



# **Cams Lane Primary School**

## **PSHE & RSE**

### **2025- 2026**

#### **School Vision**

'Together as a Cams Lane family, we will inspire everyone to reach their potential. Guided by our 5 Rs, we will develop independent learners with an awareness of the world around them, ready for the challenges of the future. We will nurture relationships that build confidence and pride within each person.'

**'INSPIRE, BELIEVE, LEARN'**

**Resilience, Resourcefulness, Respect, Reflection, Responsibility**

## Introduction

At Cams Lane, we believe that PSHE (Personal, Social, Health and Economic) education is an essential aspect of learning that promotes personal development, social and emotional well-being, and physical health. RSE (Relationships and Sex Education) is an essential aspect of PSHE that provides children and young people with the knowledge, skills, and attitudes they need to establish healthy, safe, and fulfilling relationships, and to make responsible and informed decisions about their sexual health and relationships.

The policy is designed to align with the Kapow scheme of work and statutory guidance while promoting a safe, inclusive, and respectful learning environment for all pupils. It also ensures that age-appropriate and relevant content is delivered to support pupils' personal development, health and well-being, and relationships.

## Aims and objectives

- To provide a framework that ensures all pupils receive comprehensive and relevant PSHE and RSE education
- To develop pupil's understanding of the importance of their physical, mental, and emotional well-being
- To promote positive emotional well-being and mental health, equipping pupils with tools to manage stress, anxiety, and other emotional challenges.
- To teach pupils specific skills that equip them with the knowledge they need to act safely and link to the skills that will prepare them for adult life
- To foster positive relationships, empathy, and respect for diversity among pupils.
- To equip pupils with the knowledge and skills necessary to make informed decisions regarding relationships and their own health and well-being.
- To align with the safeguarding requirements outlined in KCSIE 2025, ensuring that PSHE/RSE teaching includes awareness of online risks, mental health, peer-on-peer abuse, and how to seek help when needed.

## Recent updates to KCSIE 2025

***At Cams Lane , PSHE plays a vital role in fulfilling the safeguarding duties outlined in Keeping Children Safe in Education (2025). Through carefully planned and age-appropriate lessons, we equip pupils with up to date knowledge and skills to understand risk, stay safe, develop healthy relationships, and seek help when needed. This includes explicit teaching about online safety, recognising abuse, mental health, and understanding consent and boundaries.***

<u>Update</u>	<u>Curriculum Coverage</u>
Online safety – expanded “content” risks (misinformation, disinformation, conspiracy theories)	Taught within the Year 5 computing curriculum in lesson 2 – inaccurate information, and the Year 6 online safety unit.  Fake email unit – LKS2
Age-appropriate discussion around social media, gaming, and appropriate use of technology.	Covered in Key stage 2 computing curriculum. Social media use covered mainly in upper KS2. Digital consumers topic – Year 6

	Age restrictions of online gaming/ apps – LKS2
Child on child abuse and Emphasis on Safeguarding Integration	Teaching children about respectful relationships, consent, boundaries, and how to report concerns is taught across school but specifically: Ks1 - appropriate contact lessons taught within safety and the changing body unit including personal boundaries in year 2.  Lower KS2 – differences between privacy and secrecy  Upper KS2 –Identify possible dangers online, suggesting ways to stay safe, including who to contact if feeling unsafe.
Teaching About Sexual Abuse	Use of age-appropriate resources such as the NSPCC's PANTS rule is used in school starting In KS1.
Stereotyping as part of Relationships, Sex and Health Education	Stereotyping its taught across ks1 and ks2. This ties into broader themes of promoting healthy relationships, respect, safe boundaries, equality.

### Curriculum Structure

- Our PSHE/RSE curriculum is based on the 2014 National Curriculum, and we will ensure that our teaching resources are relevant, current, and suit our pupils' needs.
- The PSHE/RSE curriculum will be based on the Kapow scheme of work, ensuring a comprehensive coverage of topics appropriate for each key stage.
- Lessons will be taught weekly, and all topics that are relevant to a particular age group will be covered in line with curriculum guidance.
- The lessons covered will include but are not limited to self-awareness, emotions and mental health, healthy lifestyles, relationships and friendships, online safety, diversity and inclusion, financial literacy, personal safety, puberty, and physical changes (age-appropriate), and respectful relationships.
- Lessons where necessary will be adapted to meet the specific needs and cultural backgrounds of the pupils, while ensuring that the core objectives are met.
- The PSHE/RSE curriculum will include explicit lessons on online safety, covering issues such as cyberbullying, exposure to harmful content, and safe use of technology. Pupils will be taught how to report concerns online and stay safe on digital platforms.
- The curriculum will be regularly reviewed and updated to reflect current best practices and address emerging issues.
- Significant local and national events may also impact PSHE/RSE teaching, particularly concerning mental health and well-being. These will be addressed sensitively to provide pupils with the support they need to navigate challenging times.
- Our curriculum will address peer-on-peer abuse, equipping pupils with the knowledge to recognise inappropriate behaviour and to report any incidents of bullying, sexual harassment, or physical abuse.

- *If sensitive issues are to be addressed staff may wish to have a conversation with the child or their parents prior to the lesson. Wherever possible children should be included in lessons with their peers, but the following could be considered to support individual children:*
  - *adjusting activities to ensure they will not cause any additional distress*
  - *having additional support from an adult or a trusted peer*
  - *ensuring children know they do not need to talk about their own experiences.*
  - *creating a safe space for the child to go to if they are upset*
  - *moving the lesson to a different time of the year*
- **The key topics and themes that we cover are listed at the end of this document, and also detail what parents have the right from which to withdraw their child.**

### **Teaching and Learning Strategies**

- Teachers delivering PSHE/RSE will receive appropriate training and support to enhance their knowledge and confidence in delivering sensitive and age-appropriate content. For example, Kapow provides a number of webinars to support the delivery of the curriculum.
- Teaching methods will be varied and include whole-class discussions, debates, group work, role-playing, case studies, and interactive activities to engage pupils effectively.
- Pupils' active participation and engagement will be encouraged, and an atmosphere of respect and confidentiality will be maintained during discussions.
- The teaching of PSHE/RSE will be embedded across the curriculum, promoting opportunities for cross-curricular links.
- The use of external visitors and speakers, such as sexual healthcare practitioners (trained by the Department of Health and following their guidance), and local support services (such as the Fire Service, Police, Crucial Crew – a Bury organised multi-agency service, and Bury Road Safety team) subject to prior approval and appropriate safeguarding measures, will be used where appropriate.

### **Safeguarding and Inclusion**

- Lessons will be delivered in a safe and supportive environment, ensuring all pupils feel respected, included, and able to ask questions or seek support.
- Sensitivity and respect for cultural, religious, and individual differences will be emphasised throughout the delivery of PSHE/RSE.
- The PSHE/RSE curriculum will be inclusive of all pupils, irrespective of gender, race, disability, religion, or sexual orientation. It will address all topics in an age-appropriate manner to promote respect and understanding, while also challenging stereotypes and biases.
- Safeguarding protocols will be strictly followed, including appropriate staff training, risk assessment, and handling of disclosures or concerns in line with the school's safeguarding policy.
- All staff will receive regular training to identify signs of mental health challenges and will know how to support pupils with these issues or refer them to appropriate services.
- Safeguarding will be integrated throughout the PSHE/RSE curriculum, with particular attention to ensuring that pupils know how to keep themselves safe online and offline, and that they know who to speak to if they have concerns.
- Parental consultation will be promoted, providing opportunities for parents to be involved and their voices heard regarding the development of the PSHE/RSE curriculum.

- Workshops and informational sessions will be offered to parents to raise awareness around online safety, mental health, and other sensitive topics covered in the curriculum.
- The PSHE/RSE curriculum will include specific content on online safety, in line with KCSIE 2025, focusing on online risks, including grooming, radicalisation, cyberbullying, and harmful content.

### **Assessment Strategies**

- Assessment in PSHE/RSE tends to be different from other subjects and will be completed by focusing pupils on the skills they have developed around communication, resilience, respect, problem-solving, and decision-making.
- Assessment strategies may include:
  - self-reflection,
  - peer assessment,
  - quizzes (completed at the start and conclusion of a topic),
  - allowing pupils to demonstrate their learning in a variety of ways.
- SLT will monitor and review the delivery of PSHE/RSE, including:
  - lesson drop-ins,
  - feedback from pupils,
  - and evaluation of resources to ensure the curriculum remains effective and relevant

### **Puberty, Sex Education, & Parental Rights to Withdrawal**

**Lessons on puberty and the changing adolescent body, for both boys and girls, are delivered in the Autumn term of both Year 5 and Year 6, by the school nurses, following guidance from their association and discussions with school.**

We are committed to providing a comprehensive and well-rounded education to our pupils, nurturing their intellectual, emotional, and social development. As part of this commitment, we have carefully considered the inclusion of sex education within our curriculum. After thorough deliberation and consultation with various stakeholders, we have made the decision not to teach explicit sex education at the primary school level.

We would like to outline the reasons behind this decision:

**Age-Appropriateness:** We believe in providing age-appropriate education to our students. At the primary school level, our focus is on fostering positive relationships, personal safety, and emotional well-being. We believe that these foundational aspects lay the groundwork for later discussions about sexual health and relationships, which can be more suitably addressed during secondary education.

**Parental Involvement and Choice:** We highly value the partnership between our school and parents/guardians. We understand that sex education is a sensitive topic, and we respect the role of parents/guardians as the primary educators of their children. By not teaching sex education in our curriculum, we honour the rights of parents/guardians to address these topics within their family setting, according to their personal beliefs and cultural values.

Respect for Religious and Cultural Diversity: As a school we acknowledge and respect the diverse religious and cultural backgrounds of our pupils and their families. We recognise that discussions around sex education may intersect with deeply held religious or cultural beliefs. By refraining from teaching sex education, we aim to ensure that families can address these topics in a manner that aligns with their values and preferences.

We understand that sex education is a vital aspect of a comprehensive education, and we fully support the UK government's guidelines regarding age-appropriate sex education. We encourage parents/guardians to engage in open conversations with their children about sexual health, relationships, and personal well-being. Furthermore, we are always available to offer guidance and signposting to external resources and organisations that can provide comprehensive information on sex education should parents/guardians require assistance.

**As the RSHE content is statutory and as we are not explicitly teaching sex-education, there is no right to withdraw for parents.**

#### Review and Evaluation:

This PSHE/RSE policy will be reviewed annually, or more frequently if required, to ensure its ongoing relevance, effectiveness, and compliance with statutory guidance.

This policy has due regard for all current legislation and statutory guidance and in particular to:

- KCSIE 2025
- Relationships and Sex Education (RSE) and Health Education Statutory guidance.
- DfE guidance 2014 Science programme of study for KS1 & KS2.
- The Equality Act 2010.

#### Key Topics and Themes Covered within the PSHE/RSE guidance

##### Key Topics (in bold) and themes covered (in italics)

<b>Relationships Education</b>	<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• <i>Importance of family</i></li> <li>• <i>Different families</i></li> <li>• <i>Stable and caring relationships</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Marriage</i></li> <li>• <i>Problems in families</i></li> </ul>
	<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• <i>Importance of friendships</i></li> <li>• <i>Characteristics of healthy friendships</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ups and downs in friendships</i></li> </ul>
	<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• <i>Courtesy and manners</i></li> <li>• <i>Self-respect</i></li> <li>• <i>Respect for others</i></li> <li>• <i>Bullying</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Stereotypes</i></li> <li>• <i>Importance of families</i></li> </ul>
	<b>Online Relationships</b>	<ul style="list-style-type: none"> <li>• <i>Behaviour online</i></li> <li>• <i>Respecting others</i></li> <li>• <i>Rules of keeping safe</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Online friendships</i></li> <li>• <i>Use of information</i></li> </ul>
	<b>Being Safe</b>	<ul style="list-style-type: none"> <li>• <i>Boundaries</i></li> <li>• <i>Privacy</i></li> <li>• <i>Physical contact</i></li> <li>• <i>Safe responses to adults</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recognising &amp; reporting feelings</i></li> <li>• <i>Where to get advice</i></li> <li>• <i>Reporting concerns</i></li> </ul>
	<b>Mental well-being</b>	<ul style="list-style-type: none"> <li>• <i>Range of emotions</i></li> <li>• <i>Recognise &amp; talk about emotions</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Self-care</i></li> <li>• <i>Seeking support</i></li> </ul>

<b>Internet safety and harm</b>	<ul style="list-style-type: none"> <li>• <i>Benefits of internet</i></li> <li>• <i>Negatives of internet</i></li> <li>• <i>Discerning consumer</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Reporting concerns</i></li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• <i>Benefits of activity</i></li> <li>• <i>Risks of inactivity</i></li> </ul>	
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• <i>Call emergency services</i></li> <li>• <i>Dealing with common injuries</i></li> </ul>	
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• <i>Healthy diet</i></li> <li>• <i>Poor diet and associated risks</i></li> </ul>	
<b>Drugs, alcohol, and tobacco</b>	<ul style="list-style-type: none"> <li>• <i>Facts about legal and illegal harmful substances</i></li> <li>• <i>Risks: smoking, alcohol and drug taking</i></li> </ul>	
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• <i>Early signs of illness</i></li> <li>• <i>Exposure to the sun</i></li> <li>• <i>Importance of sleep</i></li> <li>• <i>Dental health</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Personal hygiene</i></li> <li>• <i>Allergies</i></li> <li>• <i>Vaccination</i></li> </ul>
<b>Changing adolescent body (Year 5 and Year 6 only)</b>	<i>Year 5</i> <ul style="list-style-type: none"> <li>• <i>Puberty and physical changes</i></li> <li>• <i>Menstrual wellbeing (girls taught separately)</i></li> <li>• <i>Emotional changes during puberty</i></li> <li>• <i>Naming individual body parts</i></li> </ul>	
	<i>Year 6</i> <ul style="list-style-type: none"> <li>• <i>Physical and emotional changes in puberty - revisited</i></li> <li>• <i>Menstrual wellbeing (girls taught separately) - revisited</i></li> <li>• <i>Naming individual body parts, including sperm/egg/fertilisation</i></li> </ul>	

**R Robinson**

**October 2025**