



## **PSHE and Relationships Education 2021/2022**

### **Wotton House International School: Upper and Lower Prep**

In the Prep we cover one topic each half term throughout the year. Below are the outcomes for each unit.

#### **Autumn Term First Half: Relationships - Be Yourself**

This unit is inspired by the idea that we are all individuals and that it is important to 'be yourself'. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. In this unit, children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. The unit will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.

- You are unique: learners will explain why everyone is unique and understand why this should be celebrated and respected.
- Let it out! Learners will explain why they should share their own thoughts and feelings and know how to do this.
- Uncomfortable feelings: learners explore uncomfortable feelings and understand how to manage them.
- The confidence trick: Learners understand why we sometimes feel shy or nervous and know how to manage these feelings.
- Do the right thing: learners identify when they might have to make different choices from those around me.
- Making amends: learners explore how it feels to make a mistake and describe how they can make amends.

#### **Autumn Term Second Half: Living in the Wider World - Money Matters**

This unit aims to encourage children to think about how money is used in the wider world. They will discuss the possible consequences of taking financial risks and identify ways to avoid these. Children will also learn about influences advertisers try to use to encourage us to spend our money and how to see the real value of products by being critical consumers. They will also explore what ethical spending means and consider how to identify the impact of our spending choices on the environment around us. Having learnt about ways we can spend money, children will also learn about budgeting and discuss how to prioritise our spending. Through this unit of learning, children will also have the opportunity to discuss how our earning and spending can contribute to society through the payment of tax and by making ethical choices.



- Look after it: learners will explain some financial risks we might encounter and can discuss how we can avoid them.
- Critical consumers: learners will understand how retailers try to influence our spending.
- Value for money and ethical spending: learners will discuss choices we have when we spend our money.
- Budgeting: learners will explain why we need to budget and how to make one.
- Borrowing and saving: learners will discuss reasons and consequences of borrowing money.
- Money in the wider world: learners will explain the impact spending has on our environment.

### **Spring Term First Half: Living in the Wider World - Aiming High**

In this unit of work, children will focus on achievements, aspirations and opportunities. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They will identify opportunities that are available to them now and those which may be available to them in the future. Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to do those jobs. The children will also have the opportunity to reflect on their personal goals and the steps they can take to achieve these in the future.

- You can achieve anything: learners understand how people learn new things and achieve certain goals.
- Breaking down barriers: learners understand that a helpful attitude towards learning can help us succeed in life.
- Future focus: learners identify opportunities that may become available to them in the future and are aware of how to make the most of them.
- Equal opportunities: learners understand that gender, race and social class do not determine what jobs people can do.
- The world of work: learners understand there are a variety of routes into different jobs which may match their skills and interests.
- Onwards and upwards: learners discuss their goals for the future and the steps they need to take to achieve them.

### **Spring Term Second Half: Living in the Wider World - Diverse Britain**

This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the



# Wotton House

## International School Gloucestershire

workings of local and national government and the role of charities and voluntary groups in British society.

- Identities: learners talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people.
- Communities: learners explain what a community is and what it means to belong to one.
- Respecting the law: learners explain why and how laws are made and identify what might happen if laws are broken.
- Local government: learners discuss the terms democracy and human rights in relation to local government.
- National government: learners discuss the terms democracy and human rights in relation to national government.
- Making a difference: learners investigate what charities and voluntary groups do and how they support the community.

### **Summer Term First Half: Relationships - TEAM**

This unit entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. Children will discuss different types and effects of unkind behaviour and explore strategies for helping situations by creating team support networks. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.

- Together everyone achieves more: learners will talk about the attributes of a good team.
- Communicate: learners will accept that people have different opinions and know that they can politely disagree with others and offer their own opinion.
- Compromise and collaborate: learners will compromise and collaborate to ensure a task is completed.
- Care: learners will reflect on the need to care for individuals within a team.
- Unkind behaviour: learners will identify hurtful behaviour and suggest ways they can help.
- Shared responsibility: learners will understand the importance of shared responsibilities in helping a team to function successfully

### **Summer Term Second Half: Health and Wellbeing: It's My Body**

In this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep, exercise and hygiene. Lessons will explore the things that influence the



# Wotton House

## International School Gloucestershire

way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have, healthy habits that can benefit us all and how to seek support should they need to.

- Your body is your own: learners will be taught that their body belongs to them and that they have control over what happens to it.
- Exercise right, sleep tight: learners will understand why getting enough exercise and sleep is important.
- Taking care of our bodies: learners will understand how to take care of their bodies.
- Harmful substances: learners will understand the harmful effects of using drugs, including alcohol and tobacco.
- How we think and feel about our bodies: learners will understand what a positive body image is.
- Healthy choices: learners will make informed choices in order to look after their physical and mental health.

### **Guidance for Prep Parents:**

As part of a high-quality Personal, Social, Health Education (PSHE) scheme, Wotton House International School aims to deliver accurate, relevant and age-appropriate information about Relationships - one of the three core strands of PSHE and Citizenship (the other two being Health and Wellbeing and Living in the Wider World).

The term 'relationships' covers all relationships we, as humans, have with others – family members, friends, the relationships children have in school with their peers and members of staff. In a broad sense, Relationships Education encompasses all interactions we have with others.

PSHE is a statutory part of the curriculum for all independent schools, and good schools like ours endeavour to teach children from a young age all about values, social skills and life skills. Recently, after thorough research and much consideration, the government have decided that the core strand Relationships Education is to become statutory in primary schools and Relationships and Sex Education (RSE) is to become statutory in secondary schools, both of which apply to us at Wotton House.

Professionals in both the education and the health sector welcome this news as it means that full guidance and resources will be developed to enable schools to teach children about relationships in an engaging, meaningful and age-appropriate manner.



## **What will Relationships Education in Primary / Prep Schools Cover?**

Relationships Education will form a part of children's learning about the world around them and how they interact with others. Like all areas of the curriculum, Relationships Education will be taught objectively, without bias. Children will not be taught to question their own gender identity but will become aware that they are all different and that our differences should never be a cause for fear, conflict or disrespect.

At Wotton House International School, our Prep students will cover learning on:

- Teamwork and shared responsibilities;
- Resolving conflicts with others;
- Conveying their emotions to others appropriately;
- The different types of relationships people have with others;
- Effective communication with others;
- Healthy and unhealthy relationships, including all forms of bullying;
- Peer pressure and dares.

## **Celebrating Diversity Through Relationships Education**

Teaching children about the wonderful differences among humans has always been considered an important message in education. Just as we want to encourage children to celebrate their many different talents, strengths, goals and dreams, we also aim to promote the celebration of diversity among cultures, religions and traditions. Celebrating diversity among family structures and relationships is exactly the same principle and a whole school approach is vital.

## **An Inclusive Relationships Education**

We do have flexibility in determining how we teach and deliver Relationships Education. However, it is expected that all Relationships units of work used in schools will be inclusive and representative of relationships and family structures in modern Britain and should promote tolerance and acceptance, in line with British values.

To ensure children with lesbian, gay bisexual or transgender (LGBT+) family members, as well as those who are beginning to feel they themselves might be LGBT+, feel represented through the school environment and the curriculum, schools will endeavour to use resources that feature a range of families and relationships. This encourages understanding, acceptance and respect of different relationships from a young age.



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International School Gloucestershire

### **Why is it Important for Relationships Education to be LGBT+ Inclusive?**

'Pupils should be able to understand the world in which they are growing up, which means understanding that some people are LGBT, that this should be respected in British society and that the law affords them and their relationships recognition and protections. Pupils growing up in families with LGBT members, or who are beginning to understand that they may be LGBT themselves should feel that Relationships Education and RSE is relevant to them. Schools should make decisions about what is appropriate to teach on this subject and when, based on the age and development of their pupils and should involve their parent body with these decisions, informing them clearly and in a timely manner about what and how their pupils will be taught. The government believes that this is the right approach to teaching about LGBT, and as such, this is set out in the guidance and will be made clear to schools through communications and further support they receive to deliver these subjects.'

Relationships Education, Relationships and Sex Education, and Health Education in England – Government Consultation Response, February 2019.

### **What Should I do if I am Concerned about Relationships Education?**

If you have any queries or concerns the most important thing to do is to contact school and ask to speak to Emma Edwards or Becky Gwynn. They will be able to provide specific information on the curriculum and resources we use to teach Relationships Education.