at the results from the questionnaire. If you would like any further information please ask your class teacher.



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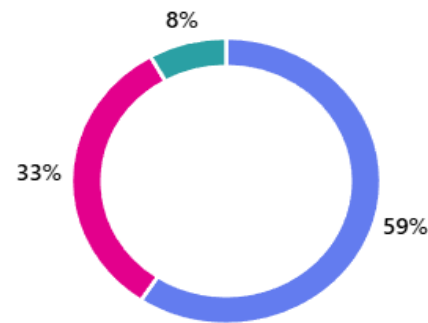




Questionnaire results

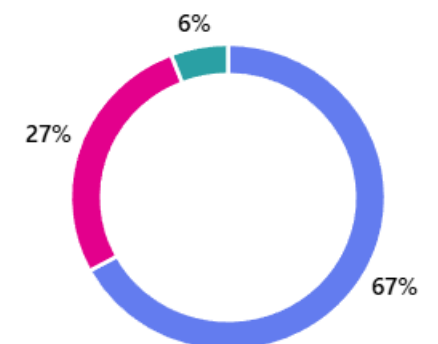
1. Did you know that a change in the law means that all schools were required to teach Relationships and Health Education since 2020?

● Yes	51
● No	28
● Unsure	7



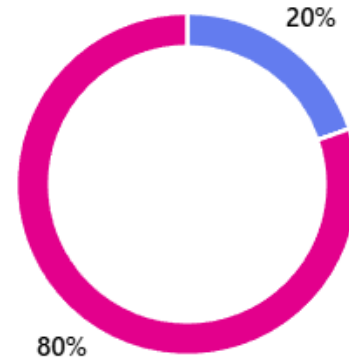
2. Are you aware that Redscope Primary teaches all aspects of the requirements – known as Personal, Social, Health Education (PSHE)?

● Yes	57
● No	23
● Unsure	5



3. Have you seen our school's Relationship and Health Education policy on our website?

● Yes 17
● No 69



Please follow this link to view the policy.
<https://nclt.ac.uk/wp-content/uploads/2025/06/Sex-and-Relationships-Education-SRE-Policy.pdf>

Identify areas you think will be covered in the PSHCE curriculum.

Responses showed that parents identified many of the areas that are covered in the PSHCE sessions including friendships, keeping ourselves safe and being healthy. Each year group emails or sends on Class Dojo a curriculum booklet to parents either termly or half termly. This details each subject and which areas will be covered, please take a look at the PSHCE/PSE section.



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Are there any additional areas that you think should be covered within the PSHCE curriculum?

Parental response

Enabling children to express and manage a range of feelings and emotion

School Response

From Foundation stage through to Year 6 children are taught to identify feelings and explore a range of situations, which can result in these feelings. We offer a range of ways in which children can express their feelings such as creating a safe space during classroom PSHE discussions, trusted adult and a dedicated pastoral team who can offer support.



Parental response

Diversity, tolerance, inclusion, and what makes us different.

School response

These areas thread throughout PSHCE and as part of our spiral curriculum are built upon each year. We identify and respect all of the protected characteristics and believe that nobody should be discriminated against. In addition, we support the National Anti-bullying week held annually in November.

Parental response

Social media usage, online safety and sending messages on line.

School Response

These areas are important to us too. As technology advances and children are on line at a younger age, we adapt our curriculum to address online safety. We teach online safety within a variety of themes throughout ALL year groups. These include keeping myself safe, friendships, being healthy and anti-bullying.

continued

Parental response

How we grow and change

School response

As part of our spiral curriculum, children are taught about growing and changing and this is built upon each year, through to Year 6 when we talk about growing up and responsibilities.

Parental response

Money handling

School response

Money is taught within our maths curriculum. In addition to this, money handling such as budgeting is covered in the citizenship element of our PSHCE curriculum. We understand that parental attitudes to money may differ and it is important that parents talk to their children about money matters.



Parental response

Dental and personal hygiene

School response

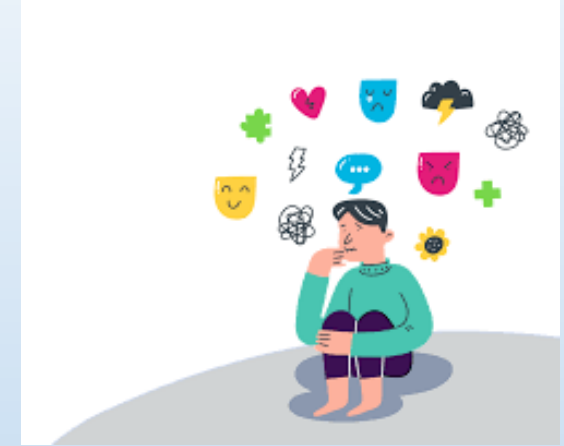
This is another area already taught within our curriculum, from nursery up to year 6. These tend to be practical lessons, sometimes with a professional. We look at how to brush our teeth and sugar content in foods and drinks. Personal hygiene links into being healthy and growing and changing.



Parental response

Keeping mentally healthy, strategies for reducing anxiety, importance of sleep and physical activity.

Mental health is a huge part of the overall statutory PSHCE curriculum. The majority of our PSHCE lessons will ultimately feed back into positive mental health. Examples of areas that we cover are, identifying positive sleep patterns, examples of healthy eating and how physical exercise can make us feel. In lessons we also identify our emotions (positive and negative) in a variety of situations and develop coping strategies.



Parental response

Personal care and hygiene

School response

From an early age, children are taught about personal hygiene and later this includes germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

continued

Parental response

Healthy relationships/friendship

School response

From an early age through to Year 6, children are taught about caring and respectful relationships, including on-line relationships. There are lesson examples later in this booklet for Reception, Years 1, 2, and 5.



Parental response

Dangers of drugs

School response

From Year 1, children are taught to understand their role in the safe handling of medicines. In Year 6, children learn the facts about legal and illegal harmful substances and where to get advice e.g. family, school and/or other sources.

Parental response

Different families

School response

From an early age children are taught 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.

Redscope Primary School Website

Please take a look at our PSHCE pages on the school website.

<https://redscopeprimaryschool.co.uk/pshe/>

Here you will find links to our policies relating to PSHCE/SRE and examples of the resources we use in our lessons.

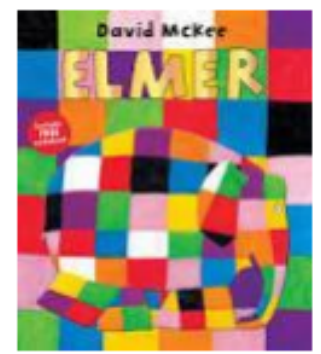
We have listened to your feedback and thought the most efficient method of responding was via this information document.

Finally, we have included a small selection of our PSHCE lessons across all year groups. More can be found on our website. Also you can stay up to date with our PSHCE learning via your child's curriculum booklet which is sent out every half term/term.

Making relationships suggested reception lesson

Learning statement - Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

Lesson and activity - Share the story 'Elmer'. Discuss how Elmer was similar/different to the other elephants. What would their community have been like if Elmer had been grey and serious all of the time? Provide children with mirrors and partner up to find similarities and differences in each other. Go beyond physical appearance and talk about likes and dislikes. Sentence starters can be a good way to structure children's feedback.



I like...

We both like...

We are similar because...

We both have...

Reinforce that we can still be friends with other children who do not necessarily look the same or have the same interests as us.

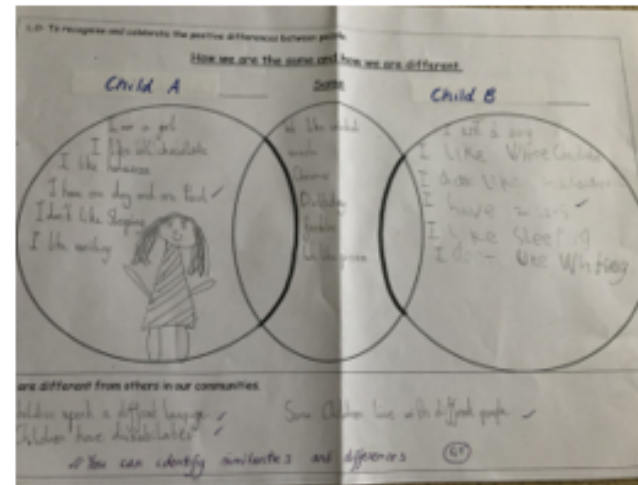
Respectful Relationships suggested lesson

Learning statement - 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.

Lesson and activity - Teacher to read the story Lizard Lounge by Laura Hambleton. Children to talk about how Lizard is similar and different to the other lizards in the story. Children then to work in partners to complete a venn diagram to show how they are similar and different to their partner.



diagram to show how they are similar and different to their partner.



Example of a child's work

To complete the lesson, children to consider how the lizard felt at the beginning of the story and compare this to his feelings at the end.

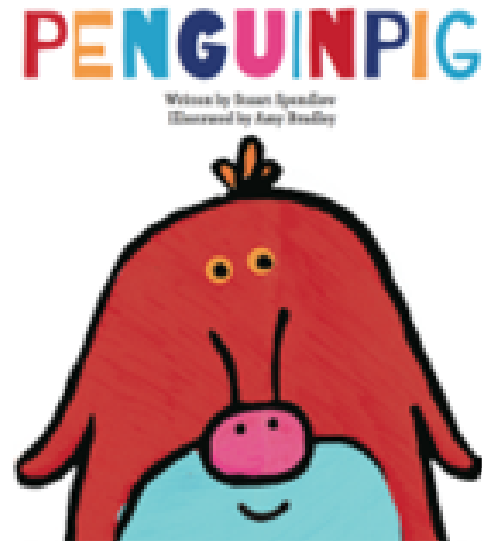
Online relationships suggested lesson

Learning statement - That people sometimes behave differently online, including by pretending to be someone they are not.

Lesson and activity - Use the video or story book "Penguinpig" by Stuart Spendlow. See link here:

<https://www.youtube.com/watch?v=CCUtUWzkMvs&t=33s>

After the story, sequence the key events using pictures from the book. This will prompt a discussion around what the little girl did. Children are to make a set of rules for the little girl to follow to stay safe online.

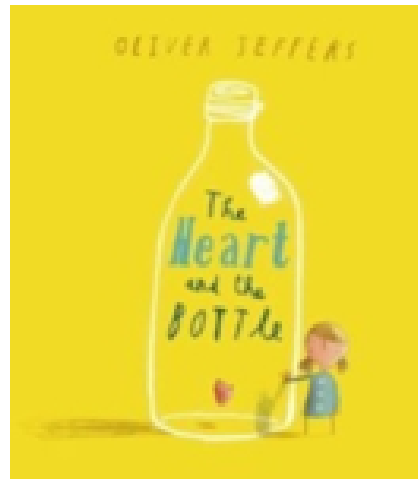


Mental wellbeing suggested lesson

Learning statement - 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.

Lesson and activity - Discuss different types of loss as a group i.e. losing an object, falling out with a friend, parental separation, moving schools, death of a pet or family member, whilst being sensitive to individual circumstances.

Watch/read the story "The heart and the bottle" by Oliver Jeffers -



https://www.youtube.com/watch?v=8FSuy-J_Pzk

Some of the illustrations have speech bubbles that show pictures instead of words. Can the children think of the words that the characters might be using?

As a class/small group, retell the story from the girl's point of view.

Internet safety and harms suggested lesson

Learning statement - 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.

Lesson and activity - Discuss that behind every username and profile picture there is a real person. Children to look at some sample messages using emojis and text talk, children to read and interpret them.



Then turn a negative message into a positive one and consider the impact these messages can have on other people's feelings. Would you say this to someone in person?

Respectful relationships suggested lesson



Learning statement - The importance of self-respect and how this links to their own happiness.

Lesson and activity - Draw a person who feels happy with their life and good about themselves and around the outside, write all the things that help them to feel this way. Watch the following video clip

https://plprimarystars.s3.amazonaws.com/1547549016-1547548779-PLPS_SelfEsteem_PausePoint.mp4_1280x720_4.mp4

PLPS Lesson: Self-esteem
(Self-activity: What is self-esteem?)

?

Write down four things about yourself on your activity sheet.

Think about:

- what you like doing and playing
- who you would like to swap places with for a day
- what your dream job is.

Something you like	Thinking
The person I would like to swap places with for a day	My dream job

www.plprimarystars.com | © Premier League 2019

Think about: what the people in the film are saying about self-esteem and what makes them feel proud and good about themselves.

Children to identify 4 things about themselves that relate to self esteem.

Year 6


Internet Safety and harms suggested lesson

Learning Statement - Why social media, some computer games and online gaming, for example, are age restricted.

Key Questions –

- What risks are associated with using the internet, messaging, apps, social media?
- What steps can you take to ensure you are safe online?
- Who can you report an online concern to?

Lesson and Activity –

<ul style="list-style-type: none">• In small groups children to list the positives and negatives of using apps, messaging, social media, etc.• Do an anonymous class survey to find out what apps/games/social media the children use.• From the information above, introduce children to the net-aware site and look at some of the apps they use.	
<ul style="list-style-type: none">• Children to give 10 top tips on how to stay safe online.• Consider that people may behave differently online and may not be who they say they are – how do you know?• Look at fake news, can children identify what is real and what is fake? Use News wise resources from The Guardian Literacy Project.	<p>Possible resources:</p> <p>https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/staying-safe-online/</p> <p>https://literacytrust.org.uk/programmes/news-wise/</p>



We hope that you have found this information document useful.

If you have any further questions, please contact your class teacher.

Thank you