

PSHE at Reedley Primary School – Frequently Asked Questions

(Updated content, following the meeting, is written in red)

What is Reedley School's approach to PSHE from September 2020?

You may be aware that there is a new curriculum coming into effect from Sept 2020 for how we teach children the topic of PSHE.

What some schools have chosen to do has hit the national headlines and caused distress for parents/carers, for schools and ultimately for the children, as there have been protests outside their schools.

At Reedley, we want to work alongside members of our community to ensure that the children receive the education that they need, when they need it, but feel that they need to have the support of those adults in their lives, with whom they may need to discuss these issues.

Therefore, we have looked at the guidance presented by the national PSHE association and guidance from the DFE (Department For Education) and considered this alongside the views of our children and their families. We have also worked alongside leaders from Mosques, Churches and schools across the Pendle area, to ensure that we have a district-wide approach to the teaching of this subject, although practice across some schools will vary slightly.

Mrs Bell (Headteacher) and Mrs Gorrell (Deputy Headteacher) met with three leaders from the local Brierfield Mosque, to share plans, resources and the rationale behind what we propose to teach.

We have decided to make some amendments to the suggested curriculum by moving some aspects into different year groups eg puberty will be taught to pupils in Y5, not Y4 as suggested. This is what we have done at Reedley for the last four years and it is always well received by our pupils. We feel strongly that children need to learn about the change that they will encounter, before they happen, so not to cause alarm or distress when these changes occur.

What is PSHE?

It is Personal, Social and Health Education that is delivered to all children in formal education. PSHE lessons enable children to learn about themselves, including their physical bodies, their emotions and their wellbeing and about other people, in order for them to learn to get on with a range of people. This is one of the most important topics that they will learn about as it prepares them to develop the skills thrive in the wider community, to be resilient and to keep themselves safe and healthy.

The three topics are:

- **Relationships**
- **Living In The Wider World**
- **Health and Wellbeing**

These broader topics are broken down as follows:

Relationships

– Families and Friendship

- Safe relationships

- Respecting Ourselves and Others

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Living In the Wider World

- Belonging to a Community
- Media Literacy and Digital Resilience
- Money and Work

Health and Wellbeing

- Physical Health and Mental Wellbeing
- Growing and Changing
- Keeping Safe

How have Reedley staff ensured that what is taught, is right for our children?

We have listened to our families, who regularly enquire about this issue, as it has been on the news. We also listen to comments and feedback given each year when we cover what we previously called Sex and Relationships Education (SRE). We hold meetings for Y5 and Y6 parents each year, prior to the topics being taught and keep a note of the feedback that we receive from these meetings.

We also consider what our children say regarding the learning and use this to shape future lessons.

Feedback from a consultation session in school on 16th March has been taken into account and changes have been made to the resources and the age that one aspect will be taught, as a result. (See next page for further details)

Have Reedley staff changed anything from the recommendations made to schools?

When devising the curriculum for Reedley, we have made the following changes:

- In Year 6 – we have changed the learning
From – Attraction to others; romantic relationships; civil partnership and marriage
To– relationships and marriage
- We have moved the issue of puberty from Year 4 to Year 5, as many parents felt that Year 4 children were too young for these lessons
- In Year 6, we have removed the following:
Human reproduction and birth
Many families had commented that they did not want their child to learn about conception and birth at primary school. This will be covered at High School. We do, however, still need to deliver the full science curriculum which includes learning about reproduction in mammals, birds and insects.

How have you consulted with parents/carers about what you are going to teach?

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We held an information session for parents, in school, on Monday 16th March. This letter was sent out electronically on 5th March 2020 and was on the school website.

The information in this document was shared with attendees and they were able to view resources.

Parents/carers were asked for their views on what they had seen and asked whether there was anything else that they felt should be included in the delivery of PSHE at Reedley.

A further meeting has been requested by parents as not every parent read the electronic letter or saw the notification on the website. Some parents felt that another opportunity should be made available for the consultation. The parents at the meeting were asked to suggest when they thought the best time would be and the suggestions of after Easter was made. As school is currently closed due to Covid-19, we are unsure of when we could meet with families before September 2020 to discuss this matter, therefore the information has been provided on the school website.

Parents/carers, governors and representatives from a local mosque were present at the meeting. Leadership staff from school have viewed all comments made on the forms provided and have made a number of changes to the resources which were viewed on 16th March.

Changes made following the consultation

-External genitalia will now not be taught until Y5, instead of Y2. Even though this was covered for safeguarding purposes, to allow children to communicate accurately if part of their body is sore or injured, a number of parents felt that this was too young for them to be taught terms such as penis.

-The puberty information for children in Y5 has been updated. Some of the technical language and diagrams have been removed and now boys and girls will only learn about their own gender, not about the changes in the opposite gender.

The parents that attended the meeting asked to see the revised resources, once any changes had been made. The Headteacher has made these available on the school website for parents/carers to view.

Will you be teaching children about LGBT issues?

DFE guidelines state that children must learn about different types of families, including those children who have two mums, two dads or other family circumstances, including families headed by grandparents or blended or step-families.

We have considered the feedback and concerns from our parents, who largely do not want their children to be taught about these issues at primary school and therefore will not be teaching children about the LGBT agenda.

However, it is only right that we address any issues that occur in relation to LGBT, as we have to consider the view of minority groups, and our policy states a clear procedure for these two circumstances:

- If a child speaks to an adult in school, with concerns about their sexuality or gender
- If homophobic language is used in school

Why do children learn the correct names for private body parts from Year 2?

We feel that it is vital that children are aware of the correct terms for body parts as early as we feel appropriate. This is part of the safeguarding element of our job. Children need to know what these

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parts of the body are called (eg vagina, penis, nipples) then they can report it accurately if there is an issue. We refer to this as 'doctor language' meaning that these are the words they would use to tell the doctor, if this part of their body was hurting. We have heard of cases where children have attempted to report issues, but not been taken seriously as the message has not been put across clearly.

This has been moved to Year 5, to sit alongside the topic of puberty, instead of being taught in Year 2.

From Y2 though, we will use the NSPCC resource called PANTS, which informs the children that no-one has the right to see or touch any body parts that are covered by your pants or bathing costume.

The safety and wellbeing of our children is our highest concern.

Can I withdraw my child from the PSHE lessons?

As a school, we have removed the non-statutory elements from the curriculum and therefore anything that is left, is statutory, meaning that it has to be taught. If you have concerns about the content and want to discuss it with your child's classteacher, you are able to make an appointment with the classteacher to do so.

As the PSHE curriculum will prepare our children for living in the wider world and cover aspects about safety and wellbeing, we feel that it is crucial that children receive the PSHE lessons that Reedley provide.

How do I know what topics my child will be learning?

We have an overview of topics on the website, for families to view.

How do staff ensure that children are safe during lessons?

All classes devise a charter for PSHE. This includes specific ground rules that staff and children must follow. This includes not discussing personal information or circumstances for any personal topics. Staff are also aware that should safeguarding concerns come to light during the lessons, that they know how to deal with these issues.

What if a child asks a question in PSHE that is not on the curriculum?

Children do ask questions and inquisitiveness is a skill that we want to develop in our children at Reedley. However, as part of the agreed charter, staff explain that they may not be able to answer all questions that are asked within PSHE. If a question is asked, that is outside of the curriculum agreed by governors, then staff may call the child's parents/carers, who are given the choice to answer the question and home, for school staff to answer it or for parents/carers and school staff to answer it together. We feel that children should be provided with an answer to questions as if they are not, they may seek the answer elsewhere (eg internet or asking a friend). Under these circumstances, we cannot guarantee that the answer would be child-friendly, accurate or factual. Children will be aware that they can ask questions during, before and after lessons and that this can be done verbally or by writing their question down.

See the document 'Handling Complex Issues in the PSHE classroom' for further guidance on how staff deal with issues.