



PSHE EDUCATION POLICY WHITTLEFIELD PRIMARY SCHOOL

School name: Whittlefield Primary School				
Consultation has taken place:	Staff	Governors	Pupils	Families
	Date: 2/2/21	Date: 4/2/21	Date:6/2/21	Date: 12/5/21
Date formally approved by Governors:	4/2/2021			
Date policy became effective:			Review Date: 04/02/2022	
Person(s) responsible for implementation & monitoring:	Adam Booth			
Linked Policies:	SMSC	Safeguarding	Online safety	Food & Drink
	Confidentiality	Emotional and Mental Health and Wellbeing	SEND inclusion	Behaviour (including anti-bullying)
	Visitor	Equalities	P.E.	Bereavement
INTENT OF PSHE EDUCATION (RSHE)				
<p>Purpose: This policy covers our school’s approach to all non-statutory elements of PSHE Education, statutory guidance on Health, Relationships and Sex Education (RSHE). We define it as an integral role in helping pupil at Whittlefield develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and into adulthood. It was produced by Mr Adam Booth through consultation with Kate Piercy, the PSHE lead for Lancashire. All staff, pupils, parents and governors will be consulted about this policy. Parents and carers will be informed about the policy through a letter posted on the school parent app and directed to the policy via the school website. This policy is available to parents and carers through the school website and a hard copy available from the school office</p>				
<p>Overall school aims and objectives: Our school’s overarching aims and objectives for our pupils are to provide the best possible education for our children in our care, recognising their unique gifts and personalities and seeking to promote excellence in both behaviour and learning. We stand and abide be the motto DREAM, BELIEVE, ACHIEVE. We aim for the children to achieve in a caring and safe environment by inspiring them to have dreams for themselves and others; supporting them to believe in themselves and others; and ultimately by helping them to achieve and helping others to achieve.</p>				



What values will underpin this policy?

Our curriculum promotes the spiritual, moral, social, cultural, mental and physical development of pupils. We promote values by promoting the Whittlefield family. We are committed to making an everlasting difference to everyone we touch by believing the 'sky is the limit' and that anything is possible.

We see ourselves as a community in which we are all valued as individuals. We respect and empathise with each other and with all members of society. We value friendship, compassion and honesty. We strive constantly for our children to enjoy school, have fun and to be enthusiastic lifelong learners. We believe in an active curriculum that engages and motivates the children, promotes a healthy lifestyle and the need to look after the environment. We aim to prepare our children with the necessary skills, knowledge and understanding they will need to thrive academically but we also focus on preparing them to have the necessary life skills, knowledge and understanding they will need to be for the world they will face in the future to enable them to contribute positively to society-whatever that future may be.

At Whittlefield Primary School we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events to celebrate these. We find this approach enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world. Underpinning all this are a range of curriculum topics which have strong links to Britain's position in the world. The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs"

What are the aims and objectives of PSHE Education (RSHE)?

We aim to deliver a PSHE curriculum which is accessible to all and that will maximise the outcomes for every child at Whittlefield Primary. Our curriculum aims to help pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and into adulthood. By teaching pupils how to stay safe and healthy, and by building self-esteem, resilience and empathy, we aim to tackle barriers to learning, raise aspirations and improve life chances. Our PSHE curriculum includes the statutory guidance on Relationships and Sex Education ensuring that our children are taught the skills they need to form healthy relationships. Central to our PSHE curriculum is pupil (and staff) wellbeing. As a community, we value creating strong attachments with our pupils; creating a safe and secure environment for learning. Pupils are taught strategies to manage their mental health and wellbeing during PSHE lessons, through assemblies and daily check ins- fist to five.

How will we ensure the curriculum is relevant to our pupils?

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- **Making relationships**
- **Self-confidence and self-awareness**
- **Managing feelings and behaviour**

Planning is child led to reflect the interests of the children and the needs of the children.

Children take part in circle time and discuss topics and themes that are at their level.

Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

Within Key Stage One and Two PSHE lessons follow the scheme of work that is in place. This follows the three core themes which have been adapted specifically for the children at Whittlefield Primary School. Through its three core themes (**health and wellbeing, relationships, living in the wider world**) our Programme of Study provides schools with a framework for creating a programme which matches their pupils' needs. It covers the breadth of PSHE from sex and relationships education to developing skills and attributes for employability, setting out suggested content for each key stage. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

Teachers use a variety of resources and schemes to plan the accurate lessons needed to adhere to the children's need. A copy of the PSHE curriculum map can be found in [Appendix 1](#).

This document shows the intended timescale of teaching the different PSHE/RSE topics throughout the year and how they link to our curriculum. We have carefully mapped out our curriculum for all subjects so that it reflects the needs of the children.

While promoting the values above and meeting statutory requirements, we will ensure that pupils are offered a balanced curriculum designed to meet their needs by using relevant local data and school information (such as CPOMS and attendance) related to Relationships/Health/PSHE Education to inform planning and to address the identified needs of the whole school community e.g. Health Needs Assessment Survey, Health LSIP, which includes the school's NCMP weighing and measuring data for Reception and Year 6 pupils, along with Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances.

This health data is available on the Lancashire ROSE website linked to the statutory sub-headings.

What are our intended outcomes?

The learning outcomes of our curriculum are to provide pupils with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy
- Keeping themselves safe on and off line
- Economic understanding and citizenship

We intend to listen to all our Whittlefield family and their voice will help to shape the ever adapting PSHE curriculum for Whittlefield Primary School and meeting the children's needs.

Creating a safe and supportive learning environment

The school seeks to provide a safe, secure learning environment for PSHE Education (RSHE) that enables children to gain accurate knowledge, develop their own values and attitudes, and learn the skills to grow into happy confident successful adults.

At the start of the school year and during the school year, teachers at Whittlefield Primary School develop effective ground rules. Clear ground rules help students express their ideas and feelings while showing respect for others. We will ensure students understand that what they say in the lesson shouldn't be discussed outside the lesson and how this creates a safe learning environment. It will be clear that, for safeguarding reasons, there are some things you can't keep confidential and remind students of the safeguarding protocols that operate in school. Ground rules will be most effective when students can explain their purpose and express them in their own words. Rules created by pupil voice and the teacher will be signed and displayed in each classroom and will be reviewed at the start of each lesson and, where appropriate, during a lesson if agreed boundaries are being crossed.

Roles and responsibilities

The Governing body

The governing body has delegated the approval of this policy to the Children and Learning Committee.

The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

The headteacher also:

☑ Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The headteacher also Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

Staff

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.



The nature of questions which will be answered in class and which ones will be addressed in partnership with parents and carers links.

It is advisable to keep a record of questions asked and how they were dealt with in case there is any recourse and to inform future curriculum planning.

(See Appendix 2 For Handling of Complex Issues)

SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE Education (RSHE) learning which meets their needs.

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. The PSHE curriculum is in line with the single equality duty policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

How will we ensure that our equalities obligations are fulfilled?

We have abided by and reflected the Equality Act (2010) advice to schools and link to school values as well as British Values. This is to share the importance of teaching pupils about the law of this country and to respect people who are different to them. This forms part of their learning to celebrate being a unique individual, in developing their sense of self.

The needs and interests of all pupils, irrespective of sex, gender identity, family, faith, culture, sexual orientation, ability or aptitude are addressed and respected by everyone in the Whittlefield Family.



What is the purpose of Relationships Education in our school?

This policy complies with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Pupils and Social Work Act 2017. From September 2020 Relationships Education and Health Education will be compulsory for all primary pupils. As a school, Whittlefield Primary School supports the DfE's recommendation that all primary schools should have a sex education programme and that it is tailored to the age and maturity of its pupils. As a school we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of our PSHE and citizenship curriculum. Our curriculum seeks to promote the spiritual, moral, cultural, mental and physical development of our pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

Whittlefield's Primary sex education will focus on:

- ☒ -Sexual difference and naming body parts
- ☒ -Preparing boys and girls for the changes that adolescence brings
- ☒- Exploring the impact of puberty on the body and the importance of physical hygiene
- ☒- Understanding that menstruation and wet dreams are a normal part of growing up
- ☒- How a baby is conceived and born, considered in the context of relationships
- ☒-Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice.
- Sexually transmitted disease included HIV.

What are the aims and objectives of our Relationships Education curriculum?

The aim of RSHE is to help children build healthy friendships and positive relationships in an age appropriate way. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable and healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSE will look at aspects of diversity in an inclusive and non-judgemental way. This sits alongside the essential understanding of how to be healthy. The Implementation of this policy is the responsibility of all teaching staff and is firmly rooted within Whittlefield's framework for PSHE and is clearly evident across the entire curriculum. Whittlefield is aware of the need to be mindful and respectful of a wide range of religious and cultural beliefs and the needs of those pupils with SEND. We make every effort to be appropriately sensitive; equally we fervently believe that it is essential for our pupils to have access to learning that enables them to stay safe, healthy and understand their rights as individuals.



What are our intended outcomes for Relationships Education

The learning outcomes of our Relationships Education curriculum are that pupils will understand the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults.

Children need to learn about relationships, the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. They need to learn about include puberty, how a baby is conceived and born, body ownership, and safeguarding. All of this helps to keep them safe..

Our RSE lessons are a key part of the SCARF curriculum which provides the framework for a whole-school approach to improving children's wellbeing and progress, based the SCARF values: SAFETY, CARING, ACHIEVEMENT, RESILIENCE and FRIENDSHIP.

Our resources help children to be safe, healthy and happy. Delivered as part of PSHE and Science, they help schools meet SMSC, safeguarding, and emotional wellbeing requirements, as well as ensuring that they meet all the the DfE Primary Relationships Education and Health Education and National Curriculum Science requirements.

Who will be responsible for the curriculum?

The PSHE Education (RSHE) and Relationship curriculum will be led by Adam Booth

It is taught by class teachers.

It is supported by all of the Whittlefield Family

The school supports staff delivering PSHE Education (HSRE) to access appropriate CPD by reviewing teaching and learning and where appropriate timetabling PSHE training for all the Whittlefield Staff.

The head teacher and SLT will review the policy with the subject leader and have regular meetings discussing the impact the subject is having on the pupils' progress.

The subject leader will meet with the governors once a year and submit a subject report indicting the impact of RSHE at Whittlefield Primary School.

Assessment

We assess pupils' learning through quality first teaching lessons, evidenced with: pupil voice, learning journey books and teacher assessment on Target Tracker to establish their baseline and their endpoint to show individual progress. Teachers assess the children's work in RSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress. Within the Foundation Stage, RSHE objectives are documented within 'Learning Journey' books which include specific focussed RSHE objectives and circle time activities. Similar to this, Key Stage One and Two also have a class 'learning journey books' where circle time discussions are recorded, pictures of activities that are completed during RSHE lessons and any comments made by children that are relevant to the topic are included. The RSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.



Other aspects of school life that contribute to PSHE Education (RSHE) include:

Opportunities to take responsibilities include School Council, Playground Leaders, class assemblies, picture news resources, Skill Builder resources, and school nurture and charity projects.

Opportunities to participate include: drama productions, variety of clubs/teams, residential trips, and opportunities to link with other local schools.

Parental Engagement

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community. Effective methods to communicate the schools' approach to RSHE are through the year groups' curriculum meetings (Year 5 and 6), parents' evening, the school website, half termly newsletters and an open-door policy. Parents are also invited in throughout the year to celebrate the learning across PSHE. Parents are invited to view this policy.

The policy is available to parents and carers through the school website. A supporting information letter advising parents on the RSHE curriculum will also be attached (appendix 3).

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

If you wish to withdraw your child from the Sex Education component of RSHE then you can do so in writing addressing to the:

Headteacher
Whittlefield Primary School
Tabor Street
Burnley
BB12 0HL

Or via email.....head@whittlefield.lancs.sch.uk

Below are links to guidance referred to in this policy.

Relationships and Sex Education (RSE) and Health Education (2019),

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

Children and Social Work Act (2017),

<https://www.legislation.gov.uk/ukpga/2017/16/contents/enacted>



Equality Act (2010),

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Keeping Children Safe in Education (2019)– Programme of Study (2020)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Other policy links can be found on our school website:

<https://whittlefield.lancs.sch.uk/policies/>

PSHE Programme of study

<https://www.pshe-association.org.uk/news/updated-programme-study-pshe-education-key-stages>

Appendix 1

Whittlefield Primary School Curriculum Map- PSHE/RSE

Early Years

Nursery:

PRIME Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Below are the Units from the SCARF PSHE unites that the teacher can use to achieve some of the targets above.

Me and My Relationships	Valuing Difference	Keeping myself safe
Rights and Responsibilities	Being my best	Growing and changing

Reception

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.



Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

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Me and My Relationships	Valuing Difference	Keeping myself safe
Rights and Responsibilities	Being my best	Growing and changing

Key stage 1 and 2

Whittlefield PSHE Curriculum Map years 1-5

Autumn			Spring			Summer		
Health and Wellbeing			Relationships			Living In the Wider World		
Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and Emotions	Healthy Relationships	Valuing Difference	Rights and Responsibilities	Environment	Money
What helps keep bodies healthy; hygiene routines	Recognising what they are good at; setting goals. Change and loss and how it feels	Keeping safe around household products; how to ask for help if worried about something	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; everybody is unique in some ways and the same in others	Looking after the local environment (CROSS YEARGROUP PROJECT WITH YEAR 2)	Where money comes from; how to use money - saving and spending money
Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia)	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts	Behaviour; bodies and feelings can be hurt	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the local environment (CROSS YEARGROUP PROJECT WITH YEAR 1)	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved
What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe	Recognising feelings in others; responding to how others are feeling	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	Recognising and responding to bullying	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise (CROSS YEARGROUP PROJECT WITH YEAR 6)
What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change	How to keep safe in local area and online; people who help them stay healthy and safe	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Listen and respond effectively to people; share points of view	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world	Sustainability of the environment across the world	Role of money; managing money (saving and budgeting); what is meant by interest and loan
What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Different rights; responsibilities and duties	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax
Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships;	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what	How resources are allocated; effect of this on individuals; communities and environment	Enterprise; setting up an enterprise (CROSS YEARGROUP PROJECT WITH YEAR 3)



		their health and safety; where to get help and advice		marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy		they forward to others		
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After an indifferent year due to COVID19, we started 20/21 with a focused ‘Bounceback’ curriculum. This replaced all foundation subjects for the first half term of the year. This was aimed at gradually reintroducing children back to the learning environment and help them to address any feelings they had or had experienced during the year.

Appendix 2

Handling Of Complex Issues

The PSHE Association suggests that ground rules include:

>> Openness

We will be open and honest, but not discuss directly our own or others’ personal/private lives.

We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone ‘on the spot’.

>> Keep the conversation in the room

We feel safe discussing general issues relating to mental health within this space, and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school’s safeguarding policy (see school Website on Policies).

>> Non-judgmental approach

It is okay for us to disagree with another person’s point of view but we will not judge, make fun of, or put anybody down. We will ‘challenge the opinion, not the person’.

>> Right to pass

Taking part is important. However, we have the right to pass on answering a question or participating in an activity.

>> Make no assumptions

We will not make assumptions about people’s values, attitudes, behaviours, life experiences or feelings.

>> Listen to others

We will listen to the other person’s point of view and expect to be listened to.

>> Using language

We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.

>> Asking questions

We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else. There is a question box for anonymous questions.

>> Seeking help and advice

If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community.

- All classrooms have an opportunity to put a question in the ‘Question Box’ all the time as questions may be linked to any topic
- If a question is believed to be intended to embarrass or to push the boundary, the response needs to ensure pupils are not discouraged from asking questions. The response needs to thank the pupil for the question and to check there is a clear understanding of what exactly is being asked. This is to ensure



safeguarding concerns are not missed but also that questions are not misinterpreted. E.g. a question about touch may not be inappropriate touch, it may be about the invasion of personal space

- If the teacher or visitor (see Visitor Policy) is unsure whether or not to answer a question for whatever reason, the response is that it is not going to be answered now but the teacher "will get it answered for you as soon as possible". Ask the pupil to write it down and put it in the basket. This may need to be supported by an adult with the pupil still placing it in the basket
- If a pupil asks a question, it needs to be addressed as soon as possible because they want to know the answer. If it is not provided in the safe learning environment of a classroom, there is a risk they will search for the answer using unreliable sources on the internet or other people
- Depending on the question, the member of staff delivering or with the visitor, needs to know who to refer the question to which is a school decision e.g. PSHE Lead, SLT/DSL. The decision may be:
 - ☑The question falls within the school's agreed framework of what will be answered in class and can be followed up in the next lesson
 - ☑Taking any safeguarding issues into consideration, the decision may be to contact home to share the question with parents and carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership.

Appendix 3

A guide for parents

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.