

# Carnforth Community Primary School



## Personal, Social, Health and Economic Education (PSHE) Policy Including Relationships and Sex Education (RSE)

Name of school: Carnforth Community Primary School

Date of policy: January 2023

Review date: January 2024

### Roles and responsibilities

#### **The governing board**

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

#### **The headteacher**

The headteacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

#### **Subject leader**

The subject leader is responsible for supporting staff with the teaching of PSHE and RSE and for ensuring the policy is up to date and effective.

#### **Staff**

Staff are responsible for:

- Teaching in line with the school's curriculum and policy.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

## How this Policy was developed

This policy is being developed in consultation with staff, pupils and parents. The consultation and policy development process involve the following steps:

- A review was conducted by the subject leader, who gathered all relevant information including relevant national and local guidance.
- Governors are given the opportunity to make recommendations based on the policy.
- Staff consultation allows all school staff the opportunity to look at the policy and make recommendations.
- Parents are asked to read and respond to the policy.
- Pupils have the opportunity to discuss what they wanted to understand about themselves, relationships and their health.
- Ratification – once amendments are made, the policy will be shared with governors and ratified.
- Once the policy has been approved it will be available on the school website.

## Intent

At Carnforth Community Primary School our PSHE curriculum intent is to deliver a curriculum which is accessible to all, and that will maximise the outcomes for every child, so that they **know more, remember more** and **understand more**. PSHE is embedded in all that we do to enable our children to become confident citizens who have a strong sense of ambition, independence, resilience and a desire to achieve, through being active learners and believing in themselves. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. PSHE is taught both discretely and through thematic units to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic (PSHE) education, including Relationships and Sex Education (RSE), alongside a broad Physical Education (P.E.) curriculum, are critical to ensuring children are effective learners.

## Requirements of schools in law

The Department for Education announced changes to relationships and sex education following nationwide consultation. These changes came into effect in September 2020 and all schools are required to comply with the updated requirements. Due to COVID 19 schools have been able to delay this until the summer term 2021.

It is now statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both

boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science. Health Education, which was also made statutory from 2020, covers the key facts about puberty and the changing adolescent body. Delivering RSE as part of PSHE allows school to meet the Spiritual, Moral and Cultural needs of all of our children.

### Relationships and Sex Education

As the DfE guidance sets out 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. This will be taught across year groups in a variety of ways. As the children reach year five and six their discussion will turn to their relationships with themselves and understanding their own and others changing body, thinking about the physical and emotional journey puberty can be. This follows the DfE guidance as to what is appropriate for the children to be taught through their primary years.

Our aim is to enable the children to be confident within their own skin and understand what can affect them in both positive and negative ways. The children will learn strategies to develop a healthy lifestyle both physically and mentally. By understanding themselves they will be able to understand others and build caring and empathetic relationships with others not only in their family but friends and the wider world including through their online presence.

Our main resource for Relationship Education will be the statutory guidance. This will ensure we are always delivering the correct content at the appropriate level.

Children in all Primary Schools will now teach these areas specifically. At Carnforth Community Primary, these areas will filter into our PSHE curriculum.

Relationships Education (Primary)	Physical Health and Mental Wellbeing (Primary)
Families and People Who Care for Me	Mental Wellbeing
Caring Friendships	Internet Safety and Harms
Respectful Relationships	Physical Health and Fitness
Online Relationships	Healthy Eating
Being Safe	Drugs, Alcohol and Tobacco
	Health and Prevention
	Basic First Aid
	Changing Adolescent Body

Due to the nature of some of these sessions it is likely that difficult and possibly probing questions maybe asked by the children. When this happens, we will reflect whether this is a question that’s appropriate to answer with regards to the children’s age and the rest of the

class that is there? It may be that a discussion can be had after the group discussion with that child and another member of staff close by for support. If it isn't appropriate for us, as staff, to answer then this should be explained to the child and a conversation with parents will be had at the end of the day to alert them to it. If the child makes a disclosure then safeguarding protocols will be followed.

## PSHE Curriculum

Our PSHE education, including statutory Relationships and Health Education (RSE), and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

At Carnforth Community Primary school we use, a fully comprehensive PSHE Education programme, which includes creative lesson plans to support the teaching of all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, Physical Health and Mental Wellbeing and Relationships Education. Our PSHE curriculum is entwined with learning in Science, Computing and PE lessons, providing a fully holistic approach.

Pupils will be taught through 6 underlying core themes, within which there will be broad overlap and flexibility:-

1. Me and My Relationships
2. Valuing Difference
3. Keeping Safe
4. Rights and Respect
5. Being My Best
6. Growing and Changing

An overview of coverage can be found in Appendix 1.

## When and How is PSHE Taught?

PSHE is taught individually within classes, as well as being an everyday part of life. All classes have an explicit PSHE slot within their weekly timetable to ensure children are receiving regular PSHE and RSE education, as well as doing one off sessions within their class when needs or issues arise. PSHE is taught through a variety of formats and allows children to learn and express themselves in different ways. As children move up through school there is more opportunity for children to record their PSHE in more ways.

Due to the nature of the school the children are in mixed sex groups, and sometimes mixed age groups. When it is appropriate these groups may be split or combined to allow for a more appropriate or diverse discussion.

Our PSHE curriculum is also enhanced through whole school awareness days, which ensures our whole school community is involved in the teaching and learning of our PSHE and RSE curriculum.

### When and How do we Assess and Monitor PSHE?

PSHE learning is assessed through our internal school assessment process. Children are assessed as working towards, working at or working beyond age related expectations based on the units and lessons covered within each half term.

As children move up through school the curriculum is reviewed to incorporate any specific or additional needs of each cohort as well as individuals within each cohort.

Annual reviews of this policy will be carried out by the subject leader, headteacher and nominated governor.

### Parental Involvement, Concerns and Withdrawal of Pupils

At Carnforth Community we have a good working partnership with our parents and implement an open-door policy, allowing parents to come and speak to us regarding any concerns they may have. In the updating of this policy, in regards to incorporating the new RSE curriculum, we are consulting with our parents and will continue to communicate with them in regards to our PSHE curriculum.

Due to the new RSE curriculum being statutory, the government guidance clearly states,  
*'There is no right to withdraw from Relationships Education or Health Education.'*

The RSE guidance clearly states that parents have a right to withdraw their child from sex education aspects of the RSE curriculum **IF** it goes beyond the content of the National Curriculum for science. As we currently do not teach beyond the science curriculum content, there is no reason to withdraw a child. However, this does not mean that school will not listen to the concerns of a parent. Wherever it is possible, the parents will have the opportunity to view their concerns and a solution devised that works for all parties. This option to withdraw will be set out in correspondence regarding when these specific talks will take place in school. Letters are sent out ahead of specific RSE lessons (see appendices 2-5) to ensure parents have time to raise these concerns, and so that the learning and discussion around sensitive topics can continue at home.

**Appendix 1 – Long Term Plan Cycle A**

PSHEE, including RSE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	<b>Respect</b>	<b>Friendship</b>	<b>Honesty</b>	<b>Self-Belief</b>	<b>Kindness</b>	<b>Responsibility</b>
Year 1/2	<p><b>Settling In</b> – Rules, active listening, special people, similarities and differences, people who helps us, community.</p>	<p><b>Friendship and Bullying</b> – What makes a good friend, how to solve friendship problems, give and receive positive feedback, unkindness, teasing and bullying, bullying and being unkind, the PANTS rule, safe and unsafe secrets, who can help.</p>	<p><b>My Body (1)</b> – Understanding what our bodies need to stay healthy, important hygiene routines, internal organs, diseases and medicines.</p>	<p><b>My Body (2)</b> – How we change as we grow up, compare what we could do as babies to what we can do now, learning about how to care for a baby, internal organs, keeping privates private and having a positive attitude.</p>	<p><b>Feelings</b> – begin to recognise body language and facial expressions associated with feelings, identify some behaviours caused by certain feelings, understand that we can hurt peoples feelings, look at feelings we might feel if we lose something or someone, basic first aid, looking at whether things are fair or unfair.</p>	<p><b>Money and Safety</b> – Where do we get money from, what can we spend money on, saving money, being responsible, talk about situations that are safe or unsafe and who can help us, talk about surprises and secrets, discuss when we might have to say ‘yes’, ‘no’, ‘I’ll ask’ or ‘I’ll tell’.</p>

Year 3/4	Settling In - Rules, democracy, teamwork, talent, special people, community, respect and diversity.	Friendship and Bullying - Types of relationships, differences, bullying, resolving conflict, secrets, dares and peer pressure.	Be Healthy - Healthy eating, internal body parts, drugs, medicines and illness, cigarettes and alcohol.	The Environment - Looking after the environment, recycling, environmental organisations, volunteering.	Changes and Commitment - Babies and periods, first aid, changes, commitment, inc. Marriage, emotions and loss	Safety and Responsibility - Safe, unsafe, managing risk, money, jobs, rights and responsibilities,
Year 5/6	Settling In – collaboration, respect, physical contact, emotions, resilience, safe and unsafe secrets aspirations and goal setting.	Friendship and Bullying – friendship qualities, healthy and unhealthy relationships, bullying, sustainability.	Money and Commitment – Money, jobs, volunteering, community, staying safe, commitment, inc. Marriage, trust, physical contact,	Change and Difference – tolerance, respect, prejudice, changes, separation, facts, and risk.  To learn about pacifism and the concept of peace.	Healthy Body and Mind - Drugs, habit and addiction, basic first aid, reactions, internal organs, 5 ways to wellbeing project	The Human Body – body parts, healthy body, puberty, inc. periods, smoking, responsibility.

## **Appendix 2 –letter to parents/carers regarding periods**

Dear Parents and Carers

### **Growing and Changing**

As part of our growing and changing PSHEE work this term the girls in Year XXX will be learning about periods. This learning is part of the science national curriculum and will be covered again when they reach Year Five, however it is advisable that girls are taught about periods earlier rather than later to avoid any misconceptions, worries and fears.

The girls will be taught about why we have periods, what happens during a period, how periods can affect mood and emotions and what to do to protect their clothing when they start their period; showing them a variety of period products.

I will show the girls where they can find period products in school if they need them as well as how and where to dispose of them. We will discuss who they can talk to in school about periods.

You may wish to take this opportunity to talk to your daughter about periods and where period products are kept in your house should she need them.

If you have any questions or concerns, please don't hesitate to get in touch.

Thank you for your continued support.

XXXXX (Class Teacher)

Megan Rae (PSHEE Lead)

### **Appendix 3 –letter to parents/carers regarding safe and unsafe touching and the PANTS rule.**

Dear Parents/Carers

#### **Growing and Changing**

This term Year XXX will be discussing the NSPCC's Underwear Rule in our PSHE lessons.

During these discussions we will aim to teach our pupils the following important safety skills without giving explicit information or telling scary stories. We will be teaching our pupils the [NSPCC's Underwear Rule](#), using the 'PANTS' acrostic, which is like a green cross code for staying safe from sexual abuse. PANTS stands for:

- Privates are private
- Always remember your body belongs to you
- No means no
- Talk about secrets that upset you
- Speak up, someone can help

The lessons will introduce a range of ideas, all delivered in a way that's fully age-appropriate. These include:

- "appropriate" and "inappropriate" touching
- your child's right to say no to things that make them feel upset or uncomfortable
- naming parts of the body, including 'penis' and 'vulva'.
- who your child can turn to if they ever feel upset or worried.

If you would like to know more about the NSPCC's campaign and see how you can help keep your children safe in partnership with your child's school, more information can be found at [nspcc.org.uk/underwearrule](https://nspcc.org.uk/underwearrule)

If you have any questions or concerns, please don't hesitate to get in touch.

Thank you for your continued support.

XXXXX (Class Teacher)

Megan Rae (PSHEE Lead)

## **Appendix 4 - letter to parents/carers regarding a visit from Life Education Lancashire.**

Dear Parents and Carers

### **Life Education Lancashire**

**Life Education Lancashire is coming to our school on XXXX**

Coram Life Education is the leading provider of relationships, health, wellbeing, and drugs education to almost half a million children across the UK, delivered under the strapline 'Helping Children Make Healthy Choices'.

Life Education Lancashire is a delivery partner of Coram Life Education and provides unique health and drug education programmes teaching children about the wonder of their bodies, how to take care of them, and how drugs (including medicines, alcohol and tobacco) can affect them. Looking after our mental health is also explored and children discuss strategies for self-care.

Children meet Healthy Harold, our giraffe mascot, and his friends, have discussions and watch short films about healthy eating, legal and illegal drugs and their effects, the body and friendships and their influence, and how choices and behaviours can affect dreams and aspirations.

Trained Educators use evidence-based, interactive, creative methods to deliver memorable, informative and age appropriate sessions which assists our school in our work around PSHE (Personal Social and Health Education) and Relationships and Health Education. All programmes support the new DfE statutory requirements for PSHE and are aligned with the National Curriculum.

If you would like to help your child to remember the visit, Harold merchandise may be on sale for £1 whilst Harold is visiting school.

There will be an opportunity to be invited into school to meet the Life Education Educator for a short session on XXXX between XXXX - XXXX, to find out more about the content of your child's programme and to ask any questions you may have.

If you do have any questions, please do not hesitate to ask.

Thank you.

Megan Rae

## **Appendix 5 - letter to parents/carers regarding Y5 and 6 Puberty.**

Dear Parents and Carers

### **Growing and Changing**

As part of our growing and changing PSHEE work this term the children in Year 5 and 6 will be learning about puberty. This learning is part of the science national curriculum and is taught in Year 5 and repeated in Year 6 to give children a full understanding of the changes they may go through as well as the opportunity to ask any questions.

The children will be learning about what puberty is and covering the physical, emotional and psychological changes that they may go through during puberty. They will cover:

- How their body and emotions change as they approach and move through puberty
- Why girls and boys bodies are different
- How they feel about puberty and any worries they have
- The correct names for the external sexual organs
- Which body parts are private, including a recap of the PANTS underwear rule.

You may wish to take this opportunity to talk to your child about puberty and discuss anything they are worried or concerned about.

If you have any questions, please do not hesitate to ask.

Thank you for you continued support.

XXXX (Class Teacher)

Megan Rae (PSHEE Lead)