Clitheroe Pendle Primary School

PRSHE
(including Relationships and Sex Education (RSE)) Policy 2026

Overview/Introduction:

The purpose of the policy is to demonstrate the alignment of the teaching and delivery of PRSHE including RHE at Pendle with statutory guidance (e.g., DfE requirements). RHE (within PSHE) is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively. At Pendle Primary we believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, body ownership, and safeguarding.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is in-line with the 2025 guidance which is due for implementation by September 2026. Our vision is to create a school where everyone works together, supporting each other to ensure that all children achieve their potential. We aim to develop talents, abilities, self- confidence and a joy in learning, providing opportunities that will prepare children and families for their futures together. Our children will receive the very best start and will be loved, cared and supported along their journey.

Our values are integral to every aspect of school life, nurturing our pupils on their journey through life so they grow into caring, responsible and tolerant adults. We have a set of School Values that link very closely and support our work on the British Values.



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Subject Content

RHE is taught within the subject of PRSHE within the school and this is taught in- line with the statutory guidance.

'PRSHE education is the **school subject** through which children and young people acquire the **knowledge, understanding and skills** they need to **manage their lives**, now and in the future.

PRSHE education develops the qualities and attributes pupils need to **thrive as individuals, family members and members of society'**

(PSHE Association, 2024)

As part of PRSHE, the statutory elements of relationships and health education are included within the curriculum content.

1. Relationships Education (Statutory)

The focus in primary school is on building the foundations of positive relationships, respect and safety. [gov.uk]

Pupils will learn about:

- Families and People Who Care for Me
- Different types of families, including those with same-sex parents

The importance of love, care and stability within families

Who to go to for help and support

- Caring Friendships
- Characteristics of positive friendships (kindness, trust, respect)
- Managing conflict and recognising healthy/unhealthy friendships
- Loneliness and how to seek help or support others
- Respectful Relationships
- Treating others with kindness, respect and tolerance
- Understanding similarities and differences
- Challenging stereotypes and discrimination
- Online Relationships
- Safe and respectful behaviour online
- Understanding that people may behave differently online
- Risks associated with sharing personal information
- Being Safe
- Personal boundaries and the concept of privacy
- Recognising unsafe situations, including inappropriate contact
- Understanding the importance of asking for help

2. Health Education (Statutory)

Health Education equips pupils with the knowledge and skills to manage their physical and mental wellbeing and stay safe.

- Mental Wellbeing
- Recognising emotions and managing feelings

- Building resilience and coping strategies
- Understanding that mental health is part of overall wellbeing
- Internet Safety and Harms
- Risks associated with online activity (e.g. scams, harmful content)
- Protecting personal data and privacy
- Knowing how to report concerns and access support
- Physical Health and Fitness
- Importance of regular physical activity
- Healthy lifestyle choices
- Healthy Eating
- Principles of a balanced diet
- Making informed food choices
- Drugs, Alcohol and Tobacco

  Basic understanding of harmful substances
- Strategies for staying safe
- Health and Prevention
- Personal hygiene
- Preventing illness and maintaining health
- Basic First Aid
- How to respond in emergency situations
- How to seek help appropriately
- Changing Adolescent Body
- Key facts about puberty (including menstruation)
- Physical and emotional changes as children grow

3. Non-Statutory Sex Education (Primary)

Although sex education is not compulsory in primary schools, at Pendle we choose to provide age-appropriate teaching to support pupils' understanding as they approach secondary school.

This may include:

- How a baby is conceived and born (linked to the science curriculum)
- Reproduction in a factual, age-appropriate way
- Preparing pupils for transition to secondary school

Parents have the right to request withdrawal from non-statutory sex education (outside the National Curriculum science content).

4. Wider PRSHE Themes (Non-Statutory but Essential)

To provide a broad and balanced PSHE curriculum, we also include:

- Personal Safety
- Risk management (e.g. road, water, rail safety)
- Recognising and responding to danger
- Economic Wellbeing

- Understanding money and financial decisions
- Managing risk (e.g. scams, online spending)
- Identity and Self-Esteem
- Developing a positive sense of self
- Celebrating individuality and diversity
- Citizenship and British Values
- Understanding rights, responsibilities and democracy
- Respecting others within a diverse society

5. Key Principles of Delivery

The PRSHE curriculum at Pendle is delivered in line with the following principles:

- Age-appropriate and carefully sequenced learning to avoid exposing pupils to content too early
- A focus on developing knowledge, skills and attitudes
- Teaching that promotes positive relationships, wellbeing and safeguarding
- Sensitivity to pupils' backgrounds, experiences and needs
- A strong emphasis on pupil voice and engagement

Relationships and Sex education includes such concepts as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships and responsibilities and how we care for each other. We therefore refer to this work as, relationship and sex education (RHE), placing the emphasis on relationships RHE aims to help children understand their feelings, emotions and bodies, how they are growing and changing, and how they will change in the future. It aims to enhance the emotional and social development of children, helping them to understand the benefits of caring relationships and to be aware of pressures and possible dangers. The work is integrated within science and PRSHE. We use resources from 1decision to support the teaching of PRSHE with RHE across school. This is a nationally recognised programme which has been kitemarked and quality assured by the PSHE Association . It is cross phase, providing consistency of approach and a spiral, age appropriate curriculum for our pupils. The class teachers will deliver the lessons. The work will be integrated into the ordinary life of the class so that both boys and girls will have a clear understanding of, and be in sympathy with the changes involved for those of a different gender. Some single gender work or small group exercises will be used as appropriate.

Parents are invited to comment on the updated school's policy in its draft stage. The Headteacher or PRSHE Lead is available to discuss any concerns. Parents are informed of their right to withdraw their children from sex education **additional** to that required by the National Curriculum Science Order. Parents are able to view materials and have access to these should they wish to by contacting the school office.

How the subject is taught

Teaching is progressive and builds on prior knowledge so that the content is age- appropriate and (building knowledge progressively).

A familiar adult to the children will teach the subject, in most cases this will be the class teacher.

Good practice in teaching and learning

- Using the correct terminology to make it clear that everybody uses common words and avoids prejudiced or offensive language. Teachers are guided and supported with the appropriate terminology by the PRSHE scheme (OneDecision) -see appendix 3

- Lessons contain a variety of teaching methods and strategies that encourages interaction,

involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time; visiting speakers.

The curriculum content may be supplemented and enhanced by the use of external visitors and providers who are checked by school and have had the relevant safeguarding procedures shared with them. There will be a member of school staff present at these deliveries. They have been chosen to benefit the learning of the children and that they suit the needs of the children within school, external providers are evaluated for safeguarding and quality purposes to ensure that they are suitable to enhance the provision available for the pupils.

These may include:

- Daisy First Aid
- Dogs Trust
- Lancashire Police
- Lancashire Fire and Rescue
- NHS representatives such as paramedics, school nursing team
- Crucial Crew – safety workshops offsite organized by Child Safety Media
- Smoke-free Lancashire
- YGam
- Bonanza Creative – Carbon Monoxide and energy sustainability workshops

There may be times when themed weeks such as Internet Safety week and Anti-Bullying Week or specific events means that a visitor not listed here would further compliment the curriculum and therefore this is not an exhaustive list.

At times when a visitor is invited in addition to the list above for PRSHE, parents and carers will be made aware via ParentPay communication; content of the session will be checked ahead of the delivery just as it has been for the visitors listed above.

Responsibilities

Head teacher: Wendy Nunns responsible for overseeing the implementation of the policy and monitoring of quality of education and answering questions in line with the policy.

PRSHE lead: Claire Atkinson, responsible for implementation of the policy and monitoring of quality of education and answering questions in line with the policy

Teachers & support staff delivering PRSHE: responsible using approved lesson content and resources, being present during external delivery

Link Governor: Jill Woodruff is the nominated governor

External visitors: responsible for ensuring that they are familiar with this policy, adhere to the sessions and content that has been pre-approved, are aware of the safeguarding procedures.

Right to Withdraw

There is a legal right to withdraw from sex education only (not relationships education). For parents wishing to exercise this right an appointment should be made with the Headteacher to express this.

Accessibility for All Pupils

Describe adaptations for pupils with SEND (e.g., adapted materials, additional support).

Inclusive approaches for all children with vulnerabilities being identified and supported as needed such as ELSA sessions or DA/CLA/PCLA/Young Carers/ACES etc...

Monitoring and Evaluation

Monitoring is to ensure teaching is in line with school policy and that pupils are taught what is planned for different year groups. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning. The PRSHE subject leader (Claire Atkinson) is responsible for monitoring and evaluation of RHE.

Methods used include:

- feedback on lessons
- what individual teachers added to or deleted from the lesson content
- pupils completing end of topic evaluations
- teachers completing end of topic evaluations
- PRSHE evidence scrutiny on class pages or class topic books
- annual PRSHE review
- data collected from initial need assessment is compared to same assessment at end of topic

Parental Access to Curriculum Materials

Parents are able to view materials and have access to these should they wish to by contacting the school office.

Answering Questions

Pupils may ask questions that are beyond the planned curriculum or not appropriate for their age or stage of development. Staff will respond to questions in a manner that is safe, supportive, age-appropriate and consistent with statutory guidance and safeguarding responsibilities.

Teachers will create a safe and respectful learning environment where pupils feel able to ask questions and express ideas.

All responses will be:

- Factually accurate and developmentally appropriate
- In line with the school's agreed PRSHE/RHE curriculum
- Consistent with safeguarding, confidentiality and child protection policies

Teachers will use professional judgement to decide whether and how to answer a question, recognising that not all questions need to be answered immediately or in a whole-class context.

Types of Questions and How Staff Will Respond
1. Questions within the planned curriculum

These will be answered clearly, honestly and in an age-appropriate way, using appropriate vocabulary.
Teachers may draw on agreed school resources to ensure consistency.

2. Questions beyond the planned curriculum (or not age-appropriate)
If a question is asked that is outside the expected primary curriculum (e.g. detailed sexual content), staff will:

- Acknowledge the question positively (e.g. "That's an important question.")
- Assess its suitability for the age and context of the class
- Respond in one of the following ways:

Provide a simple, general response that remains within primary-appropriate boundaries
Defer or redirect the question, explaining that it may be better discussed at a later stage or at home with a trusted adult
Offer to speak to the pupil individually if appropriate

3. Personal or sensitive questions
Pupils will be reminded of class ground rules, including not asking personal questions about others.
Teachers will:
Avoid answering questions that require personal disclosure (their own or others')
Use distancing techniques (e.g. "Some people might…") to maintain professionalism
Pupils will be signposted to appropriate sources of support where needed (e.g. parents/carers, trusted adults in school).

4. Questions raising safeguarding concerns
If a question or disclosure indicates a potential safeguarding issue:
The teacher will not promise confidentiality
The concern will be followed up in line with the school's safeguarding and child protection procedures.
Pupils will be reminded that adults may need to share information to keep them safe.

Use of Strategies to Support Question Handling
To enable safe management of questions, staff may:
Use anonymous question boxes to allow pupils to ask sensitive questions safely
Establish clear ground rules (e.g. respect, no personal questions, right to pass)
Apply distancing techniques to avoid embarrassment or personalisation
Adapt responses based on knowledge of pupils' maturity, needs and backgrounds

Working with Parents and Carers

We recognise that parents are children's primary educators and aim to work in partnership with them. Where questions arise outside the taught curriculum, pupils may be encouraged to discuss them at home.

Parents are informed about curriculum content and have the opportunity to view materials in advance.

Policy Development and Review

This policy has been shared with staff and governors for consultation and be developed further by involved staff, governors, pupils and parent/carers.

Pupils have been involved in activities tailored towards providing a baseline that supports development of our RHE programme. The activities include a 'Draw and Write' needs identification activity about growing up for use with primary phase children, and 'Diamond 9' prioritization activities at two different levels for use with pupils from Key Stage 2 to further identify pupils' needs.

Appendices

- Statutory guidance references: Relationships Education, Relationships and Sex Education and Health Education guidance