



Hill West Primary School



Pedagogical Newsletter – May 2018

Times Tables

As there have been a number of parents who have asked about the introduction of the new times tables test I have included this feature again. Children are now expected to know their times tables up to 12 x 12 by the end of Year 4. From 2019-2020 schools are expected to administer a times table test to all pupils in Year 4 (**our current Year 2s being the first year group to sit the new test**). Children will be expected to complete the test on-screen and will have to give timed responses to a series of multiplication questions. The test will be scored instantly. A recurring theme across Mathematics teaching in primary school is the lack of instant recall of times tables and multiplication facts. Learning times tables is an essential 'little and often' part of homework along the same lines all schools expect with reading. Research suggests at primary school this is the sort of homework that has the potential to make the most difference.



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Relationships and Sex Education

Imagine the scene suggests Victoria Pugh, Primary Lecturer in PSHE and RSE at the University of Worcester, a class of 30 giggling Year 5/6 pupils sat waiting in anticipation for a pale-faced, trembling teacher at the front of the class about to begin teaching sex education. This lesson is usually reserved, she suggests, for upper KS2 teachers and often leaves staff feeling uncomfortable at best and highly embarrassed at worse. Victoria Pugh argues that the idea of a solitary one-off lesson shoehorned into Year 6 summer term is ludicrous and what schools ought to be doing is teaching sex education under the umbrella of relationships education from Reception through to Year 6. Historically in that one off lesson teachers have mentioned the words 'penis', 'vagina' and 'vulva' and asked the children to match the statements to pictures. They have then introduced a step-by-step account of sexual intercourse, but haven't asked the children to talk about personal choice, the influences of social media, advertising, homosexuality and transgender. I actually think Hill West

have done a lot better than this but it is true to say that the lessons discussing puberty in Year 5 and the week of sex and relationship education in Year 6 was worthy of review. As such on Thursday 3rd May when school was closed for elections our staff worked on a brand new personal development and well-being curriculum for our pupils that builds progressively from Reception to Year 6. We wanted our curriculum to teach our pupils about how they can keep themselves safe from harm in a world where access to the internet makes all things possible. We wanted to teach them about relationships, all sorts of relationships; a pupil's relationship with themselves, with friends, with family as well as with romantic or sexual partners. We want to teach our children about the wonderful world of technology but of the dangers of 'sexting' and on-line chat. We want our children to know that they can be mentally well as well as physically well and to identify when they need support. Allowing our pupils to have an opinion, explore their own feelings and share experiences important to them is central to our work designed to help them to develop safer relationships with themselves, their peers, their families and in the future, their significant others.





The Equalities Act 2010

Glossary of Terms

Pedagogy – the craft of teaching

PSHE – personal, social and health education

RSE – Relationships and Sex Education

Sexting – taking of indecent images to share via a mobile device or other forms of technology.

CSE – Child Sexual Exploitation



Reminders:

KS1 SATs are on-going throughout the month of May.

KS2 SATs week begins on Monday 14th May.

Year 1 Phonic Screening Check will take place during the week beginning Monday 11th June

On the 3rd May, when we were gathered as a staff to review our personal development and well-being curriculum we began by contextualising our work within the Equalities Act of 2010. Enhancing our existing curriculum we wanted to ensure that all groups in society were not only acknowledged but represented positively in our teaching and the resources that we use.

The Equality Act 2010 provides a single, consolidated source of discrimination law. The law means that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. In England and Wales the Act applies to all maintained and independent schools, including Academies, and maintained and non-maintained special schools. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

The Curriculum

The content of the school curriculum has never been caught by discrimination law, and this Act now states explicitly that it is excluded. However the way in which a school provides education – the delivery of the curriculum – is explicitly included. Excluding the content of the curriculum ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. But schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination. Some examples can best explain the distinction between content and delivery of the curriculum as outlined in the guidance for schools:

- A boy complains that it is sex discrimination for him to be required to do a module on feminist thought.
- A girl complains that putting *The Taming of the Shrew* on the syllabus is discriminatory; or a Jewish pupil objects to having to study *The Merchant of Venice*.
- A fundamentalist Christian objects to the teaching of evolution in science lessons unbalanced by the teaching of “intelligent design”.
- A school does a project to mark Gay Pride Week. A heterosexual pupil claims that he finds this embarrassing and that it discriminates against him on grounds of his sexual orientation; a Christian or a Muslim pupil objects to it on religious grounds.
- A Muslim pupil objects to the works of Salman Rushdie being included on a reading list.

All of the above are examples of complaints against the content of the curriculum, and none of them would give rise to a valid complaint under the Act. However, valid complaints that the curriculum is being delivered in a discriminatory way might well arise in situations such as the following:

- A teacher uses the fact that ‘*The Taming of the Shrew*’ is a set book to make derogatory generalisations about the inferiority of women, in a way which makes the girls in the class feel belittled. Or, in teaching ‘*The Merchant of Venice*’, he encourages the class to laugh at a Jewish pupil.
- In class discussions, black pupils are never called on and the teacher makes it clear that she is not interested in their views.
- Girls are not allowed to do design technology or boys are discouraged from doing food technology. This is not intrinsic to the curriculum itself but to the way in which education is made available to pupils.
- The girls’ cricket team are not allowed equal access to the cricket nets, or the boys’ hockey team is given far better resources than the girls’ team. This would be less favourable delivery of education rather than to do with the sports curriculum per se.

More information on the Equality Act 2010 in schools can be found [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality Act Advice Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)



SAFEGUARDING – Child Sexual Exploitation

Child Sexual Exploitation has a new definition meaning a form child sexual abuse which occurs when an individual or group takes advantage of an in-balance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity;

- a) *In exchange for something the victim needs or wants*
- b) *And / or for the financial advantage or increased status of the perpetrator or facilitator.*

Child sexual exploitation also refers to the production of images and the sharing of these images on-line. When sexual exploitation happens online, young people may be persuaded, or forced, to: send or post sexually explicit images of themselves; take part in sexual activities via a webcam or smartphone; have sexual conversations by text or online. Abusers may threaten to send images, videos or copies of conversations to the young person's friends and family. CSE therefore does not always include physical contact. It is important that young people understand that distributing explicit images (that they may have been sent by a friend) can constitute sexual exploitation. More importantly, young people must understand that producing and sharing explicit images of themselves could constitute a criminal offence.

CSE can happen to girls and boys. Vulnerable children tend to be targeted (35% of the young people identified in the Rotherham case were known to services, 46% of these young people had a history of living with domestic violence, 63% were school refusers, 50% were known to misuse substances or alcohol, 33% of them had poor mental health,

Children as young as 8 and 9 have been known to have been sexually exploited and so educating children in an age appropriate way about how they can keep themselves safe is essential.



Young Carers



A young carer is someone under 18 who helps look after someone in their family, or a friend, who is ill, disabled or misuses drugs or alcohol. There are about 700,000 young carers living in the UK and that equates to about one in twelve secondary aged pupils. There are likely to be young carers in every school and college. Some children start giving care at a very young age and don't really realise they're carers. Other young people become carers overnight. Young carers may be required to carry out practical tasks, such as cooking, housework and shopping. They may be required to provide physical care, such as helping someone out of bed and they would most certainly offer emotional support, such as talking to someone who is distressed. They may need to provide personal care such as getting someone dressed and often have to help manage the family budget and / or collect prescriptions. Often young carers are needed to look after younger brothers or sisters. Being a young carer can have a big impact on the things that are important when growing up. Many young carers struggle to juggle their education and caring responsibilities which can cause pressure and stress. In a recent survey carried out by the Young Carers Association, 39% said that nobody in their school was aware of their caring role. 26% have been bullied at school because of their caring role and 1 in 20 miss school because of their caring role. There are support groups and networks that provide vital information and connection for young carers. The young carers trust helps young carers to cope with their caring role through specialised services.

If you are a young carer you of course have rights. If you or your parent request it, a social worker from Birmingham Local Authority will visit to carry out a young carer's assessment. This assessment is different to the one adult carers have. It will decide what kind of help you and your family might need. A young carer's assessment can determine whether it's appropriate for you to care for someone else and takes into account whether you want to be a carer. The social worker from the local authority must also look at your education, training, leisure opportunities and views about your own future.



Book Trust

<https://www.booktrust.org.uk/books/bookfinder/>

BookTrust is the UK's largest children's reading charity. Each year they reach 3.4 million children across the UK with books, resources and support to help develop a love of reading because they know that reading can really transform lives. The BookTrust provides a simple tool that allows parents to find the titles of age appropriate books, allowing you to filter your search by age, genre and interest.

No Outsiders

As part of our personal development and well-being curriculum review we are embracing a programme called 'No Outsiders'. No Outsiders provides teachers with a curriculum that promotes equality for all sections of the community. But more than that, the resource aims to bring children and parents on board from the start so that children leave primary school happy and excited about living in a community full of difference and diversity, whether that difference is through ethnicity, gender, ability, sexual orientations, gender identity, age or religion. The resource induces 5 lessons plans for every primary school year group based upon a selection of 35 picture books. If you would like to explore some of these books we have a set in school alternatively you will find them available through any good book shop. Titles include:

- Here we are by Oliver Jeffers
- Leaf by Sandra Dieckmann
- The Thing by Simon Puttock and Daniel Egneus
- The Cow who Climbed a Tree by Gemma Merino
- Big Bob, Little Bob, by James Howe
- What the Jackdaw Saw by Julia Donaldson and Nick Sharratt
- King and King by Linda De Hann
- My Princess Boy by Cheryl Kilodavis
- Red: A Crayon's Story by Michael Hall
- This is Our House by Michael Rosen
- The Great Big Book of Families by Mary Hoffman
- And Tango Makes Three by Justin Richardson
- Red Rockets and Rainbow Jelly by Nick Sharratt