



# Thornton in Craven Community Primary and Nursery School

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Dear Parents/Carers

As part of the National Curriculum, we have to teach children to be able to keep themselves safe. Part of this learning comes under the heading 'consent'. At a very basic level, consent means asking for and waiting to hear a 'yes'. Consent is seeking and giving permission. School-age children are never too young to learn this in ways that make sense to them. If one friend wants to borrow something from another friend, they must get permission. If one friend wants to hug their friend, they should ask if their friend is OK with that first.

Linking permission-seeking to physical contact is an important part of safeguarding children. They need to be taught about boundaries, saying no to unwanted touch and seeking help when they are worried or upset by anything they have been asked to do or by how they have been touched.

In Nursery and Reception, we use the NSPCC Pantosaurus song and lesson. This teaches children that their body belongs to them, privates are private, no means no and how to talk to someone about secrets that upset them. You can learn more and find out how to have conversations with your child about this here: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

The NSPCC Pantosaurus resources are also used in Class 2. In addition to this, children learn more about how to respond to physical contact if it makes them feel comfortable or unsafe, when we should ask for permission but also when permission should be sought and how to treat others with respect and how to be courteous.

In Classes 3 and 4 they learn more about personal boundaries, what is appropriate in friendships and wider relationships, including online relationships. We talk about different types of physical contact, what is acceptable and what is unacceptable and strategies to respond to unwanted physical contact. There are exercises on personal space and how this can be different for different people and how to respect this. As part of teaching children to be safe we look at appropriate boundaries in friendships with peers and others (including in a digital context). Ensuring we are giving all children the same message and teaching them appropriately for their age group we also teach the older children that their body belongs to them and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Below is the overview of the lessons from the PSHE Association we use:

Lesson title	PSHE education Programme of Study	DfE statutory RSHE guidance key stages 1 and 2
<p><b>Key stage 1:</b></p> <p>1. Asking for permission</p>	<p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>
<p><b>Key stage 2:</b></p> <p>1. Giving and seeking permission</p> <p>2. Personal boundaries</p> <p>3. Appropriate and inappropriate touch</p>	<p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>

There is also valuable advice on the NSPCC website for older primary aged children and onto teenagers regarding healthy relationships and consent.

If your child comes home this week or next asking questions regarding consent this is the reason. The whole school will be learning about this in a series of lessons prior to half term. We believe it is a very important part of the curriculum and try to teach it in a very sensitive and thoughtful way and answering children's queries or questions along the way.

If you would like any further information or advice on this matter, then please do not hesitate to contact school.

Kind regards



Miss Suzie Brown  
Headteacher